

Science and Health News

E-Newsletter for the College of Science and Health

University of Wisconsin-La Crosse

UW-L Moving Forward in Online Education



From left to right, Don Campbell, Vicki Lyons, Kathie Tyser, Brian Udermann, Lynn Weiland, and Annette O'Hern.

Online courses and programs continue to gain popularity with college students across the country. In 2002, 1.6 million students took at least one online course, and by 2005 that number had risen to 3.2 million. In 2002 the number

of students who enrolled in only online courses and/or degree programs was approximately 500,000, with the number increasing to 1.5 mil-

Continued on Page 2

Alumni Serving the Military's Recreation & Fitness Needs

The military provides for the health, fitness and recreation of service members and their family dependents. Fitness, recreation and sports directors plan, organize fund raising events and manage the daily operations of Morale, Welfare and Recreation (MWR) units not only at home, but all around the world wherever military are deployed. These dedicated MWR staff who provide this support are a very professional group who go the extra mile when military personnel have greater needs. Greater need currently exists because of the two lengthy deployments in Iraq and Afghanistan and the returning men and women needing the benefits MWR can provide to their mental and physical well being.

Two of the many UW-L graduates who are a part of this dedicated military group of professionals are Chuck Surman, 1985 graduate in the Adult Fitness/Cardiac Rehabilitation MS degree program (now named, Clinical Exercise Physiology) and BreAnn [Nessler] Constantineau 2002



graduate in Recreation Management. In seeking employment with the military's fitness and recreation programs there are two choices, enlist in the military as military personnel or be

Continued on Page 3

Volume 3, Number 2
Summer, 2008

Inside this issue:

Features

- [UW-L Moving Forward in Online Education](#) 1
- [Alumni Serving the Military's Recreation and Fitness Needs](#) 1
- [From the Dean](#) 5
- [Editor's Comments](#) 6
- [Insights from the 2008 Public Health Study Tour to Great Britain](#) 6
- [Occupational Therapy Student Exchange](#) 8
- [Where Are They Now?](#) 9

[Retirements](#) 11

[Cliff DeVoll](#) 11

[Q & A](#) 12

Focus On

- [Departments](#) 14
- [Research](#) 14
- [Grants](#) 16

UW-L Moving Forward in Online Education (continued from pg. 1)

lion by 2006. Over the past year UW-L has taken steps to respond to this increased interest in online education.

Brian Udermann, Associate Professor in the Department of Exercise and Sport Science, began serving as the Director of Online Education at UW-L in the summer of 2007. During the 2007 summer session he met with nearly two dozen faculty members who had questions about online education, or who expressed an interest in teaching online courses. Since then Brian has stayed busy with his online director duties, as UW-L continues to make steady progress both in the quality and quantity of online degree programs and available individual course offerings. Brian works closely with an online advisory group of Don Campbell (Continuing Education), Bill Cerbin (Center for Advancing Teaching and Learning), Bob Hoar (Mathematics), and Jim Jorstad (Educational Technologies). The online advisory group assists in determining the current status of online education at UW-L and is vital in identifying priorities for future focus and growth. This article is a summary of work that has been completed over the past year.

UW-L Online Course Development and Grants Program

In the fall semester of 2007, Interim Provost Bill Colclough initiated a university wide grants program with the intention of assisting faculty and instructional academic staff in developing online courses. In addition to providing a stipend (eight \$2,500 stipends were awarded through the Provost's Office), allowing grant recipients to devote time to developing course materials, the program was intended to provide access to resources including hands-on training, workshops, and developmental materials. The goal of the program was to service instructors at their current level of readiness for online teaching, ranging from those who were just starting their exploration of online instruction, to those who were ready to more fully explore online options. Due to a very positive response to



Brian Udermann
Director of Online Education.

the call for proposals, the Director of Continuing Education, Don Campbell, agreed to fund three additional proposals with \$2,500 stipends for courses that would likely be offered through the Office of Continuing Education and Extension. Grant recipients were from a wide variety of departments and included English, Exercise and Sport Science, Communication Studies, Finance, Geography/Earth Science, Health Professions, Political Science/Public Administration and Sociology/Archeology. The courses were developed over this past J-Term (January) and Spring semesters, and are now being offered this summer.

UW-L Faculty Survey

In the fall semester of 2007, with the aid of Eduventures, an educational consulting company, a survey was developed and distributed. The survey was completed by 154 faculty. Key questions assessed were how the faculty perceived the value and quality of online learning, previous online course and program development experience, what faculty felt were barriers of teaching online and how those barriers could be addressed, and faculty preferences and attitudes towards online course and program development. Of the faculty that completed the survey 44.8% were from the College of Science and Health,

43.5% were from the College of Liberal Studies, and 11.7% from the College of Business Administration.

Most of the survey respondents indicated they had not taught online courses in the past. However, a majority also indicated they would be interested in developing an online course. Of the faculty who indicated that they would be interested in developing an online course, 75% expressed a preference for undergraduate courses and 25% indicated they would be interested in developing an online graduate course. Additionally, a majority of the surveyed faculty, when asked about their perception of the quality of online education compared to traditional face-to-face instruction, responded that they felt the quality was dependent upon individual online courses or degree programs. Overall, the survey appeared to indicate that faculty at UW-L were receptive to the idea of online education.

On Line Offerings at UW-L

Online degree programs at UW-L currently include the following:

1. Masters of Science in Education - Student Affairs Administration in Higher Education, offered by the Department of Psychology [<http://www.uwlax.edu/saa/>].
2. Medical Dosimetry Certificate Program, offered by the Department of Health Professions [<http://www.uwlax.edu/md/>].
3. Masters in Business Administration offered as a part of an online consortium with UW-Eau Claire, UW-Oshkosh and UW-Parkside. [<http://www.wisconsinonlinemba.org/about/>].

Steady Increase in Offerings

Over the past few years the number of online courses being offered at UW-L has steadily increased. In 2006 UW-L only offered a few online courses. And now, in 2008, the number is expected to increase

to over 30 courses. This past spring the following UW-L online website was created to centralize information related to online education: www.uwlax.edu/online. Students can access this website and find information on course and degree programs, frequently asked questions, and information on admissions, registration, and student affairs. The university will continue to develop the website so it can also be used as a resource by faculty and staff.

As the number of online offerings continues to grow, the university is working to ensure the quality of such offerings remains the primary focus. The university offers many faculty training opportunities through Information Technology Services, Educational Technologies, and a variety of online workshops and panel discussions scheduled throughout the year. One such opportunity was a panel discussion on best practices related to online teaching that was held during Educational Technology's

Passport to Technology program this past January. The Passport to Technology program is an annual event that highlights the infusion of technology in teaching and learning.

Collaboration with the La Crosse School District

Representatives from UW-L have been meeting regularly with teachers, administrators, and information technology specialists from the La Crosse School District. The school district has been exploring ways to expand offerings of high quality online educational programming to students in the Coulee Region. The goal of the meetings has been to identify areas in which the school district and the university can work together (e.g., joint training sessions for teachers and faculty, identify appropriate advanced placement courses that may be offered online, etc.), in the area of online education. The group is

working with grants specialist Amery Bodelson, whose position is collaborative between the school district and university, to identify potential grant sources to fund joint initiatives. For further information go to the following web site: <http://www.uwlax.edu/provost/grants/pages/sources/collab.htm>.

Conclusion

As the trend for offering more online courses and degree programs continues to be evident in many colleges and universities throughout the country, UW-L is working hard to ensure that necessary steps are being taken to appropriately serve our students.

For further information regarding online educational activities at UW-L contact Brian Udermann, of the Exercise and Sport Science Department, at 608-785-8181 or email udermann.bria@uwlax.edu.

Alumni Serving the Military's Recreation & Fitness Needs (continued from pg. 1)

employed as a civilian. Chuck chose to enlist and has had a successful 20 year career. He is a Major stationed at Brooks City Base, Texas working as a Aerospace Physiologist where they prepare aircrew for the hazards of flight such as dealing with changes in atmospheric pressure, life support and oxygen equipment, G-forces and possible loss of consciousness, and spatial disorientation (see photo to right). He will soon be retiring. BreAnn, on the other hand, chose to assume a civilian position with the military and is currently caring for her seven month old son while her husband Scott serves as a Marine Artillery Training Officer in Iraq. Since December 2007, Scott has been in Iraq training Iraqi personnel on the use of American artillery.

In the spring of 2002 BreAnn was providing for the recreation and sports league needs of 5,000 sailors at Pensacola Naval Air Station, Florida. She was responsible for the marketing and management of their annual 16 week intramural programs, as well as their recreation center. This was her first



taste of military recreation. At her next duty station she learned every Marine is considered an infantryman regardless of their assigned military job. At Camp Le-

jeune Marine Corps Base in North Carolina where she supervised a staff of 30 and worked in the Corps largest fitness center, she came to realize every Marine must maintain a high level of fitness readiness since they can and are deployed to a combat zone at a moments notice. Besides helping Marines maintain their fitness readiness, BreAnn's personal mission is to enlighten Marines and their dependents as to how they can enhance the quality of their life through the pursuit of healthy forms of recreation. She further believes the recreation and fitness they provide at the center offers a healthy alternative to the common practice of sitting in the bar during liberty.

When asked what UW-L courses best prepared her for the work she performs, she said Pat Trokan's programming course with its hands-on leadership experiences was particularly helpful in supervising volunteers and organizing recreational activities like the children, youth and teen programs that she managed while living in Okinawa, Japan. Also, Steve Simpson's

tournament planning course was helpful with the numerous sports leagues she supervised. BreAnn says she enjoys being part of the military in spite of her husband being deployed for extended periods of time and serving in a combat zone. These temporary family hardships are difficult, but BreAnn says military recreation is a great opportunity for any Recreation Management graduate. She believes seeking a military recreation career is both challenging and rewarding, even while raising a family.

As part of his early work with the Air Force, Chuck Surman designed and supervised health and wellness programs that addressed concerns related to low work productivity. Chuck designed programs that promoted nutrition, fitness, low back pain management and smoking cessation. The Lifestyle Improvement and Fitness Enhancement Program (L.I.F.E.) was one example. Chuck worked in the Air Force's Health and Wellness Center's health promotion program, that guided active duty personnel and civilian members on how to achieve healthier lifestyle goals. He also directed an Air Force Fitness Program designed for 4,000 active duty airmen and 225 reservists. This program trained installation fitness program managers and provided fitness assessment testing for the participants. On the advertising and promotion side of this program, Chuck was



Major Chuck Surman, US Air Force.



Scott and BreAnn Constantineau.

involved in developing health promotion awareness and even partnered with the Army and Navy on some of these health promotion campaigns. In the late 80's and early 90's he was involved with the military's attempt to take a more scientific approach in designing these health fitness programs. But, Chuck also recognized they had to keep it simple so participants would readily adopt it. Chuck believes the Marine Corp's strategy of working out in a group, having a basic daily exercise program and training at a medium pace is an example of keeping it simple. During his 20 year career in the Air Force, Chuck was assigned to many large and small bases throughout the east and west coast of the United States.

When Chuck was asked about his UW-L exercise physiology training and what prepared him best for his career, he commented on several aspects of his education. He said the hands-on laboratory experiences in the Mitchell Hall Human Performance Laboratory determining VO2 maximums and perfecting the art of treadmill testing were great experiences. The

courses pertaining to nutrition and developing healthy eating habits were equally useful. Lastly, he said learning and understanding the protocols used in developing lesson plans for Health Wellness Programs is a must in the work he performed in the early years of his career. Chuck is and should be very proud of the significant contributions he has made toward enhancing the knowledge, quality and promotion of healthy lifestyles for military personnel and their dependents.

In summary, it is so refreshing to know there are many of our alumni like Chuck Surman and BreAnn Constantineau who are helping improve the lives of those military and civilian personnel who are helping to ensure the peace and security of our country. We all owe them a great debt of gratitude in these times of world-wide uncertainty.

For more information about military health, fitness and recreation programs contact George Arimond, Chair of Recreation Management and Therapeutic Recreation Department, at 608-785-8205 or arimond.geor@uwlax.edu.

From the Dean: A Changing University—A Changing College



Many have weighed in on the concept of change. Heraclitus said, "There is nothing permanent except change" while David Brin has stated "Change can't be prevented – only guided". Many of us long for things to stay just as they are. However, we recognize that even though "The world hates change, ... it is the only thing that has brought progress" (Charles Kettering). The University of Wisconsin-La Crosse is sitting on the brink of change. Four to five years from now, the University will be a very different place -- both in terms of bricks and mortar as well as the faculty and staff that serve our students.

Visually, the campus will have a very different appearance. Construction planning

and fundraising are currently underway for the \$44 million Centennial Hall (<http://www.uwlax.edu/campaign/academicbuilding.html>), which will be the first new classroom facility on our campus since 1974. Construction of the new building will provide 44 new classrooms and lecture halls incorporating advanced technology, designed with the needs of students in mind. Centennial Hall will be located in the heart of the UW-L campus in the space currently occupied by two aging residence halls (Trowbridge and Baird), as well as the multi-use Wilder Hall. The current plan calls for construction to begin in 2009 with project completion and move-in by the beginning of the Fall 2011 semester. Planning is also underway for construction of new residence halls to be located somewhere on the west end of campus. These halls will replace the on-campus housing options lost when Trowbridge and Baird are deconstructed.

Veteran's Memorial Stadium, which had outlived its usefulness and was too costly to repair, is now in the process of being demolished. The last two events at Veteran's Memorial Stadium were the WIAA Track Meet May 30-31, followed by the first Veterans Memorial Ride (motor cycles) and concert on June 7th. The ride and concert will now be an annual event to raise money for the Hall of Honor for Veterans at UW-L. Included in the sports complex will be a new grandstand that will double the existing seating capacity, a synthetic turf football field and a nine lane track (<http://www.uwlax.edu/campaign/sportscomplex.html>). The new multi-use sports complex will also feature a soccer

field, a football practice field, and lighted recreation and intramural fields. Construction will be completed in time to allow UW-L to again host the WIAA State Track Meet in 2009. Finally, our campus planner is working with the UW System and the Division of State Facilities on a Cowley Hall addition which would relocate all of our science laboratories to newly constructed space that better meets the need of science instruction in the 21st Century.

Over the next several years, many new faces will join our faculty and staff as a result of the campus's Growth, Quality, and Access plan, approved late last year by the UW Board of Regents. The plan which includes a 500-person increase in the size of our student body as well as new undergraduate students paying a higher tuition (\$500 per year in the upcoming academic years and \$1,000 per year thereafter), will fund about 75 new instructional positions and 20 additional support positions. These new hires will reduce our student to faculty ratios and also provide better support for students in a variety of non-instructional areas such as admissions, financial aid, etc. Searches have been initiated to assure that the first round of individuals hired will be on board for the Fall 2009 semester.

As we face the challenges and obstacles that accompany change, I am reminded of one of my favorite quotes on this matter -- "He who rejects change is the architect of decay (Harold Wilson)."

For more information you can contact Karen Palmer Mc Lean at 608-785-8218 or mclean.kare@uwlax.edu.

Pass it On

Why not send this newsletter (or its web address) to a classmate, friend, family member, professional colleague or others who would enjoy reading it. You don't have to be an alum to be added to the mailing list. Forward this newsletter and encourage the recipient to sign-up for their own copy at www.uwlalumni.org/whatsnew.htm.

Phil Wilson, Editor, Professor Emeritus, Exercise & Sport Science Department



Summer is here, after and a long hard winter. Many UW-L retired faculty and staff leave for the winter months to warmer parts of the country in North and South Carolina, Georgia, Florida, Arizona, and Texas. Some of us are gone for as many as six months and others for just January or February. However, before we leave we keep our fingers crossed that the really cold temperatures and "tons of snow" does not arrive until we load our car and drive out of La Crosse.

So what happens when we get to our destination? Warm, no snow, walking the beach, golf, tennis, swimming, reading a book outside, and more. But, we always miss La Crosse. We gleefully check the weather channel and smile when the temperatures are below zero. We wonder if the snow is being removed from our side walks. But really, the bottom line...we wonder what is happening in La Crosse.

And then, before we know it, it's time to head north back to La Crosse. The six, two and for some one month period of warm weather is over. We pack up the car, and head home. Then after a few days of driving, we get close to La Crosse. And something happens to all of us. It makes no difference from what direction you are heading into La Crosse. From the west through the Mississippi River Valley, the southwest through the tri state corner of Iowa, Minnesota and Wisconsin, or from the east down Interstate 90, it happens to all of us. For me, coming down interstate 90, on a clear day about 15-20 miles west of the Tomah turn off...there it is. When you crest the

hill, in the distance you can see the Wisconsin bluffs as they look down on the Mississippi River. You can see for miles and miles to the north and south of La Crosse, where we live. And we have the beauty and outdoor experiences of the Coulee Region available to all of us, every day.

La Crosse is where I arrived in August of 1968. I soon realized that I was fortunate to be employed at a great university. Thirty years later in 1998 when I retired, I still appreciated having been employed at UW-L. And now, 10 years after retiring, I am even more appreciative. Great university, great faculty and staff, and great students. What could be better? Living in La Crosse, Wisconsin, and having been employed at the University of Wisconsin-La Crosse for thirty years, until retirement.

Please feel free to contact me if you have suggestions for "your" newsletter at 608-782-8350 or pkwilson@centurytel.net.

Insights from the 2008 Public Health Study Tour to Great Britain

During the March, 2008 spring break, Gary Gilmore, Professor and Director of Graduate Community Health Programs, led a biennial Public Health Study Tour to Great Britain. Begun in 1989 by Gilmore, the last two tours have included Christopher Squier from the University of Iowa serving as Co-director. The goals for the event were to (1) review the National Health Service (NHS) health care and public health delivery system; (2) compare the NHS with medical care and public health delivery in the United States; and (3) engage in cultural experiences to gain a clearer understanding of population-based dynamics in Great Britain. The participants included two undergraduate students (a UW-La Crosse Community Health Education candidate, and a University of Iowa Pre-

Pharmacy candidate), three UW-La Crosse MPH candidates, a UW-Milwaukee public health planner and her retired husband, and a public health scientist from the Center for Tobacco Research and Intervention at UW-Madison's Medical School (a former UW-La Crosse MPH candidate). London based venues included a review of the historical and present-day community-based work of the Royal London Hospital (which still houses the remains and artifacts of Joseph Merrick, the Elephant Man), in-depth cultural experiences at the British Maritime Museum and the Prime Meridian



The famous Broad Street Pump (handle removed) in London, related to the cholera epidemic in the mid-1800's.

at Greenwich, and a visit to the Broad Street Pump where John Snow used obser-



Gilmore presenting on public health economics and political forces to the Faculty of Medicine, Health, and Life Sciences, at the University of Southampton, England.

national epidemiology to avert continued cholera cases and deaths during the mid-1800's. Also included in the first week was an optional visit to Westminster Abbey on Sunday. These opportunities enabled the participants to experience a blend of the public health history, current health related practices, and cultural aspects of the Greater London region.

During the second week, participants had three major venues at the University of Oxford (established in the 1190's), while residing at one of its 39 college campuses. First, there was a visit with Waney Squier, nationally known pediatric neuropathologist, who addressed the issues related to shaken baby syndrome globally. Her work calls into question the likelihood of injury and death solely related to babies who have been shaken by caregivers, by examining other underlying factors, to include vitamin D deficiency leading to bone embrittlement, and underlying disease factors. One tour participant (Carol Poggemann), was so taken by the in-depth review and discussion that upon her return to campus she prepared an Undergraduate Research Grant Proposal to investigate the awareness and perceptions of shaken baby syndrome by the public in the La Crosse region. Gilmore will serve as her faculty mentor. Secondly, the participants had a

prolonged presentation/discussion session with Peter Rose, University of Oxford faculty member and primary care physician, who provided a detailed overview of the NHS and its changes in medical care and public health delivery since its inception in 1948. Finally, the participants enjoyed an extended tour of the world renowned Bodleian Library, established in 1602. The Bodleian serves as the literary foundation of the University of Oxford and as an international reference library.

Following the Oxford experience, tour members traveled to Berkeley, England to visit the clinic and home (the Chantry) of Edward Jenner. It was Jenner who, during the late 1700's, observed that milkmaids were acquiring mild cowpox infections from the udders of infected cows, thereby protecting them from the greatest killer of that time, smallpox (3992 deaths in London in 1772). By 1796, Jenner developed the very first vaccine that would protect individuals against smallpox, eventually leading to the global eradication of the disease in 1978. Thereafter, the tour group traveled to the University of Southampton to visit with the Faculty of Medicine, Health and Life Sciences. During the two-day stay, the participants had an opportunity to directly interact with the faculty and staff of the Department of Nursing and Midwifery, with presentations being offered by the



The vaccination center, in Berkeley, England, where townspeople would come to be vaccinated against smallpox.

faculty and some of the tour participants. Special health related visitations took place in the afternoon in accordance with participant interest and experience. During the second day, University of South-



Visit to the municipality of Chichester, England and its 900 year old church.

ampton faculty assigned to the Southampton General Hospital (the largest regional medical center in England outside of London), spent the entire day with the tour participants providing an overview of many current and future projected NHS services. Population based health service delivery and capacity issues were addressed through the review of specific examples and community based research projects.

Each evening during the tour, debriefing sessions were held to review the events of the day and to respond to participant questions. Since those who were on the tour for academic credit were to develop a paper related to a specific health related activity, program, or innovation in Great Britain, and how it might be applied in the U.S., some of the discussion time addressed the formulation of the focus for the papers. Participants stated they appreciated the opportunities for clarification during the tour experience. Overall, the entire tour was considered to be a landmark experience by all involved.

For further information on this study tour contact Gary D. Gilmore at 608-785-8163; e-mail: gilmore.gary@uwlax.edu.

Occupational Therapy Student Exchange

This spring was a very exciting time for occupational therapy students at UW-L. Twenty three occupational therapy students elected to enroll in an International Perspectives in Occupational Therapy course taught by Robin McCannon OTR/MS, Clinical Assistant Professor in the Occupational Therapy Program, and David Robertson OTR/MS, Lecturer at the Robert Gordon University (RGU) in Aberdeen, Scotland.



Bridget Hahn, a UW-L student, found home modifications in Scotland to be very interesting and saw this as an area of expansion she could advocate for in the U.S.

The objectives of this course were three fold. First, students participating developed a better understanding of the health care systems in the U.S. and Scotland, and explored how these health care systems impacted occupational therapy service delivery. Second, the students explored similarities and differences in practice and considered how these differences may be used in their own country to expand the role of occupational therapy. And third, students had the opportunity to consider cultural similarities and differences.

A unique aspect of this course was the opportunity to participate in a student exchange. Eight students from UW-L traveled to Aberdeen, Scotland over their spring break to see first hand similarities and differences in occupational therapy practice and experience life in Scotland. Students participated in various learning activities while in Scotland including attending classes with the occupational therapy students, completing job shadowing in the community, and participating in cultural events such as visiting castles, museums and socializing with the Scottish students. While in Aberdeen the UW-L students were hosted by RGU students which provided an insight into the daily life of a university student in Scotland. Some of the UW-L students received grant support through the Office of International Education and the Graduate Studies Office to participate in this learning experience.

A second part of this course was hosting Scottish occupational therapy students from the RGU in La Crosse. Six RGU students traveled to UW-L over their spring break and were reunited with the U.S. students they met a few weeks earlier. Excitement abounded as students renewed friendships they made while in Scotland. There was also much anticipation as the Scottish students met their UW-L host students and instant friendships were formed. While at UW-L, the Scotland students attended classes on campus, job shadowed with area occupational therapy clinicians and participated in local La Crosse cultural events. These students also visited area elementary and middle schools, and shared information on their culture with area children. They answered questions that ranged from "what are the social problems in your country" to the age old question of "what do Scottish men wear under their kilt". The highlight of these visits was the two pence coins and the Scottish shortbread the Scottish students gave to the school children. The Scotland students also enjoyed a farewell lunch potluck which had a 4th of July theme. UW-L students brought favorite picnic dishes including

Sloppy Joes and jello cake. All of the students were later brought together for two joint classes via videoconference. During the videoconference sessions, students discussed their cultural experiences and similarities and differences in occupational therapy practice. Students found it interesting to see how health care systems impact service delivery between the two countries and feel there are areas of occupational therapy that can be expanded in both countries. One visiting Scottish student was very excited to learn about occupational therapy's role in the U.S. in industrial rehabilitation. In the U.S. occupational therapists are very involved in providing education and rec-



A highlight of the Scotland trip for the UW-L students was a three day Highland tour; it provided a wonderful opportunity to learn more about Scotland culture.

Sloppy Joes and jello cake.

All of the students were later brought together for two joint classes via videoconference. During the videoconference sessions, students discussed their cultural experiences and similarities and differences in occupational therapy practice. Students found it interesting to see how health care systems impact service delivery between the two countries and feel there are areas of occupational therapy that can be expanded in both countries.

One visiting Scottish student was very excited to learn about occupational therapy's role in the U.S. in industrial rehabilitation. In the U.S. occupational therapists are very involved in providing education and rec-



RGU student Susan Gallow and UW-L instructor Robin McCannon, spent time in Mrs. Busch's 3rd grade class at State Road Elementary School discussing Scotland. Children enjoyed looking at the map of Scotland, and were excited to receive Scottish coins and candy.

ommendations for injury prevention and play a vital role in the rehabilitation of individuals injured at work. After attending a UW-L class lecture on this topic and job shadowing at Gundersen Lutheran's Industrial Rehabilitation Center, Kirsty McIntosh hopes to return to Scotland and explore job opportunities as an occupational therapist within the oil industry in Aberdeen. She is excited about explaining occupational therapy's role to this Scottish industry and would like to be involved in developing this emerging practice area in Scotland. She was pleased to have developed contacts with occupational therapists in La Crosse who practice in this area that can serve as mentors for her.

A UW-L student commented she found the role occupational therapists play in Scotland with home modifications was very interesting. Occupational therapists in Scotland play a vital role in making government funded recommendations for home modifications that can be as extensive as home additions that add accessible bathrooms and kitchens. Bridget Hahn saw



Kirsty McIntosh, a RGU student, hopes to explore new opportunities for occupational therapy in industrial rehabilitation in her home country.

funding as a major barrier to this type of intervention in the U.S., but also felt like she would be able to advocate for this type of intervention in the U.S.

For additional information please can contact Robin McCannon of the Occupational Therapy Program, Health Professions Department, at 608-785-5063 or email mccanno.robi@uwlax.edu.

College of Science and Health Hyperlinks

You can learn more about the college, its departments and programs, and the campus by visiting us online.

College of SAH Homepage:

www.uwlax.edu/sah

University of Wisconsin-La Crosse:

www.uwlax.edu

UW-L Alumni Association:

www.uwlalumni.org

UW-L Athletics:

www.uwlax.edu/athletics

Where Are They Now?

Graduate Sport Administration, Exercise and Sport Science Department

If there is one thing in common with many graduates of the Sport Administration Master of Science program at UW-L, it's the



plethora of opportunities available for their employment upon graduation. Sport administration graduates get great jobs. Let's take a look at a few of the students who have graduated within the past four years, and where they are now.

John Schmeltzer...Madison, Wisconsin

As Group Sales and Operations Manager for the Madison Mallards Baseball Club, John can be found doing a myriad of tasks throughout the season from selling tickets to large companies within the Madison area, to hiring part time employees, to painting areas throughout the ballpark and cooking hotdogs. He has been a full time employee with the Madison Mallards for three years now and says his least favorite part is the down time he has when the season ends. Not bad for someone who job shadowed in 2003, interned in 2004, became Marketing Manager in 2005, and was

hired full time in 2006. It is apparent that John loves his job and says networking was a huge part of his climb up the ladder.

Erin Thacker...Colorado Springs, Colorado



Erin graduated in 2007 and has found success at the collegiate level. She is currently serving her first of two years as an

NCAA Division III Intern at Colorado College in Colorado Springs, CO. She is the Assistant to the Director of Athletics as well as Assistant Softball Coach. Erin applied for this internship as a part of the NCAA's Division III Ethnic Minority and Women's Internship Grant. Her duties include, but are not limited to, administering drug testing and eligibility sessions and conducting institutional research on student athlete graduation rates. She also assists with event management for men's soccer, women's volleyball, men's basketball, and women's basketball. Erin loves the variety of her job as well as the fact that should she find a full time position before the end of her internship, she can take it. In fact, professional development is encouraged with her internship. Erin's advice to anyone looking to get into collegiate athletics for a career is to either get a graduate assistantship or volunteer as much as possible, no matter how small the experience. Erin indicates, "The more you know, the better chance you will have of getting a job over other applicants." This summer, Erin will be serving an internship with the U.S. Olympic Committee, also located in Colorado Springs.

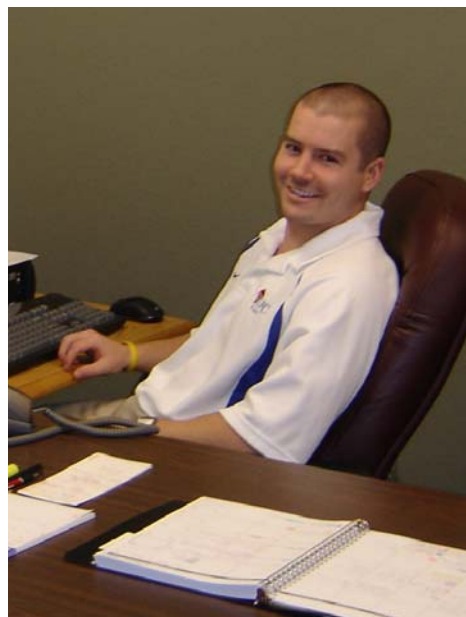
Brad Hunt...Minneapolis/St. Paul, Minnesota



Brad also ended up in the collegiate atmosphere, but at the Division I level. He is

currently the Membership and Marketing Coordinator with the Department of Recreational Sports, a Division of Student Affairs, at the University of Minnesota, Twin Cities. Brad takes care of all marketing, oversees five interns, and coordinates the membership sales and retention program for the department, among other things. Brad mentions that "UW-L graduates are well received across the country because of their work ethic and the quality education they receive". He also says that several of the courses he took in the sport administration graduate program helped him in his current position. His advice if a student is interested in recreational sports: "Become a member the National Intramural-Recreational Sports Association".

Jordan Sinz...Wautoma, Wisconsin



Jordan is currently the Pupil Activities Director at Wautoma School District in Wautoma, WI. Among his duties include scheduling officials and games for the high school and middle school, hiring and evaluating coaches, hiring event staff to work events, and managing all home events. He also develops and then maintains the athletic budget, orders equipment for all sports, updates the district and school calendars, checks athlete eligibility, and plans facility use for four district facilities. As Activities Director, Jordan must

attend all home sporting events, which he notes is his favorite part of the job. Jordan says "it is important to take advantage of any practical experience opportunities presented to you." He also believes that he couldn't pick out just a few of the classes he took for his sport administration degree because all of them were helpful in his preparation.

Brendan Dwyer...Greeley, Colorado



Obtaining a master's degree in sport administration from UW-L does not have to be the last step in your educational career, so he has decided to continue his formal education. Brendan is currently a teaching assistant and Ph.D. candidate in Sport Administration at the University of Northern Colorado in Greeley, CO. He teaches three undergraduate courses each semester, takes a full load of graduate classes, and conducts research in sport consumer behavior and fantasy sports. He says that most people don't realize how much research Ph.D. students must conduct, even though they are going into academia. Due to his very busy schedule, Brendan misses coaching football and hockey, which he has done for the past four years. His advice is to get a mentor and grow relationships with people around you, including any and all instructors you may have.

For further information on the Graduate Sports Administration degree, contact David Waters, Program Director, at 608-785-8167 or waters.davi@uwlax.edu.

Batesky, Oganowski and Wilder Retire!

The following three faculty members have retired effective June 1st, 2008.

JIM BATESKY...Professor, Exercise and Sport Science. Since 1983 Jim worked in the undergraduate and graduate physical education teacher preparation programs. He has taught courses involving teacher effectiveness, curriculum development and assessment. In addition to his teaching duties, Jim has served as the undergraduate physical education program director, student teaching coordinator and on numerous accreditation teams. Jim says that he "enjoyed working with many dedicated students, colleagues, practitioners and K-12 school districts committed to quality physical education."

LESLIE OGANOWSKI...Professor, Health Education and Health Promotion. Leslie has prepared pre-service and in-service school teachers to teach healthy life style choices since she came to UW-L in 1982. As a Professor in the Health Education and Health Promotion Department, a Past President of the Wisconsin Association for Health, Physical Education, Recreation and Dance, and a consultant to many state, regional, and national agencies, she has dedicated her career to reducing risk-taking behavior and supporting the health development of youth.

DEAN WILDER...Professor, Geography and Earth Science. Since joining the department in 1978, Dean has been instrumental in engaging students to achieve their full potential through both classroom and research activities. He was the Geography Department Chair from 1993 to 1996 and contributed to curriculum in developing new courses in geoarchaeology, biogeography, and soils morphology and genesis. Dean says he will "greatly miss teaching and the immense satisfaction of working with students, especially in the role as advisor for undergraduate research."

Cliff DeVoll

April 3, 1920...March 17, 2008

Cliff DeVoll passed away Monday, March 17th at Hillview Health Care Center, in La Crosse. He was born in Rockford, Illinois to Clifton L. and Bernice (Bailey) DeVoll. He received his undergraduate degree in biology with a minor in physical education from the La Crosse Teacher's College and went on to earn a master's and doctorate degrees in physical education from Indiana University. He also earned a certification in physical therapy from Mayo Clinic.

He joined the United States Navy in 1942, first serving as a physical therapist at the Brooklyn Naval Hospital. He then elected to become an officer and was assigned to an LST in the Pacific Theater, where he participated in three invasions.

Cliff taught at Beloit College from 1949-1952 before coming to UW-L to teach anatomy and physical education plus coach basketball and tennis. His 1963-64 basketball team represented the state of Wisconsin at the National Association of Intercollegiate Athletics (NAIA) tournament.

In 1967, he became the Associate Dean of the College of Health, Physical Education and Recreation. He later returned to teaching and was also appointed the Director of the Adult Fitness Unit of the La Crosse Exercise and Health Program.

Cliff was active in the community, serving as President of the Wisconsin Association of Physical Education, Health and Recrea-

tion and the La Crosse Kiwanis Club. He was a Director of the YMCA and the Boy Scouts, member of the Wisconsin Governor's Council for Physical Fitness and Health under two governors, and Chairman of the La Crosse Heart Fund.

Cliff is survived by his wife of 57 years Diana, and two children, Charles and Jody.

Memorials may be made to the Cliff and Diana DeVoll Scholarship for Teaching in Physical Education or to the La Crosse Exercise and Health Program in care of the UW-L Foundation, 615 East Ave. N., La Crosse, WI, 54601.

The UW-L Alumni Center

Both UW-L alumni and guests will enjoy connecting with our campus and its graduates through the UW-L Alumni Center. The Center's web page address is www.uwlalumni.org.

REMEMBER WHEN? SPECIAL POPULATIONS PROGRAM.

Q & A...LANE GOODWIN, Professor Emeritus, Exercise and Sport Science Department.
Interviewed by Manny Felix, Coordinator, Undergraduate Adapted Physical Education Program.



Background.... Lane Goodwin was teaching physical education and coaching at a high school in the St. Louis area. In June, when school was out, he headed to the University of Missouri for the summer session to complete requirements for State of Missouri High School Administrative Certification. That was in 1965. Walking past the university placement office he entered and inquired about positions available at the college or university level in the upper Midwest, preferably Wisconsin. Fortunately for UW-L there was an opening, and he became a member of the Physical Education Department at the formerly named Wisconsin State University at La Crosse. He was also assigned as an Assistant Football Coach, and for a few years was the Golf Coach.

Lane received his BS ('56) and M.Ed. ('59) in Physical Education from the University of Missouri, and his PhD in Physical Education and Special Education from the University of Utah in 1970. He retired from UW-L in 1993.

Lane and his wife Linda have been married for 54 years and have four children and eight grandchildren. After retiring in 1993, he and Linda were busy enjoying their family and traveling around the world while working on cruise ships as a Golf Instructor (Lane) and Librarian (Linda). Now they continue to enjoy their family, and Lane still plays golf. Lane and Linda reside in La Crosse near the UW-L campus.

Q: Lane, the Special Physical Education Program (now referred to as the Adapted Physical Education Program) has been around a long time. Tell us how it all started?

A: I had an interest in Adapted Physical Education (APE) for a long time. In the late 60's the university was encouraging faculty to obtain the doctoral degree. After talking to the Dean (Glenn Smith) about my interests in APE, I decided to go to the University of Utah, which offered doctoral programs in both physical education and special education. While at Utah I worked in programs in special education, adapted physical education and therapeutic recreation. I also wrote their first teacher preparation grant in APE. I completed my doctoral degree in 1970, returned to UW-L, and developed the undergraduate APE concentration. I then wrote a grant (U.S. Department of Education - Office of Special Education and Rehabilitation Services), to develop a masters degree program in APE. With this developmental funding, we started with two students in the graduate adapted physical education program in the fall of 1973.

Q: Tell us about the Special Populations Program. Why did you establish that?

A: We started the first Special Populations Program (SPP) in 1973. This program was

comprised of two service programs: the Motor Development Program and the Adult Therapy Program. By that time, we had the undergraduate and graduate adapted physical education programs fully developed. Back then, besides those mildly handicapped individuals in the community there was a facility near West Salem that had full time residents with various disabilities, including those who were considered severe and profound. So to meet the needs of that population we established the Saturday morning Motor Development Program (MDP). Adapted physical education students taught in the program and coordinated and supervised undergraduate students from the Introduction to Special (Adapted) Physical Education course. The graduate and undergraduate adapted physical education students implemented the instructional process. I've always been a strong believer in hands on experiences. In this teaching profession, you just can't learn solely in the classroom. You have to be able to practice your teaching skills.

Q: How did the Adapted Physical Education Program evolve over the years?

A: We started with the two graduate students in 1973 and grew to about 14 per year. Grant money (from the U.S. Department of Education), allowed us to recruit more and more students. This funding helped to support students and all of our programs. In the Motor Development Program we served over 100 clients during the academic year and about 75 during the summer. We attracted students from school psychology, physical therapy and other academic areas as support to the adapted physical education core staff. In cooperation with Gundersen Clinic and Lutheran Hospital, in 1979 we began the Adult Therapy Program (ATP). Graduate students worked in the ATP program four days a week from 3:00 - 5:00 p.m. At that time Lutheran Hospital did not have a swimming

pool so they would bus adults with physical handicaps to the Adult Therapy Program where we provided a swimming and exercise therapy program for them as well as others in the community.

The programs grew over the years. They required a lot of hard work from the students. The grants allowed us to grow. The funding helped support graduate students, the purchase of equipment, and even allowed the hiring of another UW-L faculty member.

Q: What kind of impact do you feel you had on the Adapted Physical Education Program students?

A: There was a very heavy work load for the students. However, I hope they did learn and benefit greatly from the experience. During those early times, our students were the first to use computers on campus and with these computers they maintained all the records for the clients in a room they fondly referred to as the "pit" (Rm. 16 Wittich Hall, APE Student and Program office). They learned a whole lot about people with disabilities and about working hard. The purpose of the programs was to put knowledge into practice.

Q: What were some of the important issues in Adapted Physical Education back then?

A: First, the adapted physical education profession had to emphasize the importance of training teachers to go out in the field. It was rare to see a trained APE teacher anywhere in the school systems. However as APE professional preparation programs developed in colleges and universities, we learned along the way about teaching practices and strategies. Nowadays, it is much more common to see an APE specialist in the education setting, and we know more about effective teaching practices for children with disabilities. Secondly, some special education professionals didn't really value physical education. We had to train our students to not only teach kids with disabilities, but to also build rapport with special education personnel. Many special education professionals didn't feel physical education was a valuable part of special education. Slowly

but surely, we have changed that negative attitude. Third, parents and school administration officials wanted the disabled and handicapped child integrated into the general arts and physical education classes, at any cost. It wasn't that we were against integration, but it should be only where appropriate. You could understand the parents' perspective of wanting their disabled child to be integrated, but sometimes there are other more appropriate environments for certain kids with disabilities.

The adapted physical education profession has become much better. Adapted physical education is now more widely accepted, and there is more collaboration among professionals and more administrative support. We have learned along the way and made appropriate changes in the APE programs.

Q: You've worked with a lot of students during your time here at UW-L. How have former students contributed to the profession?

A: Let's put it this way. We have hundreds of graduate and undergraduates, who have gone throughout the country and serviced students with disabilities. Probably, the greatest impact is right here in Wisconsin with graduates from both the graduate and undergraduate adapted physical education programs. They have been out there teaching.

But, a large number of our students were not from Wisconsin. In the early days there were only four or five universities in the country with a program like ours. We attracted students from all over the country, and they then returned to the general area they came from and spread the good word about the UW-L adapted physical education program. We had established ourselves as a premiere APE preparation program. In addition, many of these graduate students (about 30) also went on to doctoral level programs in adapted physical education and started their own quality education programs in colleges and universities throughout North America and other regions of the world. With their extension of preparing adapted physical

education teachers it is hard to project the total impact of this program.

Q: What advice do you have for students today who are considering the APE profession?

A: Don't go into this area of study because you know it will help you get a job. Go into adapted physical education because you have a passion for it. If you get a job in APE and don't have a passion for it, it's not fair to the students, the school district, or yourself. Also, I'm a strong believer in hands on experiences. Get as much as possible out of your practicum experiences. These experiences are important because it allows you to practice and refine your skills as a teacher.

Q: Lane, you've had many great moments, but what were some of your proudest accomplishments?

A: I did my job. It was something I believed in and worked hard at. Knowing that I started the programs and then provided funding opportunities for those who wanted to go into a specialized area of study, many of who needed financial assistance, is a great feeling of accomplishment. The grant funding helped establish the undergraduate program and graduate program, and our other programs under the umbrella of the Special Populations Program. In addition, we had three or four national conferences bringing to campus all the top people in adapted physical education. Our adapted physical education program brought national recognition to UW-L.

I also enjoyed and appreciated recognition from my colleagues. As one said to me years after we began in 1973, "I never thought the UW-L adapted physical education program would be as good as it was."

Finally, it is gratifying to know that in 2008 the Special Populations Program is in good hands and continues to offer quality education and companion practical experiences to undergraduate and graduate students. Ultimately, the result is then quality opportunities to those in need of special education and physical activity.

FOCUS ON DEPARTMENTS

Physician Assistant Graduates Top of the Heap



The Class of 2007 of the UW-L, Gundersen, and Mayo Physician Assistant Program can add another accolade to their list of major accomplishments. Though the relatively young program has only graduated eleven classes, it has risen to the national spotlight.

Earlier this semester the National Commission for Certification of Physician Assistants (NCCPA) released the comparative summary report for all physician assistant candidates who sat for their certifying examination in 2007. At the top of this list of 147 programs whose graduates are allowed to

take the Physician Assistant National Certifying Examination, or PANCE, sits the graduates of last year's class of 2007 from UW-L. The average score of last year's class of 13 students was the highest in the nation compared to all first time test takers.

This list of 147 programs in the country includes graduates of Certificate, Bachelor's, and Master's degree granting PA schools. Of the 147 programs, approximately 133 grant a Master's degree. Only a graduate of an accredited PA program may take the examination which is required by most states to practice as a phy-

sician assistant. Every graduate of our PA program has passed the PANCE on their first attempt, already quite a distinction and tribute to the academic strength of the UW-L program.

To further highlight this cohort of students' accomplishment, their two years were marked by an extensive turnover in faculty. The Class of 2007, many of whom practice within the Gundersen Lutheran and Mayo Healthcare Systems, was selected during the leadership of former Program Director, Mark Zellmer, MA, PA-C. Throughout their two year program, they were led by Interim Program Directors Eric Garland, PA-C and Mary Rathgaber, MD. The current Program Director, Ed Malone, MD, was fortunate to have been with the Class of 2007 for the last three months of their 24 month education. Kathy Majewski, MSHS, PA-C, is the only faculty member with the group from selection and admission through their graduation last May.

For further information contact Edward Malone, PA Program Director at 608-785-6623 or malone.edwa@uwlax.edu.

FOCUS ON RESEARCH

Undergraduate Research Project in Mathematics

Students Chad Leonhardt and Ange Luedtke worked on a research project during the 2007-08 academic year with the guidance of faculty advisor Barbara Bennie. Both Chad and Ange, who are majoring in mathematics with an emphasis in statistics, received funding from the Center for Undergraduate Research in Mathematics (CURM - sponsored by The National Science Foundation), to work on the research project. This was the first year of operation for the CURM program and the UW-L team was one of only 15 groups nationally to receive funding for 2007.

In their research, Chad and Ange used techniques from game theory to model an aspect of agricultural decision making involving crop allocation. Their research was an extension of work done previously in the area. The project looks at a crop allocation decision faced by farmers: what fraction of their total land should be used to grow various crops? These allocation decisions depend on several factors. Chad and Ange incorporated many of these factors such as demand, elasticity and yield into a game theory model. Based on the model they were able to explore several

Visit Our Newsletter Archive

If you enjoy reading this newsletter, you may want to see our past editions. They are available online at www.uwlax.edu/sah/html/newsletter.htm.

patterns. For example, they considered how increasing demand for a particular crop impacts the optimal allocation decision.

As part of their involvement in the program, Chad and Ange traveled to the CURM Research Conference at Brigham Young University in Provo, Utah to present their work in March, 2008.

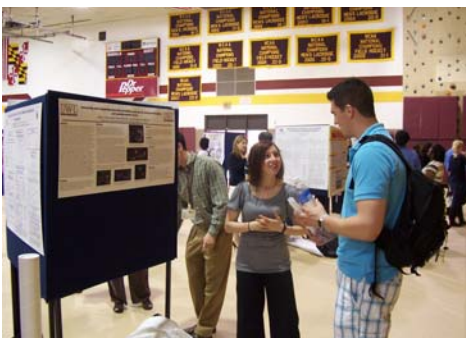
The team worked extremely hard on the research project and should be congratulated for their great results.

For further information contact Barbara Bennie of the Mathematics Department at 608-785-6605 or bennie.barb@uwlax.edu.



Undergraduates...Research, Research, Research!!! National Conference on Research... Salisbury, MD.

Twenty four UW-L students, including 18 from the College of Science and Health (SAH), presented the results of their original scholarship at the National Conference on Undergraduate Research (NCUR) April 10-12 at Salisbury University in Salisbury, MD. NCUR is the largest undergraduate research conference in the country, with over 2,500 students sharing their research projects and over 3,000 attendees.



Molly Uhrich presenting her poster on "Assessing and comparing hamstring flexibility exercise for increased flexibility and pain/discomfort levels."

The UW-L contingent was one of the largest in attendance. More UW-L students presented their work than from UW-Madison and University of Michigan combined. More of our SAH students exhibited their research than from all the Ivy League schools combined.

Our students were outstanding in communicating their research with excitement and professionalism. Numerous faculty and administrators from other institutions commented on how impressed they were with UW-L students, referring to them as "excellent ambassadors."

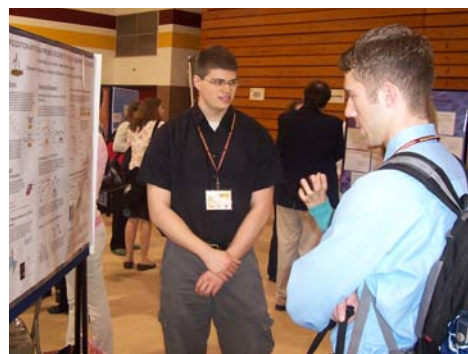


Ryan Reichwaldt talks to an interested audience about his poster on "The relationship between physical fitness and motivation for activity in college aged students."

The students were accompanied by Dean Karen Palmer McLean, Associate Vice Chancellor for Academic Affairs Vijendra Agarwal, Rebecca Battista, Exercise and Sport Science, David Howard, Biology, Mark Malisa, Educational Studies, Aric Opdahl, Chemistry, Carol Oyster, Psychology, Bill Schwan, Microbiology, Gubbi

Sudhakaran, Physics and Penny Tiedt, Continuing Education.

In addition to supporting our students, Karen Palmer McLean, Gubbi Sudhakaran, Penny Tiedt and several of the faculty were in attendance in preparation for 2009 when UW-L will host NCUR. When UW-L hosts NCUR in 2009, we will have the unique distinction of being the only university in the nation to host both NCUR and the Council for Undergraduate Research (CUR) National Conference.



David Shudy listens to a question about his research on "Hybridization with DNA probes bound to gold by adenine nucleotides."

For more information please contact David Howard of the Biology Department at 608-785-6455 or howard.davi@uwlax.edu.

FOCUS ON GRANTS

Institute for Movement Science Receives Bertec Grant

Bertec Corporation of Columbus, Ohio awarded an equipment grant to the La Crosse Institute for Movement Science in the Department of Health Professions. The title of the proposal was "Effects of body weight support on postural sway and functional test performance on elderly in an extended care facility". The award included a force platform for postural sway measurements and associated software.

Body weight support systems (BWS) are suspension systems used in physical therapy to improve balance, gait parameters, and increase the tolerance to exercise (like the one shown in the adjacent figure). In rehabilitation, BWS has been found to improve balance in patients by providing challenges to postural control in a safe and secure environment. Gait improvements that have been reported include increased velocity, single leg stance time, stride length, and a more symmetrical pattern. These improvements have led to a patient's ability to be more independent, safe and functionally mobile with decreased risk of falls. More effective treatment strategies are needed in extended care settings where currently more patients are being sent for a short term stay after hospitalization. The purpose of this clinical investigation is to examine the effects of the use of BWS during rehabilitation in comparison to a control group in an extended care setting on postural sway, functional performance tests, length of stay, and independence in gait. Two extended care



Photo of researchers utilizing a body weight support system while postural sway measurements are collected using a force platform. Shown are Therese Clark (Physical Therapy graduate student, at the computer), Tom Kernozek (in the body weight support harness), Erin Hussey (in foreground) and John Greany (in background).

facilities are being compared, one facility utilizes body weight support and one does not. Outcome measures used to compare groups are postural sway assessments, the two minute walk test, the five repetition sit-stand test, the ten meter walk test, and the Timed Up and Go test. The outcome measures are taken prior to the study, each

week during the study and at patient discharge.

For further information contact Tom Kernozek at 608-785-8468 or kernozek.thom@uwlax.edu.

Learn More About the College of Science and Health's Academic Programs and Interdisciplinary Centers

The web is an excellent place to learn more about our many academic programs and interdisciplinary centers. Links to each are conveniently located on our web page (www.uwlax.edu/sah/html/programs.htm). For questions about the College of Science and Health, please contact the Dean's office at (608) 785-8218 or science@uwlax.edu.

Therapeutic Recreation Grants



Left to right: Kevin Henry, Employment Coordinator; Linda Zimmerman, Program Manager; Josh VandeBerg, Construction Trainer.

Linda Zimmerman (2002 UW-L therapeutic recreation graduate), Manager of Community Programs for Workforce Connections, Inc. in La Crosse, announced the receipt of an \$856,886 grant from the U.S. Department of Labor for a new program called Building Opportunities. Funds from this grant will be used to engage our community's vulnerable youth, ages 16-24, to earn their high school diploma (GED/HSED), explore careers, enhance life skills, and learn construction skills. Participants learn construction skills by building a home for a low income family. The program takes a holistic approach to providing services including life skills attainment, skills assessment, career exploration, individual service plan development, occupational skills training, work readiness and job experience. Other training such as HIV/AIDS/STI prevention and ATODA preven-

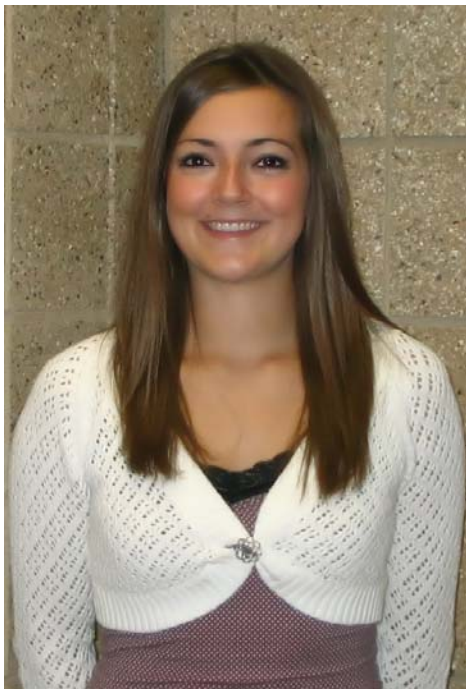
tion, smoking cessation, nutrition and fitness, and financial management will be made available through a variety of community partnerships. Since successful employment is related to meaningful use of leisure, the UW-L RTH 476 Assessment and Treatment Planning class in therapeutic recreation is making a contribution to the participants. Students redesigned a Leisure Constraints Assessment, and individually administered this assessment to the Building Opportunities participants. Participants were provided with suggestions for overcoming perceived barriers to leisure. Individualized program plans were provided to the staff of Building Opportunities.

Three other current therapeutic recreation students received grants spring semester. Rebecca Hickok and Abby Lien received a

\$4,800 grant from the La Crosse Community Foundation, Mary Grace Sieber Fund. This grant enabled Special Olympics to purchase road bikes, tricycles, and helmets to begin a cycling program. Courtney Daniels also received a \$1700 grant from the La Crosse Community Foundation Corinne Zielke Baseball Fund for supplies to be used on the new Miracle League baseball field at the YMCA. This is a rubberized field, accessible to youth using wheelchairs, walkers, and other mobility devices. Congratulations to our four therapeutic recreation grant recipients. You are providing meaningful service to the community and we are proud of your successful efforts.

For further information contact Nancy Navar at 608-785-8213 or e mail number navar.nanc@uwlax.edu.

Three Radiation Therapy Students Win National Scholarships



Cassie Huettl



Dana Minor



Tanya Pawlenty

Three UW-L Radiation Therapy students have received national scholarships from the American Society of Radiologic Technologists (ASRT). The Varian Scholarship program recently announced the winners of its 18 national awards for radiation therapy students. Among the winners were UW-L's Cassie Huettl, Dana Minor, and Tanya Pawlenty.

The students submitted applications for academic and extra-curricular achievements, financial need, and program director's recommendations. Each student will receive a \$5000 check to pay for tuition and books for the 2008-2009 academic year. These three students have obtained outstanding academic achievements during their first year in the Radiation Therapy Program.

They and their 17 classmates are about to embark on a 13-month clinical internship at an affiliated hospital in the Wisconsin and Illinois region. This internship involves completing clinical practicum and skills necessary to become a radiation therapist while under the supervision and instruction of adjunct faculty at their respective institutions.

Radiation therapists deliver ionizing radiation treatments to cancer patients using complex technology and highly advanced medical techniques. Radiation therapy can be given in combination with chemotherapy and surgery or as a single treatment modality. These professionals enjoy the challenges of technological advances while maintaining strong interpersonal relationships with their patients making the

field of radiation therapy, "technology with a human touch".

Minor, a senior, from Monona Grove, WI, will begin her clinical internship at the University of Wisconsin Hospitals and Clinics in Madison, WI. Huettl, a senior from Mankato, MN, will begin her internship at St. Luke's Hospital in Milwaukee, WI. Finally, Pawlenty, a senior from Inver Grove Heights, MN will intern at Gundersen Lutheran in La Crosse.

For further information on the Radiation Therapy Program contact Melissa Weege, Program Director, at 608-785-6979 or weege.meli@uwlax.edu.

Comments

We hope you enjoy receiving this convenient, periodic update from the UW-La Crosse College of Science and Health, produced for alumni, and friends. Send comments or story ideas to the editor, Phil Wilson, at (608) 782-8350 or pkwilson@centurytel.net.