

ANNUAL REPORT 2017-18



College of Health & Human Services

ACCOUNTABILITY
STEWARDSHIP INTEGRITY
ETHICAL PRACTICES
COLLABORATION
DIVERSITY ENGAGEMENT
LIFELONG LEARNING
SERVICE PROVISION

OUR MISSION

To inspire the discovery and application of knowledge in health and human services.

OUR VISION

To be the college of choice that equips students, staff, and faculty to be innovative and transformative through exemplary programs and opportunities in health and human services.

Interim Dean, CHHS
Dr. Dennis George

Associate Dean, CHHS
Dr. Danita Kelley

Associate Dean of Research & Administration, CHHS
Dr. Vijay Golla

Communications Specialist, Editor
Susan Megahee

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A LOOK THROUGH THE YEARS

March 2015 - June 2018



Farewell from Dean Chumbler

Dear CHHS Community,

It has been an honor and privilege to have served the past three years as dean of the CHHS at WKU. I have learned over time that as a leader you have to employ a different repertoire of approaches based on the context and circumstances of the situation. Over the past three years, CHHS experienced an unprecedented amount of cuts to the operating budget. This shortfall led us to use diverse approaches and systematic planning in order to steer CHHS through this difficult challenge. However, this experience had many positives and served as a catalyst to the successful stewardship of CHHS through the next phase of growth.

Despite these budget cuts, we stayed focused on driving innovation and implementing positive change in the CHHS. A strategic plan was developed and implemented in 2016 to pilot the college through 2020. This strategic plan served as a blueprint that guided innovative initiatives that were congruent with the overall mission of WKU to be a student-centered, applied research university. We certainly have celebrated some amazing accomplishments, all of which would have not been possible without the diligence and collaboration of so many wonderful faculty and staff.

During my tenure, we made several strategic advancements. Below are a few:

- Built a robust, extramurally funded, applied research environment (the amount of expenditures in extramural research grants and contracts increased by 190% (from \$1.2 Million to over \$3.5 Million). We further enhanced the research operation in the CHHS by adding a series of successful initiatives including:
 - An intensive Faculty Research Mentoring Program for Assistant Professors
 - Created the first Research Methods and Statistics Core (RMSC) Group which provides scientific research guidance to the faculty during the pre-proposal stage, during ongoing research and post-study
 - Developed and implemented a Summer Research Fellowship program for tenure track faculty
 - Established two first-ever, interdisciplinary, applied research centers—the Center for Environmental and Workplace Health and the Center for Applied Science in Health & Aging (pg. 12)
- Bolstered Pedagogy, Student Success, and Staff Development
 - Added 11 degree and certification programs
 - Progression between Freshman and Sophomore year increased 4.6%
 - Initiated the development of a Master of Excellence in Teaching Certificate Program
 - Implemented a Teaching Effectiveness Workshop and Teaching Effectiveness survey tool to strengthen pedagogy
 - Created a Dean's Merit Award to recognize faculty and staff for outstanding contributions
 - Hired the first Chief Diversity Officer in CHHS

We can all be proud of what we have jointly accomplished on behalf of the CHHS over the past three years. Our treasured academic programs are strong, relevant, and directly impact the workforce in South Central Kentucky. So many of our alumni are taking the knowledge they garnered from the WKU labs, classrooms, and clinics, and are directly impacting the health and well-being of South Central Kentucky, and elsewhere, both in and outside of the USA.

In my final chapter as a dean of this college, I want to say thank you to our faculty, our staff, our students, our alumni and our community for the support you have given us through the years. Your generous gifts, time, and resources that you gave to the CHHS, and to me personally, are so wonderfully appreciated. You embody the spirit of the university: "The Spirit Makes the Master."

Wishing you the Very Best,

Neale R. Chumbler, Ph.D.
Dean, College of Health and Human Services



College of Health and Human Services | Academic Complex

About the College

Established by the Board of Regents in August 2002, the College of Health and Human Services at Western Kentucky University brings together the health and human services programs under one administration unit.

The college consists of eight academic units that represent an array of disciplines, and offers degrees at the associate, baccalaureate, masters and doctoral degree levels. The college is also one of the participating institutions for the doctoral program in Rehabilitation Services offered through the University of Kentucky. Our focus is to provide the highest possible quality of education to prepare our students to become leaders in careers related to health and human services.

INSIDE THE COLLEGE

Student Enrollment: approximately 4,900
Doctorally Prepared Faculty: 110
Degrees Offered: (2) Doctorate, (9) Masters, (17) Bachelors, (4) Associate
Full-Time Faculty: 156

Academic Units: Allied Health; Communication Sciences & Disorders; Applied Human Sciences; Kinesiology, Recreation & Sport; Nursing; Physical Therapy; Public Health; Social Work

About WKU

Western Kentucky University is a student-centered, applied research institution located in Bowling Green, Kentucky, with three Regional Campuses located in Glasgow, Owensboro, and Elizabethtown-Fort Knox. WKU is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, specialist, and doctoral degrees.

| | | | |
|--------------------|-------------------|---------------------------------|------------------|
| 24.1 | 300+ | 500+ | 20,000+ |
| Average Class Size | Academic Programs | Students study abroad each year | Total Enrollment |



“I am a firm believer in the saying ‘You get out, what you put in,’ so I dedicated a lot of my college career to doing what I was capable of to benefit each organization I was a part of. This resulted in amazing experiences and the opportunity to cultivate meaningful and lasting relationships.”

INSIDE ALLIED HEALTH

Department Head: Terry Dean, DMD
Programs: Dental Hygiene
Student Enrollment: 161
Number of Graduates: 37
Full-Time Faculty: 5
Accreditations: Commission on Dental Accreditation (CODA)



Dr. Terry Dean
Appointed August 2016

FIRST GENERATION GRADUATE

FINDING PASSION TO EDUCATE OTHERS THROUGH THE IMPORTANCE OF ORAL HEALTH

Born on an Air Force base in Texas and raised by her maternal grandmother in rural Kentucky, first-generation college graduate, Hilary Sweeney, graduated summa cum laude in her class.

Roots

Immediately after she was cleared as a newborn to leave the hospital, Hilary’s maternal grandmother, “Nana,” took her back to Elkton, KY, to be raised. Hilary grew up in a small town where everyone helped take care of each other.

“It was just kind of understood that everyone’s parents treated each of us kids like we were their own.”

As a single grandparent who had already raised four children of her own, Nana took Hilary in and worked incredibly hard to provide for her throughout her life, often working two to three jobs at a time.

“I was always somewhat aware that, financially, things were tight for our family. For me, this translated into the realization that it was up to me to work as hard as my grandmother did in order to make it possible for me to get a college education.”

Scholarship

Hilary applied to the Governor’s Scholar Program (GSP), a summer residential program for rising high school seniors held amongst three different college campuses in Kentucky. Upon completion of the program and an appropriate ACT score determined by individual colleges in the state, tuition could be paid for in full for four consecutive years. Ultimately, Hilary was accepted as a GSP scholar and successfully completed the program.

“This allowed a huge financial burden to be lifted off my grandmother’s shoulders and gave me the opportunity to give back to her in a big way. I decided a long time ago that what I can do is make her proud through my actions- of working hard in school, and in life, to achieve my dreams.”

College Life

Adapting to life on a college campus definitely came with adjustments and challenges. From dealing with communal showers to learning how to properly study, Hilary fell back on the work ethic and values introduced to her throughout her life by her Nana.

Leadership Roles

It wasn’t until college that Hilary gathered the courage and confidence to engage in leadership roles. She joined Alpha Omicron Pi during her freshman year and applied for an officer position.

“People seemed to respond well to my leadership style, and as I continued with this position, my confidence in my abilities and myself continued to grow.”

This inspired her to reach outside of her organization and pursue other opportunities for growth and engagement. During her college career, Hilary was also involved with WKU’s St. Jude Fundraising organization “Midnight On The Hill,” Rho Lambda Fraternity (a Panhellenic honors society). She served on the Panhellenic Executive Council as the 2nd Vice President, and the Up ‘Til Dawn Executive Board as a member of the Recruitment and Cultivation Committee. Hilary served as President of WKU’s student chapter of the American Dental Hygienist’s Association (SADHA), and was a representative on the 2017 WKU Homecoming Court.

Dental Hygiene

Hilary always knew she wanted a career in the medical field. She chose dental hygiene because of her passion for helping people and the ability to be a healthcare educator.

“Many people don’t realize or understand the importance of oral health, how it affects your overall wellbeing, and how many other health issues can manifest and show signs within the oral cavity. Dental hygiene allows me to educate patients in order to improve their oral health and overall quality of life.”

Hilary graduated in May 2018 with a Bachelor’s degree in Dental Hygiene, Summa Cum Laude, and is employed as a dental hygienist at Carter Family Dentistry in Bowling Green, KY.

Advice

Hilary’s advice to other students who are the first of their family to seek secondary education:

“You are not in this process alone. Utilize your resources, be confident in your knowledge and abilities, and stay focused on your goals and dreams. You can do this!”

WKU ALUM EXCELS IN FASHION INDUSTRY

SEATED IN THE FASHION CAPITAL OF THE WORLD, WKU ALUMNA IS FULFILLING HER CHILDHOOD DREAM AT AN UNPARALELLED SPEED

Katie Nordhoff, a May 2009 graduate of a Bachelor of Science degree in Textiles and Apparel Merchandising from the Department of Applied Human Sciences at Western Kentucky University (WKU), had always dreamed of designing for Victoria’s Secret, and now her dream has become a reality.

Roots

Katie’s dad was in the army, so she moved around quite a bit as a child. Her family finally settled down in Franklin, TN when she was seven years old. Growing up, she had a love for fashion.

“Ever since I was 16, I dreamt of designing for Victoria’s Secret, but being self-taught, I never thought this was an attainable goal!”

College Life

Katie chose to study design at WKU because she wanted to learn the business side of fashion.

“I knew I was a creative person and could teach myself the creative side. The business side was much more challenging for me!”

Katie started applying to college when the hit Bravo series, “Project Runway,” began to air. Being that it was her favorite show, and that she could not get the channel in her dorm room, she would actually drive home to Franklin, TN every Wednesday night to watch the show with her family.

Fashion, Inc.

After learning the basics from her college courses, Katie taught herself how to draw and sew. She spent alot of her time designing and creating evening gowns.

While at WKU, Katie became the Special Events Coordinator of Fashion, Inc., which is a student organization at WKU that promotes fashion awareness and interest in fashion careers throughout the campus and in the community. Through this

role, she organized a student fashion show during her senior year. It was in this show that Katie also had the opportunity to showcase her collection of evening gowns.

Turning her Dream into a Career

After graduating with her degree in 2009, a WKU professor mentioned to Katie the possibility of an internship in New York City.

“I knew I had to jump on the opportunity! “

With her passion and determination that she has shown throughout her college career, Katie landed an internship at Ariela Alpha International, a private label intimate apparel manufacturer in New York City. While at AAI, the internship turned in to a full-time opportunity as an assistant designer where she launched “Material Girl” and “Truth or Dare” by Madonna for Macy’s.

“It was an amazing first job where I was learning about the brand with the company.”

From there, Katie moved to EXPRESS, where she launched swimwear and loungewear, and also designed intimate apparel. Katie was with EXPRESS for 1.5 years, then moved to Macy’s to design intimate apparel and sleepwear .

The Call

In June of 2013, after working at Macy’s for 1.5 years, Katie received an offer she could not refuse.

“I got a call from Victoria’s Secret PINK offering me a job to design swimwear.”

Katie designed PINK swim for three years, and for a growth opportunity, she then moved to the PINK bra team in 2016. Katie is fulfilling her lofty childhood dreams.

As a current Senior Bra Designer for Victoria’s Secret PINK, Katie shares that her success was due in part to the great relationships she has built along the way.



“It’s so important to have a mentor and someone you can talk to for career advice.”

INSIDE APPLIED HUMAN SCIENCES

Department Head: Travis Wilson, M. Arch

Programs: Interior Design & Fashion Merchandising, Family & Consumer Sciences, Hospitality Management & Dietetics, Early Childhood Education, Child & Family Studies

Student Enrollment: 496

Number of Graduates: 115

Full-Time Faculty: 21

Accreditations: Accreditation Council for Education in Nutrition and Dietetics (ACEND)
National Association for the Education of Young Children (NAEYC), National Association of Schools of Art and Design (NASAD)



Mr. Travis Wilson
Appointed January 2016

FROM THE JUNGLE TO THE KASBAH

A JOURNEY TOWARD SPEECH-LANGUAGE PATHOLOGY

by Kendra J. Strong



“Something I’ve appreciated about my professors at WKU is how they have understood, encouraged, and often shared my interest in serving minority language communities.”

The deep throated vocalizations of colobus monkeys, disturbed in the early morning before dawn, penetrated the forest canopy and echoed over the ravine next to our home in Tanzania as I signed into WKU’s Blackboard site for my weekly chat session in Research Methods. My family and I were living on the shoulders of Mount Meru, near Arusha, Tanzania, in East Africa. It was here that I first became interested in speech-language pathology (SLP).

Raising small children in a multi-language environment does have its challenges, however, I noticed some articulation and fluency issues with our firstborn son, Josiah. It was suggested then that I speak with a speech-language pathologist. I really knew nothing about SLP so that is when I began my research. I fell in love.

Background

Previously, I worked as an ESL (English as a Second Language) teacher in the greater Chicago area. My supervisor had suggested that I pursue a master’s degree, but in looking at various programs I did not find what I was interested in learning - how to find out what was going on neurologically with adults with mental blocks to delays in language development, and how to design a program that would help them set and meet individual goals. However, in my research of SLP, I found the means to address my child’s needs, my professional goals, and opportunities to serve a variety of populations all wrapped up in one professional opportunity.

Pre-SLP Program

WKU offered a Pre-SLP program which is a leveling program to provide prerequisite courses for entry into the graduate SLP program. While enrolled in the program I began to investigate the profession in the context of East Africa. In Kenya, I met a speech-language therapist (SLT) from Europe working at Nairobi Hospital who shared that there was more work to do than could possibly be managed by her and her colleagues. In Arusha, Tanzania, I shadowed an SLT from Australia, who worked at one of the first schools to have a program for students with special needs in the district. Opportunities to engage in the community in a meaningful way seemed to abound. Even when researching

job opportunities back in North America, the possibilities were endless.

Fast Forward

A few years later, I was accepted into WKU’s graduate program, and was still working on the coursework when my husband’s work carried our little family to Morocco in North Africa. There in that land of ancient artistry, living in our rented home with its tile mosaics, I again found opportunities that invited me to continue the path of becoming a SLP. At the private school where three of our children studied, and where I volunteered to teach English, I discovered that children with special needs often lacked the support which would allow them to participate, while also allowing the teachers to succeed in teaching the curriculum. When I spoke to the principal about an idea to develop a program to offer the necessary support, he said, “Let’s do it!” I visited a center offering physical therapy to children with cerebral palsy, and when I was introduced as a future SLP the immediate response was, “We need one of those!”

The highlight of my time in Morocco was the opportunity to do a small internship with Mohamed Taiebine, a Moroccan neuropsychologist, and professor at the Université Internationale de Casablanca - the first university in the country to offer a program in speech therapy. At a center for Alzheimer’s disease intervention in Rabat, Morocco’s capitol, I was able to observe one of the most senior SLPs in the country, administer an aphasia evaluation that had been normed in the Moroccan dialect.

Future

Looking forward, I don’t know exactly where my path will lead. But I am so thankful for WKU’s distance program for opening the door for me to enter the profession of SLP from far flung corners of the globe. As SLPs, we strive to give people a voice, the language to express themselves, and the ability to develop a meaningful role in their community. As I near the end of my program in the Communication Sciences and Disorders Department at WKU, I realize that’s exactly what this program has done for me.

INSIDE COMMUNICATION SCIENCES & DISORDERS

Department Head: Jean Neils-Strunjas, Ph.D, CCC/SLP

Programs: Communication Disorders, Speech-Language Pathology

Student Enrollment: 109

Number of Graduates: 79

Full-Time Faculty: 12

Accreditation: ASHA’s CAA (American Speech-Language Hearing Association’s Council on Academic Accreditation)



Dr. Jean Neils-Strunjas
Appointed May 2015

CENTER FOR APPLIED SCIENCE IN HEALTH & AGING

BINGOCIZE® GROWTH LEADS TO LAUNCH OF APPLIED RESEARCH CENTER

In April 2018, the Center for Applied Science in Health and Aging (CASHA) was launched by the College of Health and Human Services. The new center, housed in the WKU Center for Research and Development, will identify, develop, and mobilize social and health innovations in applied research by enhancing well-being, performance, and function in the aging community.

History

In 2011, Dr. Jason Crandall, Associate Professor in the School of Kinesiology, Recreation and Sport, created a health promotion program that combined the popular game of bingo with exercise (Bingocize®) and discovered significant improvements in older adults' quality of life.

Since 2011, Bingocize® has been the main focus of Dr. Crandall's research. Along with collaborators Drs. Jean Neils-Strunjas (Communication Sciences & Disorders) and Matthew Shake (Psychological Sciences), the team, and now founding faculty members of CASHA, secured over \$1.6 million in grant funding and completed multiple studies of the program. The impetus for CASHA was to create an applied research center to not only house Bingocize® research, but to focus on other interventions and research questions.

Mission

CASHA will integrate disciplinary perspectives in physical activity, health, human development, and cognitive psychology to optimize human potential. Interprofessional

education and practice are essential to applied research because they allow scholars and practitioners to expand their thinking and enrich the co-creation process.

In addition, the center seeks to develop the knowledge, skills, and dispositions of emerging scholars and practitioners by providing experiential and developmental learning opportunities for undergraduate and graduate students. To achieve these goals, the team will:

- Engage in rigorous research to promote health, vitality, and human potential in the aging community
- Disseminate findings to inform research, policy, practice, and program development
- Collaborate with community organizations and university partners to identify and address needs in the aging community
- Identify and secure funding through grants, contracts, partnerships, and commercialization

Market

By 2050, the percentage of adults older than 65 will double to over 16% of the world's population. In the United States, older adults will account for roughly 20% of the population by 2030. Unfortunately, more than a quarter of all Americans, and two out of every three older Americans, have multiple chronic disease conditions, and treatment for



this population accounts for 66% of the country's health care budget (Conn, Minor, Burks, Rantz, & Pomeroy, 2003).

Quality of life for older adults critically depends on their ability to remain functionally independent and manage their own life for as long as possible. Loss of mobility and independence related to poor physical and mental health leads to lower quality of life and a heavier burden on an already over-burdened health care system.

Health promotion and education programs designed to improve physical and mental fitness have the potential to reduce health care costs as well as maintain, or even improve, quality of life for older adults (Chodzko-Zajko et al., 2009). For example, interventions that reduce chronic disease risk and severity can decrease lifetime Medicare costs as much as 60% (Rula, Pope, & Hoffman, 2011). Also, even though quality health education programs are accessible to many Americans, the rates of chronic diseases continue to increase. Thus, adherence to health-promoting behavior programs remains a significant barrier to improving older adults' health and well-being (Conn et al., 2003).

International Component

The current international focus is on Bingocize®, and the team has recruited international faculty from Finland, Poland, and England to become affiliate members of the center. In March 2018, Dr. Neils-Strunjas visited Finland and Dr. Crandall visited Poland to discuss research and disseminate information about Bingocize®. Colleagues in England are currently conducting a trial with the help of the largest older adult organization in England, *Age UK*. Drs. Shake and Crandall will visit England in October 2018 to conduct lectures and review data from their studies.

Community Engagement

The team will continue to collaborate with faculty from

WKU as well as other universities to advance research and practice for older adults with the consistency of providing a large community engagement component to the center.

In addition to Bingocize®, which has always been a community based program, Dr. Neils-Strunjas, along with co-investigators Drs. Crandall and Shake, will develop a Cognitive Stimulation Program for older adults who have mild cognitive impairment, or mild-moderate dementia, and are living independently in the community. This study will examine change in behavioral problem solving strategies as measured by the Functional Assessment of Verbal Reasoning and Executive Strategies (FAVRES; Sheila MacDonald, CCD Publishing) and an increase in overall cognitive status as measured by a cognitive screening test (Montreal Cognitive Assessment or MoCA).

Future

With the combined expertise of the founding faculty members in Psychological Sciences, Communication Sciences and Disorders, and Exercise Science, CASHA will be a breeding ground for multi-level experiential and developmental learning opportunities for both undergraduate and graduate students. The team will continue to pursue additional fundable lines of research, sponsorships, programmatic grants, client services, and support from community donors.

To learn more, visit: wku.edu/casha



CENTER FOR APPLIED SCIENCE
IN HEALTH & AGING

INSIDE KINESIOLOGY, RECREATION & SPORT

Director: Ron Ramsing, Ph.D.

Programs: Exercise Science, Physical Education, Recreation Administration, Sport Management, Recreation & Sport Administration, Kinesiology

Student Enrollment: 1,050

Number of Graduates: 331

Full-Time Faculty: 26

Accreditations: Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT), Council for Accreditation of Education Preparation (CAEP)



Dr. Ron Ramsing
Appointed July 2017

DOCTOR OF NURSING PRACTICE: RESEARCH

Students in the Doctor of Nursing Practice (DNP) program will be prepared for specialization in nursing through developing expertise in advanced nursing practice that demands increased accountability, proficiency, and leadership. DNP students begin the program by identifying a phenomena of interest. Throughout their coursework DNP students focus on a project that impacts health outcomes through the synthesis of evidence; development of a measurement plan; analysis of financial, policy, and population aspects; and development of an evaluation plan. The implementation, evaluation, and dissemination of the DNP project is completed in the last year of the program.

TEAMWORK INTERVENTION

After working in business and accounting for almost 10 years, Melissa Marguet made a career change to nursing in order to make a difference in her life. She went on to earn her Bachelor of Science in Nursing (BSN) from Bellarmine University and both her Master of Science in Nursing (MSN) and Doctor of Nursing Practice (DNP) from WKU. Melissa recently graduated with her DNP in May 2018, after completing her research project: “The Effect of a Teamwork Intervention on Staff Perception of Teamwork and Patient Care on a Medical Surgical Unit.”

“My research project was focused on nursing teams and how a teamwork intervention would impact the nursing team’s perception of missed care and teamwork. I chose this topic because I have experienced and continue to see the challenges our nursing teams face each day to provide the care they need under all the constraints and pressures placed on them. We have a lot of governing bodies that are impacting the front line team in an attempt to ensure healthcare organizations have positive outcomes for their patients, while being fiscally responsible; however, we are taxing our nursing teams.”

It is critical that nursing leaders find strategies to help nursing teams be successful. Nursing teams include nurses



Dr. Veletta Ogaz (left) with Melissa “Missi” Marguet

and support staff, such as a nursing assistant or patient care associate.

Melissa ultimately wanted to replicate an existing study to see if it had an impact on her study population.

“My goal as a nurse is to make a difference, not just in our patient’s and family’s lives, but the lives of those who care for our community.”

Melissa is currently working on her first revision of the research project for a publication in a nursing journal. Melissa has served as an educator and manager in perianesthesia. Her specialties have been in critical care, perianesthesia, and, most recently, quality and case management.

HEALTH PERCEPTIONS

Stacy Logsdon has been a registered nurse for over 28 years in orthopedics, medical/surgical, home health and hospice. Earning four nursing degrees (ASN, BSN, MSN and DNP) from WKU, she most recently completed the DNP program in Fall 2016 after completing her research project: “Perceived Health Status in Rural Manufacturing Workers.”

“My project focused on health perceptions of rural manufacturing workers.”

The purpose of the study, which was conducted on manufacturing workers from Logan Aluminum, a leading manufacturer of flat rolled aluminum sheet, was to examine the relationship between perceived health status and objective health status, including existing chronic disease, among rural manufacturing workers.

First, the difference among rural manufacturing workers’ perceived health status across age, gender, educational level, and presence or absence of reported chronic diseases was examined. Second, the difference in the perceived health status of rural manufacturing workers with objective health findings (body mass index, blood pressure, lipid values) was explored. Lastly, the correlation of self-rated health status and the number of reported chronic diseases was evaluated.

“I chose this focus because I began to notice my patients’ health perceptions did not always match the severity of their disease processes. This can be a problem when trying to teach



Dr. M. Laurie Branstetter (left) with Stacy Logsdon

patients about lifestyle modifications that may improve their condition or prescribe proper treatment modalities. If the patient’s perception of their current health condition does not match the severity of the disease, then he/she may not see the importance of making those lifestyle modifications necessary to improve their overall health.”

As an APRN, Stacy’s specialty is family practice, focusing on disease prevention and treatment of acute and chronic diseases. Currently, her practice is located in the onsite medical clinics of the manufacturing facilities at Logan Aluminum in Russellville, KY, and Sumitomo in Franklin, KY.

“I provide primary care for employees and their families along with treating work injury, performing new employee physicals and return to work physicals, as well as a large focus on disease prevention and wellness of the employee.”

INSIDE UNDERGRADUATE NURSING

Director: Mary Bennett, DNS, APRN-FNP

Programs: LPN to ASN, Bachelor of Science in Nursing (BSN), RN to BSN Online

Student Enrollment: LPN to ASN (~130), BSN (396) BSN Pre-Nursing (717), RN to BSN (~55)

Number of Graduates: 244

Full-Time Faculty: 35

Accreditations: Commission on the Collegiate Nursing Education (CCNE), Accreditation Commission for Education in Nursing (ACEN), Kentucky Board of Nursing (KBN)

INSIDE GRADUATE NURSING

Director: Mary Bennett, DNS, APRN-FNP

Programs: Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP)

Student Enrollment: MSN (53), Post-MSN (22), DNP (89)

Number of Graduates: MSN (12), DNP (16)

Full-Time Faculty: 6

Accreditation(s): Commission on the Collegiate Nursing Education (CCNE). Kentucky Board of Nursing (KBN)



*Dr. Mary Bennett
Appointed August 2007*

PARTNERS IN LIFE AND PRACTICE

ONE COUPLE WHO MET AND PURSUED BOTH EACH OTHER AND THEIR DOCTORAL DEGREES

Rob and Megan Fuller both grew up in Bowling Green, KY, yet their paths never crossed until the first day of summer school at WKU. Both were in pursuit of acceptance into WKU’s Doctor of Physical Therapy program, but, little did they know, it would result in a marriage of both family and careers.

Megan’s Story

Megan, a first generation college student, graduated from WKU in 2009 with a bachelor’s degree in marketing. Following college, she took a job working for a durable medical equipment company in which she served as a liaison between the Assistive Technology Professional, patients, insurance companies, and the doctors and therapists, to acquire needed medical equipment. It was while working with the therapists in this job that she decided to persue physical therapy.

After some research, Megan realized that she would need several prerequisites to get into the Doctor of Physical Therapy (DPT) program at WKU, so she began taking night classes.

“I was at this time a single mother to a 2 year old (Braden, who is now 9), and it was in one of those night classes in 2012 where I met Rob.”

Rob’s Story

Rob, who had never completed high school, found himself at the age of 20 relocating back to Bowling Green after

several years away, to complete his GED in hopes of pursuing higher education.

“I began taking general education classes and working full time as an engineer tech at a factory in Franklin, KY. I knew that I wanted to work in the medical field, but I was unsure what area I wanted to pursue.”

After dabbling in pre-pharmacy at WKU and realizing it was not the best fit, Rob met with his advisor, who after several discussions, led Rob to the most logical career path that blended both his passion for exercising and helping people: physical therapy.

“We mapped out my academic plan and he (advisor) signed me up for a biophysics class in the summer.”

Summer School

“I met my future wife the first day of (Biophysics) class. She walked in to class and sat across the table from me. Naturally, I got up and moved next to her and cleverly explained that I could see the board better from there.”

Not only could he see the board better, but he could also see a future partner in his classmate. That chance encounter eventually led to partnership in both life and practice as they went on to get married and pursue their doctorate in physical therapy at WKU.

PT School



Megan’s White Coat Ceremony, May 2015
Pictured with Rob and son Braden

Rob’s White Coat Ceremony, May 2017
Pictured with Megan



Megan was accepted into the Inaugural WKU DPT Class of 2016.

She completed her clinical rotations at Graves Gilbert Clinic Outpatient, Signature Healthcare of Bowling Green, Medical Center at Scottsville, and Orthopedics Plus of Morgantown. After graduation from the DPT program in May 2016, she accepted a position at Signature Healthcare of Bowling Green. Currently, she is working at Bowling Green Nursing and Rehabilitation, a long-term care facility, where she primarily serves the geriatric population, and performs rehab-to-home.

Meanwhile, in May 2015, Rob graduated from WKU with a Bachelor’s degree in Exercise Science. Already accepted into the WKU DPT Class of 2018, he began the program a week after both his graduation and the birth of their son, Lincoln. At this time, Megan was a third year student beginning her clinical work.

Missions

Last summer, Rob and Megan took their first mission trip to Honduras, along with two of Rob’s classmates, Ryne McMullen and Wade Weatherholt. On this trip they were able to establish a relationship with the Borders Expanded Ministries, Inc. mission group, and treat a number of Honduran children in hopes of sparking a partnership with

this mission organization and their local Autism group to serve their rural area in Guaiamaca Honduras. Megan now serves on the Board of Directors for this organization.

Professional Goals

Rob graduated from the DPT program in May 2018 and will begin working at a facility as an outpatient therapist upon successful completion of his board examination.

“Professionally, my goal is to work in rural outpatient clinics to serve more underserved communities, and to eventually pursue my specialty in Electromyography.”

Megan plans to continue to gain experience with the geriatric population, and eventually specialize in Neurological disorders, as she finds fulfillment treating stroke patients, those with brain injuries, and amputees.

From Jeremiah 29:11: For I know the plans I have for you’, declares the Lord, ‘plans to prosper you and not to harm you, plans to give you hope and a future. “We are so thankful that His plans were greater than each of us could have imagined.”

INSIDE PHYSICAL THERAPY

Department Head (Interim): Beth Norris, Ph.D., PT, OCS

Programs: Doctor of Physical Therapy

Student Enrollment: 91

Number of Graduates: 27

Full-Time Faculty: 6

Accreditation: Commission on Accreditation in Physical Therapy Education (CAPTE)



Dr. Beth Norris
Appointed July 2018

BLIND FROM BIRTH

MPH STUDENT RESEARCHING DISABILITY INCLUSION IN STATES’ EMERGENCY PREPAREDNESS PLANS

Sydney Clark was born with a rare retinal condition that left her with vision impairment since birth. Currently, as a graduate student in the Master of Public Health (MPH) program at WKU, she is researching disability inclusion in emergency preparedness plans for multiple states.

Early Years

Sydney, the youngest of three siblings, grew up in Frankfort, KY. Sydney, along with her older brother Austin, were both born with a rare retinal condition called Lebers Congenital Amarosis, an inherited retinal degenerative disease characterized by severe loss of vision at birth. This disease did not limit her from her childhood activities, goals and dreams.

“I started learning braille when I was five years old with the help from a teacher for the visually impaired while attending public school. With the help of school staff, friends, and family, I participated in the same classes as everyone, and just lived a pretty normal life just with a few adaptations and modifications. My parents always encouraged me to try whatever I wanted to, so I was just like any other child.”

Sydney participated in several activities through her school while growing up. She did archery for 10 years, played both the trumpet and French horn in the school band, performed in gymnastics, and was in the National French Honor Society.

“I didn’t let my blindness hold me back from trying new activities.”

College

After high school, Sydney attended the University of Kentucky in Lexington for her undergraduate studies. It was during her sophomore year at UK that she decided to pursue a major in Public Health.

“I had no clue what I wanted to major in, but took an Intro

to Public Health class and was hooked. I didn’t know exactly what I wanted to do with it, but I knew that this was a field where whatever you went in to you had the potential to make a positive impact, and that’s all I really want to do.”

Sydney then enrolled in a population crisis management class, where her passion for the study of public health grew.

“I was really interested in that whole aspect of things.”

During her senior year, Sydney enrolled in an independent study course. While in this course, she started doing research on the awareness of people with disabilities in emergency and disaster management. With a disability herself, Sydney took great interest in this research. At this same time, she also started an internship at the Kentucky State Department for Public Health and Preparedness. Through this internship she observed and participated in different programs and exercises, and was asked to write an after action report of what she had observed and how programs included people with disabilities in the planning process.

Sydney did her undergraduate capstone project on the current status of emergency and disaster preparedness for people with disabilities.

“I did mine (project) all in braille just to kind of show the disconnect of how it is for people with different disabilities. I could walk into the shelter and not have any of the (safety) materials available to me in braille or an audio format. I have someone read to me, which takes away a lot of my independence.”

Graduate Research

Sydney is now furthering her research at WKU as a graduate student in the MPH program. Along with her faculty mentor, Dr. Marilyn Gardner, they are expanding the focus of the research to now include all 50 states.

“I think public health is ensuring equal access and opportunities to the public in all aspects of health. Whether that be health care, emergency and disaster planning, or any field of health. This is important because public health professionals work toward making sure the population is taken care of no matter what their race is, their income level, their gender, their disability, or any determinant of health.”

Future Plans

“I would love to continue with what I am doing because throughout the research we have done, we have found that there are a lot of improvements that need to be made, so if I could be involved in those changes I would really love that.”

Disability Forged Career Path

“My disability has helped me figure out my career path because I don’t think if I could see, I would’ve really been able to see the inequality that people with disabilities face every day. The fact that I narrowed that inequality down to emergency and disaster management specifically, was just luck.”

Sydney is grateful for the mentoring and help that she has received along the way from faculty, peers and community leaders. Many wonderful individuals were in place to push

her and help aid her in discovering an area that she is not only passionate about, but one in which she is also personally connected.



Pictured left to right: Siblings Aaron Clark, Austin Clark, and Sydney Clark, with their guide dogs, Almanor (Austin’s dog) and Jethro (Sydney’s dog).

INSIDE PUBLIC HEALTH

Department Head: William Mkanta, PhD

Programs: Public Health, Health Care Administration, Environmental Health Science, Health Sciences, Health Information Management, Health Administration, Environmental & Occupational Health

Student Enrollment: 610

Number of Graduates: 190

Full-Time Faculty: 21

Accreditation(s): Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), Association of University Programs in Health Administration (AUPHA) and Council on Education for Public Health (CEPH), candidate for accreditation by the Commission on Accreditation of Health Management Education (CAHME)

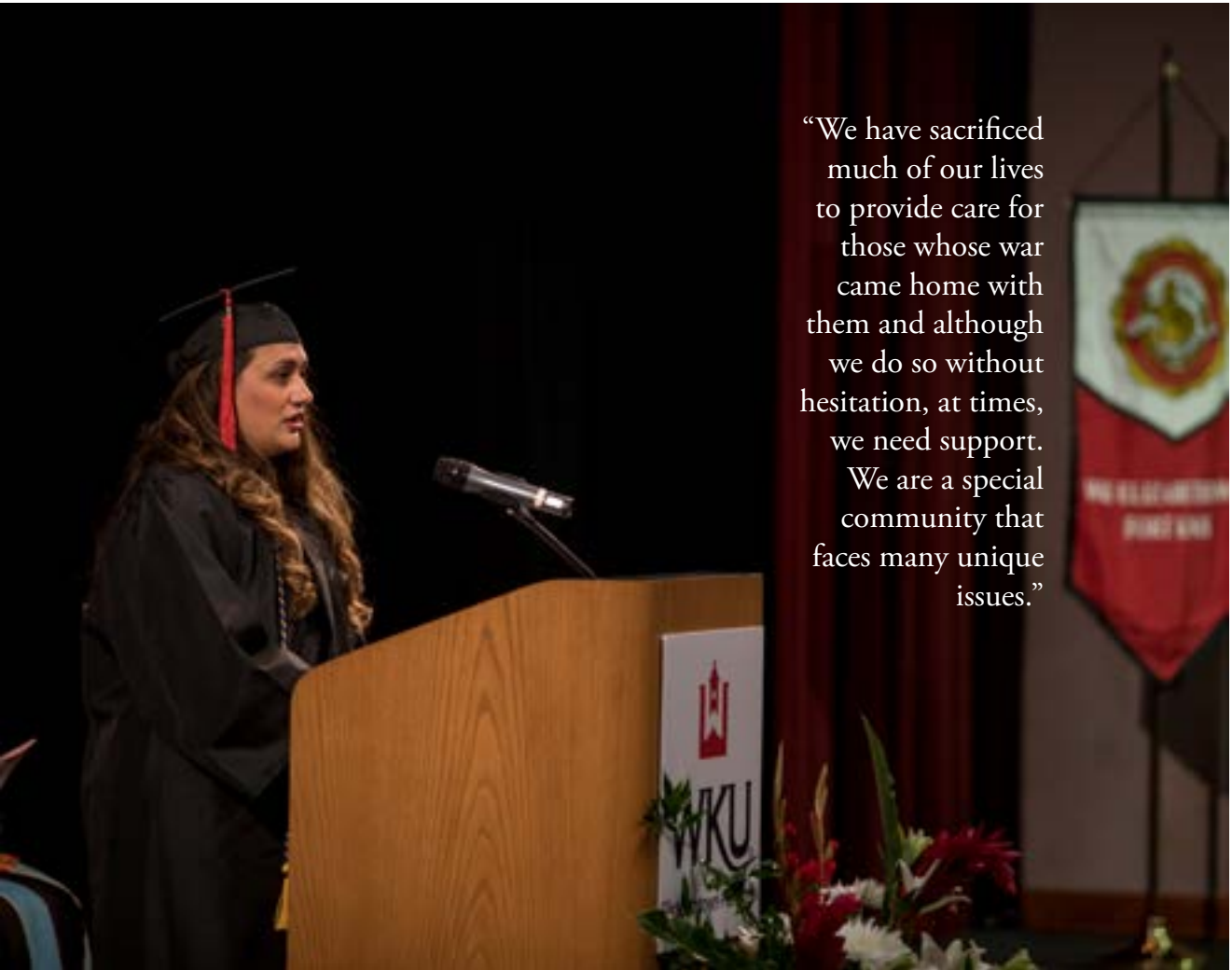


Dr. William Mkanta
Appointed April 2018

“This is bigger than just me. I don’t want to do this to just make it easier for me or the blind community. I want to do it with all people with a disability in mind because all of us need to be thought of and taken care of in situations.”

FREEDOM TO FIND HER VOICE

THIS ONCE HIGH SCHOOL DROPOUT HAS BECOME AN ADVOCATE FOR MILITARY CAREGIVERS



INSIDE SOCIAL WORK

Department Head: Patricia Desrosiers, Ph.D., LCSW
Program: Social Work
Student Enrollment: 325
Number of Graduates: 132
Full-Time Faculty: 13
Accreditation: Council on Social Work Education (CSWE)



Dr. Trish Desrosiers
Appointed July 2018

Born in Fort Ord, CA, and raised in Germany, Christina Crook was the youngest of five children in a military family that moved around every two to three years. Growing up, she struggled with feelings of failure and confidence in her ability to succeed and, due to an illness, she eventually dropped out of high school.

For years she carried the self-inflicted shame of never completing high school. It wasn't until after starting a family of her own, and going back to school to complete her education, that her fears and shame were quieted. As she began to excel in her coursework, she noticed a change in her confidence. But she climbed a long road to self-care before finding her own voice.

Full-Time Caregiver

Christina met her husband when they were 13 years old. He was her first real boyfriend and when the military moved them from each other, they lost touch for over a decade. A month before his first deployment to Iraq, they reconnected via social media, and within five days of his upcoming deployment, they got married. After six years of active duty, he was medically retired due to his combat related Post Traumatic Stress Disorder (PTSD) and Christina eventually had to stop working and step in as his full-time caregiver.

"I became very isolated as a caregiver for my husband. When you are with someone who never wants to leave the house and refused to develop any friendships, it became easy to lose oneself in caregiving."

Support

Christina began reaching out to the only support she could find, on social media. It's here that she discovered the Elizabeth Dole Foundation, a non-profit aimed to empower, appreciate and recognize military caregivers.

"After discovering what they do for military and veteran caregivers, I knew I wanted to be a part of this amazing organization. I applied and promptly forgot about it because I did not have a lot of confidence in myself at the time."

A month later, she received the call to become a Dole Fellow.

"I wanted to ensure my husband was okay with me sharing his and our story to the public. Thankfully, he saw the spark come into my eyes when I spoke about advocating for other caregivers that he knew that I would be able to help enact change and find a purpose in life outside of being his caregiver."

Christina was a part of the Kentucky Dole Fellow Class of 2016-2017. Her role within the organization was to advocate on behalf of Kentucky's military and Veteran caregivers.

Return to School

Her husband's military service not only directly impacted her career choice, but it also changed her as a person.

"It taught me patience, forgiveness, and brought out my ambition that I had lost while a stay-at-home military wife. The social workers that assisted my family and myself during this trying time were a major source of inspiration to me."

Christina decided to pursue a degree in social work at WKU because of the life changing experiences she had with her husband's social workers.

"I wanted to be an instrument for change for others as certain social workers were for my life."

School Success

While pursuing her Bachelors of Social Work (BSW) degree at WKU, and serving as a Dole fellow for a two-year term, Christina also became a member of Phi Alpha Honor Society for Social Work, participated in the Social Work Student Union, was a peer facilitator volunteer with Military Veteran Caregiver Network (an online secure support system specifically for military caregivers), and also volunteered with Healing Household 6 (nonprofit that supports military caregivers with essential resources to strengthen the family support foundation).

"Another benefit of not only being a caregiver but also a Dole Fellow, was my renewed dedication to school and my life goals."

Christina received the BSW Outstanding Student Award for the Elizabethtown regional campus in May 2018, and was also selected as the student speaker for commencement.

"The social work program at WKU was paramount to this change in myself. Without the guidance and support of my professors, the staff and my cohort, I do not believe I ever would have found my real voice as a strong, able woman."

Future

Christina is currently enrolled in the Masters of Social Work (MSW) program at WKU and plans to obtain a position that will allow her to pursue her Licensed Clinical Social Worker (LCSW) and eventually work in counseling.



SERVING THE RURAL COMMUNITY

Established in 2001, the Institute for Rural Health (IRH) was created to serve a great need among the rural communities in South Central Kentucky. With preventative care and patient education being two of the most important factors that can influence the well-being of our communities, the IRH is a vital part to the College of Health and Human Services (CHHS), to WKU, and to the surrounding communities; serving as a health ambassador through demonstrated outreach, service and applied research.

The IRH serves the rural communities of South Central Kentucky with a mission-focused approach: *To steward a high quality of life for rural populations and underserved areas by engaging students and faculty in service learning and research, providing clinical services, and serving as a global resource for improving health in rural communities.*

Students in the IRH have had great exposure to the rural community through the use of the Mobile Dental Unit and Mobile Health and Wellness Unit. These units provide the students and staff opportunities to tailor the delivery of patient-centered education and service learning in underserved rural regions of South Central Kentucky. Serving as a clinical rotation for the Nursing and Dental Hygiene programs, the IRH has performed over 15,000 medical and dental procedures since 2016.

The IRH also allows internship, research and service opportunities for students in the following departments:

Biology, Applied Human Sciences, Public Health, and Social Work. Over the past two years, students serving with the IRH, were provided with over 6,000 hours of real-world experiences in a rural setting.

In addition to providing many opportunities for students, the IRH also provides faculty and staff within the college and the university multiple opportunities for applied research. Since 2016, the IRH has generated over \$250,000 from external sources to help fund applied research programs and interventions that have improved patient care outcomes.

To learn more, visit: www.wku.edu/irh

Services Provided

Dental: Kindergarten Screenings, Exams, Varnish Treatments, Cleanings, Restorations, Extractions, Sealants, Health Promotion

Medical: Influenza Vaccinations, Hemoglobin A1C, Blood Pressure Screenings, Cholesterol Screenings, Blood Glucose Screenings, BMI, Bone Density Screenings, Health Promotion, Hearing Screenings

INSIDE THE INSTITUTE FOR RURAL HEALTH

Director: Matthew Hunt, Ed.D.

Mobile Health Unit Total Procedures: 5,720

Mobile Dental Unit Total Procedures: 2,059

Total Student Engagement Hours: 2,811

Total Grants, Gifts & Revenue: \$99,143



Dr. Matthew L. Hunt
Appointed October 2012

CHHS RESEARCH

A WORD FROM THE CHHS ASSOCIATE DEAN OF RESEARCH & ADMINISTRATION: VIJAY GOLLA

It is my goal as the Associate Dean of Research and Administration to support CHHS faculty and professional staff in both practical and creative ways, in order to meld the strategic vision of the college with their research and professional goals. Within the last year, we have created several opportunities and mechanisms within the college to support these goals. First, CHHS invested in the creation of Applied Research Centers within the college. The ARCs’ purpose is to support and foster applied research and funded service projects, not only within the CHHS disciplines, but also collaborative cross-discipline endeavors. The Center for Environmental and Workplace Health was the first center created in Fall 2017. The center is led by Dr. Ritchie Taylor, Associate Professor from the Department of Public Health. The Center for Applied Science in Health and Aging was created in Summer 2018 and is led by Dr. Jason Crandall from the School of Kinesiology, Recreation, and Sport. We look forward to the collaborative efforts of these Centers as they grow and impact the lives of the students in which they engage and the communities in which they serve.



In the 2017-2018 academic year, the CHHS was able to create and implement a Faculty Summer Research Fellowship Program. The purpose of this fellowship program is to support external research grant pursuits and possible proposal revisions for resubmissions. The fellowship supports CHHS faculty with off-contract effort during the summer months in exchange for committed time for the pursuit of the faculty member’s research plans and goals, and the development and submission of an external grant proposal. Dr. Brian Weiler, Assistant Professor in the Department of Communication Sciences and Disorders, was awarded the inaugural fellowship in summer 2018. As a new faculty member, this opportunity was monumental in his career as he gains momentum in his research agenda.

The CHHS has received enormous return on its investment in research infrastructure and leadership in the last few years. The number of successful internally funded grants increased significantly. These grants are extremely important for our faculty, as they not only provide financial support to get a pilot research idea off the ground, but also provide experiences in administering and executing a grant within the WKU guidelines. Likewise, externally sponsored grant proposals were also extremely successful during the 2017-2018 year. Funding increased by 12% when compared with 2016-2017.

I strongly believe that investing in the research and scholarly goals of our faculty and professional staff will create a significant return, not only for the future of research in the CHHS, but also for the students who glean real world experiences and unique scholarship opportunities as a part of their overall WKU educational experience. I cannot say enough about the enormous impact that the research initiatives within this college have on the local community. Health and Human Services objectives are vital to increasing the quality of human life, and I am proud that so many important research queries are being explored and answered by the faculty and staff of the WKU College of Health and Human Services.

Go CHHS! Go Tops!

RESEARCH METHODS WORKSHOPS

The 2017-2018 CHHS Research Methods Workshop Series served as an excellent indicator of the momentum of research in the CHHS. The six workshops were heavily attended by CHHS faculty and included relative and important topics to both seasoned and new faculty researchers in the college. The series kicked off with “How to Submit an Internal Grant Application,” presented by Dr. Golla and Jo Ellen Scruggs, CHHS Grant Accounts Specialist. Dr. Cheryl Davis, Associate Provost for Research and Creative Activity, and Ms. Katie Muchmore, OSP Senior Grants Coordinator, also attended and were an excellent source of information.

Several of the sessions were led by CHHS faculty on research method topics in which they excel, in an effort to share knowledge, strengthen research strategies, and ultimately, strengthen grant proposals.

The 2017-2018 Series included the following sessions:

- How to Submit an Internal Grant Application
- Qualitative Research
- Student Authorship
- How to Prepare a Successful RCAP Application
- Funding Searches
- Administering a Research Questionnaire using Software

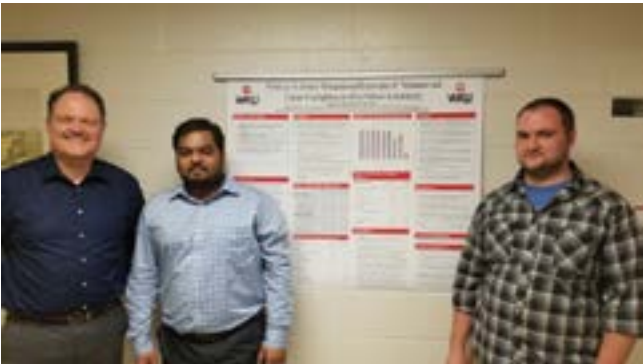


Dr. Tinaus presenting “Student Authorship” December 2017, with Dr. Jean Neils-Strunjas and Dr. Jill Maples

CHHS RESEARCH WEEK

This year, additional easels were set up in the lobby of the Academic Complex to accommodate the out-pouring of research posters for the annual CHHS Research Week.

Twenty-eight posters from faculty and students were displayed in the lobby and halls of the Academic Complex during the week of March 26-30, 2018. A reception for the faculty, staff, students, and visitors was well attended on the last day, March 30, for Q&A of the research being presented.



Environmental and Occupational Health Science graduate students Ankittkumar Patel and Weylin Gilbert with Dr. Ritchie Taylor

CHHS OPENS TWO RESEARCH CENTERS

Center for Environmental and Workplace Health (CEWH)

The CHHS marked the opening of the WKU Center for Environmental and Workplace Health (CEWH) with a ceremonial ribbon cutting on November 29th, 2017. The CEWH is the college’s first student-centered, applied research center.

The CEWH’s vision is to become a leader in student-centered applied research that transforms environmental, workplace, and occupational health and safety in Kentucky and the region. The CEWH will address local, regional and national needs in environmental, workplace, and occupational health and safety through innovative student-centered, applied research, education, and service projects.

Ritchie Taylor, PhD, MS, serves as the director. Core faculty members include Cecilia Watkins, PhD, CHES; Gretchen Macy, Ed.D, MPH; and Jacqueline Basham, MPH. Within the year, the Center has acquired several grants from external sponsors, and a number of contractual agreements of services for city governments in the region.



Center for Applied Science in Health and Aging (CASHA)

The CHHS awarded its second student-centered, applied research center, the Center for Applied Science in Health and Aging (CASHA), during the summer of 2018. The Center will be directed by Dr. Jason Crandall, Associate Professor from the School of Kinesiology, Recreation, & Sport. Contributing members include Dr. Jean Neils-Strunjas, Professor and Head of the Department of Communication Sciences & Disorders, and Dr. Matthew Shake, Associate Professor from the Department of Psychological Sciences in Ogden College of Science & Engineering at WKU.

CASHA will engage in rigorous applied research experiences through innovative training, research, partnerships, and service. CASHA will continue to collaborate with community organizations and university partners to identify and address needs in the aging community. CASHA has already received extramurally funded projects, integrated students into the applied research projects, and has an active agenda to secure even more applied projects. Dr. Shake and Dr. Crandall recently received their first NIH (National Institutes of Health) R15 grant from the National Institute on Aging at the U.S. Department of Health and Human Services titled, “Bingocize: A Novel Mobile Application to Help Maintain or Improve Older Adults’ Health, Function, and Cognition.” This grant promises to involve and collaborate with faculty and students from numerous departments and schools in the university, including Psychological Sciences, Exercise Science, Social Work, and Communication Sciences and Disorders.



INTERNATIONAL YEAR OF CUBA

ZUHEIR SOFIA ENDOWED INTERNATIONAL FACULTY SEMINAR

WKU’s Office of International Programs (OIP) is launched the 2018-19 International Year of (IYO) Cuba.

The IYO program places a yearlong spotlight on a specific country. Through education programming, delivered both on and off campus, the WKU community builds a deeper understanding of the history and culture of the target country.

As part of the IYO, faculty members are able to participate in the 2018 Zuheir Sofia Endowed International Faculty Seminar (ZSEIFS) to Cuba to leverage new Cuba-based connections for collaborative research and creative projects.

About ZSEIFS

The ZSEIFS is an intensive professional development opportunity designed to provide leadership in the development of a strong international profile through the teaching, research, and service of its participants. Selected faculty participate in a semester of concentrated study and preparation that culminates in a two-week program in the target country. They return to WKU with expanded knowledge, new overseas contacts, and an array of firsthand experiences—all of which they translate into meaningful learning experiences for students and the larger WKU community during the subsequent International Year Of and beyond.

Paula Upright, Ph.D. (Kinesiology, Recreation, & Sport) participated in the ZSEIFS to explore the role of sports in Cuba.

“The ZSEIFS program in Cuba was a highlight of my academic career at WKU. To have the opportunity to explore a new country from a multidisciplinary perspective was a special experience. It reinforced my belief in the value of international education. I plan to use knowledge gained from the trip in several sport management classes, including a new course in International Sport Management. In the future I hope to collaborate on research projects with Cuban scholars and potentially lead a study abroad class with a fellow participant.”



While learning about the role of sport in community outreach, Paula along with WKU colleague Jim Kanan, Ph.D. (Sociology) watch a local men’s softball game in Cienfuegos.



Paula (third from right) with WKU colleague Jim Kanan, Ph.D. (Sociology) & peers from the Universidad de las Ciencias de la Cultura Física y el Deporte (University of Sciences of Physical Culture and Sport), and one of Cuba’s Olympian medalists in women’s judo (third from left)

Professional impact on teaching

“The ZSEIFS reinforced my already strong beliefs in the importance of interdisciplinary work. Being interdisciplinary is about respect and having an open mind. To participate in ZSEIFS, I believe an open mindedness to others, both at home and in country, is key to any success. Also, being willing to admit and/or examine your own limitations and bias was part of the ZSEIFS experience.”

2017-2018 COMMENCEMENT

With a new tradition implemented this Spring, WKU hosted a two day celebration. The CHHS honored over 315 graduates from our college during the December 2017 commencement ceremony and over 880 graduates from our college during the May 2018 commencement ceremony. This number includes our doctoral, master's, bachelor's, and associate degree recipients. We are exceedingly proud of our graduates and their successes and academic accolades earned while studying at WKU, and we look forward to watching their journey as they navigate the next chapter in their educational and career paths.

We are also extremely thankful for the faculty and staff of the CHHS that mentored, supported, encouraged, and taught our students with a mission-minded approach; inspiring the discovery and application of knowledge in health and human services.

To our alumni, our community, our parents, and our donors, your support of the CHHS, and its students, allows our college to continue its dedication to the community, to pursue the advancement of the quality of life, through education, service, collaboration, leadership, and scholarship.

Thank you for partnering with us on this journey!





College of Health & Human Services

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Bowling Green, KY 42101