

# College of Health and Human Services

**College Awards Handbook  
2005-2006**

Missouri State University  
Springfield, MO

## **PREFACE**

The College of Health and Human Services is pleased to present the abstracts of the eight recipients of the College Recognition Awards for 2006.

The CHHS Teaching Award recipients were Dr. Chantal Levesque (Psychology) and Dr. Brooke L. Whisenhunt (Psychology). In the area of research, the CHHS award recipients were Dr. Danae L. Hudson (Psychology) and Dr. Daniel J. Wilson (Health, Physical Education, and Recreation). Those who received the CHHS Service Award were Dr. Barbara A. Bushman (Health, Physical Education, and Recreation), Dr. Neil J. DiSarno (Communication Sciences and Disorders), Dr. David J. Lutz (Psychology), and Dr. Mary C. Newman (Psychology).

All of the above faculty members are exemplary professionals and have made significant contributions to the University, to their professions, and to the community.

Helen C. Reid, Ph.D.

Acting Dean

College of Health and Human Services

September 2006

## **CHHS College Awards Committee Members**

### **2005-2006 Academic Year**

The College of Health and Human Services is made up of nine academic departments. Typically, one representative from each department serves on the CHHS College Awards Committee.

The following faculty members served on the 2006 CHHS College Awards Committee:

**Dr. Richard Garrad**, Biomedical Sciences

**Dr. Ron Netsell**, Communication Sciences and Disorders

**Dr. Jan Nelsen**, Health, Physical Education and Recreation

**Dr. Susan Sims-Giddens**, Nursing

**Mr. John Cook**, Physician Assistant Studies

**Dr. Scott Wallentine**, Physical Therapy

**Dr. Tom Kane**, Psychology

**Dr. Mike Hudson**, Sports Medicine and Athletic Training

# College of Health and Human Services Awards Handbook

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# College of Health & Human Services Award Winners



**Back Row (from left to right):** David J. Lutz, Ph.D., (Excellence in Service Award); Barbara A. Bushman, Ph.D., (Excellence in Service Award); Daniel J. Wilson, Ph.D., (Excellence in Research); Neil J. DiSarno, Ph.D., (Excellence in Service Award).

**Front Row (from left to right):** Brooke L. Whisenhunt, Ph.D., (Excellence in Teaching Award); Danae L. Hudson, Ph.D., (Excellence in Research Award); Chantal Levesque, Ph.D., (Excellence in Teaching Award); Mary C. Newman, Ph.D., (Excellence in Service Award).

# Excellence In Teaching

# College Teaching Award Abstract

**Chantal Levesque, Ph.D.**  
**College of Health and Human Services**  
**Department of Psychology**

## TEACHING

### **I. Examples of Courses/Topics**

I teach undergraduate statistics (PSY 200), undergraduate research methods for psychology minors (PSY 203), graduate statistics (PSY 645), and an intersession class called Pursuit of Happiness (PSY 160).

### **II. Philosophy of Teaching**

My teaching philosophy is inspired by the theoretical framework I use to conduct my research on the processes underlying motivation, namely Self-Determination Theory (SDT). In accord with the results of research based on SDT, I believe that students will develop and achieve their optimal learning potential if they feel supported in their academic endeavors and efforts, involved and fully engaged in their learning experience, and able to participate in the decisions made about their education. Thus, I regard teaching as an interactive process, a work of collaboration between the professor and the students. For those reasons, I am always willing to spend extra time with students in order to support their learning of the material covered in class. I also believe that students learn better through hands-on assignments and exercises. I strongly believe that students can learn material more thoroughly if they truly feel engaged with the material. I also believe that students will also learn to think more critically and creatively about the material to be learned, if they are provided with ample opportunity to interact with the material in a direct and inquisitive manner. Each class is an opportunity for me to learn something new about my students, the way they learn, and the ways in which I can improve my teaching.

### **III. Future Projects**

In collaboration with Dr. Roger Sell (Director of the Academic Development Center (ADC) and Dr. Jim Zimmerman (Chemistry), I have developed an Integrative Model for Learning and Motivation in education and have spoken on various college campuses about the implications of this model for higher education. In addition to continuing my involvement with other campuses interested in motivation in higher education, my future projects include several research projects designed to empirically examine the different components of the integrative model. For one of the research projects (in collaboration with Dr. Tim Knapp and Dr. Bradley Fisher) we just completed the data collection and I am getting ready to analyze the data. This project was dual funded by the ADC and the Citizenship and Service Learning (CASL) office. Other research projects will be conducted with advanced undergraduate and graduate students, so they have the opportunity to become familiar with the research process and how research is done in the education field.

**IV. Topics related to teaching for which you are available for presentations and/or consultations (e.g., presentation tools, special topics, technology, public affairs)**

- 1) Motivation and learning in higher education.
- 2) Research tools used to assess changes in the autonomy supportiveness of the learning environment, psychological need satisfaction, motivation, and learning outcomes.
- 3) Goal setting and motivation.
- 4) How to make the classroom environment more autonomy supportive and ultimately more positive for students as well as faculty members.
- 5) How to enhance and support students' motivation as well as faculty members' motivation.
- 6) Host of various other topics related to motivation, learning, autonomy supportiveness, and satisfaction of basic psychological needs of autonomy, competence, and relatedness.

# College Teaching Award Abstract

**Brooke L. Whisenhunt, Ph.D.**  
**College of Health and Human Services**  
**Department of Psychology**

## TEACHING

### **I. Examples of Courses/Topics**

At Missouri State University, I have had the opportunity to teach a wide variety of courses from freshman level undergraduate courses to advanced graduate courses. I have taught two assessment courses for clinical psychology graduate students (PSY 620 – Individual Intelligence Testing, and PSY 640 – Psychological Assessment) in addition to Psychopathology (PSY 666). At the undergraduate level, I regularly teach Abnormal Psychology (PSY 304) and Introductory Psychology (PSY 121).

### **II. Philosophy of Teaching**

During my first four years at Missouri State University, my teaching philosophy has already undergone some changes. I started with a philosophy of teaching the “right” way or in manner in which students “should” learn. I have since discarded some of these notions and realized that my philosophy is now more similar to “do it if it works, and if it doesn’t work, don’t do it.” For example, I started the lecture portion of my PSY 620 class believing that students should not be given lecture notes—instead they “should” work hard to take good notes. After one lecture of seeing nothing but the tops of my students’ heads and receiving blank looks when a discussion point arose, I began providing students with my PowerPoint slides in note format. Currently, using my “effectiveness” philosophy in teaching, I focus in obtaining and utilizing quality student feedback, conducting class demonstrations as often as possible (e.g., giving students Fun Dip, a powdered candy, and demonstrating how to classically condition a salivation response), and providing feedback to students that centers on helping them improve future products.

### **III. Future Projects**

Along with my colleague, Dr. Danae Hudson, I was recently selected to be a Citizenship and Service Learning Faculty Fellow for the Spring semester of 2005. I received a one-course reduction in order to attend the Fellows Program this semester and develop a service-learning component to the PSY 304 course. We have developed a new syllabus for a service-learning component course that allows students to partner with community agencies to enhance their classroom learning while simultaneously providing much-needed community service. It is our hope that this new element to the course will 1) provide students with an opportunity to experience “hands-on” learning about psychological disorders, and 2) serve to humanize these conditions.

**IV. Topics related to teaching for which you are available for presentations and/or consultations (e.g., presentation tools, special topics, technology, public affairs)**

I am available for any number of presentation topics including:

- Service-Learning
- Using Powerpoint in the classroom
- Class demonstrations

# Excellence In Research

# College Research Award Abstract

**Danae L. Hudson, Ph.D.**  
**College of Health and Human Services**  
**Department of Psychology**

## RESEARCH

### **I. Title of Major Projects**

1. An Examination of Body Image in Patients Seeking Bariatric Surgery
2. An Examination of Body Checking as a Maintaining Factor of Eating Disorder Symptoms
3. Development and Validation of the Shape and Weight Inventory for Males
4. The Effects of Clothing Size on Women's Body Image, Mood, and Self-Esteem

### **II. Summary Paragraph on Focus of Research**

My research focuses primarily on eating disorders and body image issues. My colleague, Dr. Brooke Whisenhunt and I have conducted various studies examining factors associated with body image dissatisfaction and eating disorder symptoms. We have been particularly interested in the role of body checking (a behavioral expression of body image) in normal weight and obese individuals. A past study we conducted with over 300 college women indicated that body checking behaviors may play a role in the maintenance of eating disorder symptoms. We are currently conducting a study in conjunction with the Surgical Weight Loss Center at St. John's Hospital. Morbidly obese patients are assessed prior to, 1 month, 3 months, and 6 months after, bariatric (gastric bypass or laparoscopic banding) surgery regarding changes in the cognitive, affective and behavioral aspects of body image. In the Fall of 2006, we will begin to collect this data at Western Bariatric Institute in Reno, Nevada. Finally, we are in the process of a study that examines the effects of clothing size on women's body image, mood, and self-esteem. These studies developed from the recognition of the arbitrary nature of women's clothing sizes and the impact these "arbitrary numbers" can have on how a woman feels about herself and her body.

### **III. Future Direction of Research**

My future research directions involve continuing my work in body image in both normal weight and obese populations. I have a particular interest in readiness and motivation to change behaviors and hope to begin a program of research devoted to motivation to lose weight among individuals seeking bariatric surgery. Many people view bariatric surgery as a "quick fix" for obesity and are not prepared for the substantial lifestyle changes that must take place following the surgery. The ability to assess an individual's readiness and motivation to change specific behaviors would provide valuable information regarding the appropriateness of the patient for these procedures. Furthermore, motivation status would help the treatment team to tailor specific interventions to individual patients. My

goal is to continue to develop my relationship with these two weight loss surgery centers in order to conduct this research in the future.

**IV. Topics related to your research for which you are available for presentations and/or consultations**

- Anorexia Nervosa
- Bulimia Nervosa
- Obesity/Weight Loss

## College Research Award Abstract

**Daniel J. Wilson, Ph.D.**  
**College of Health and Human Services**  
**Department of Health, Physical Education and Recreation**

### RESEARCH

#### **I. Title of Major Projects**

**Wilson, DJ**, Powell, M, Gorham, JL, Childers, MK. (2006). Ambulation training with and without partial weightbearing after traumatic brain injury: Results of a randomized, controlled trial. *American Journal of Physical Medicine and Rehabilitation*, 85(1), 68-74.

**Wilson, DJ**. (invited manuscript in prep.). Ambulation training following traumatic brain injury. *Critical Reviews in Physical and Rehabilitative Medicine*, Begell House, Inc.

**Wilson, DJ**. (invited manuscript in prep). Clinical decision-making in the restoration of gait after neurologic injury. *Clinical Medicine & Research*, Marshfield Clinic.

**Wilson DJ**, Gorham JL. (May, 2006). *Ambulation training with and without partial weightbearing after traumatic brain injury*. University of Missouri-Columbia Department of Physical Medicine and Rehabilitation Grand Rounds, Columbia, MO.

**Wilson, DJ**, Gorham, JL. (March, 2006). *The grant process: MSU/MRC collaboration*. Invited presentation at Missouri Rehabilitation Center Grand Rounds.

**Wilson DJ**. (2005). Pilot project for biomechanics of traumatic brain injury. Missouri State University Faculty Research Grant, Funded for \$6,652.0

**Wilson DJ**, Altena, T. (in review). The Metabolic Cost of Dynamic Instability Resulting from Muscle Spasticity before and after BOTOX™ injection. Funding sought from Allergan Pharmaceuticals. Total Funding Amount not yet determined.

**Wilson, DJ**, Altena T. (2006). The Metabolic Cost of Dynamic Instability Resulting from Muscle Spasticity before and after BOTOX™ Injection: A Pilot Study. CHHS Summer Grant Competition, Funded for \$5,000.00.

**Wilson, DJ**, Koen J. (in prep). Case report of rehabilitation following T3-L4 spinal fusion. *Archives of Physical Medicine and Rehabilitation*.

**Wilson, DJ**, Masterson, G. (in prep.). Incidence of patellofemoral pain syndrome in competitive and recreational athletes. *The American Journal of Sports Medicine*.

**Wilson, DJ**. (in prep.) Kinematics of an alternative lifting posture used to alleviate back pain. *Physical Therapy*.

#### **II. Summary Paragraph on Focus of Research**

The focus of my research is on the biomechanical and metabolic assessment of physical activity in healthy and post-traumatic brain injury populations. This line of inquiry is primarily focused on the measurement and methodology of the re-acquisition of gait (walking ability) following a traumatic brain injury. Included in this line of research is the assessment of novel methods (partial weight-bearing) of physical training and agents (Botulinum toxin type A) for

the reduction of physical limitations secondary to brain injury. The precision of measurement made possible by state-of-the-art biomechanical and metabolic methods have already lead to a re-assessment of the efficacy of rehabilitation protocols which have been reported to have great success. The integration of these two disciplines (biomechanics and exercise physiology) has the potential to increase clinical care and time utilization.

### **III. Future Direction of Research**

The goal for the future of this research is to demonstrate the effectiveness of a cross-disciplinary method for the assessment of physical training and rehabilitation programs. This will begin with small pilot studies of traditional training protocols, as well as small studies of novel used of clinical programs.

### **IV. Topics related to your research for which you are available for presentations and/or consultations.**

- Biomechanics
- Rehabilitation following traumatic brain injury

# Excellence In Service

# College Service Award Abstract

**Barbara A. Bushman, Ph.D.**  
**College of Health & Human Services**  
**Department of Health, Physical Education, and Recreation**

## SERVICE

### **I. Examples of service including service to College, discipline and community** **Within the past three years, I have been involved with the following projects:**

#### PROFESSIONAL SERVICE

American College of Sports Medicine  
Manuscript reviewer for *Medicine & Science in Sports & Exercise* (2002-present)  
Certification and Registry Committee (2000-2006)  
Academic Standards Subcommittee (2003-2006)  
Clinical Track Subcommittee (2000-2003)  
Media Referral Network (2000-present)  
50<sup>th</sup> Anniversary Task Force (2003-2004)  
Membership Committee (1996-1999, 2001-2004)  
Exercise Specialist certification team  
Evaluators at one of four testing stations at Balister Hospital, Singapore (2002)  
Evaluators at one of four testing stations at Hammons Heart in Springfield, Missouri (Fall 1997-2005)  
Central States American College of Sports Medicine  
President-Elect (2004-5), President (2005-present)  
Abstract Review Committee (1996, 2003)  
Member of editorial board of *The American Journal of Medicine & Sports* (2004)

#### UNIVERSITY SERVICE

Departmental - Missouri State University:  
Graduate Advisory Committee (Fall 1996-present)  
M.S. Exercise and Sport Science Proposal Committee (2000-2001; Fall 2005)  
Member of the Professional Education Unit (1997-present)  
College - Missouri State University:  
Search Committee member: Sports Medicine/Athletic Trainer (2004, 2005)  
University - Missouri State University:  
Alumni Tracking Task Force (present)  
Commencement Committee (present)  
Speaker in Residence Life (2006) - Session title - *Fitness Focus: What's A Girl to Do?*  
Wellness Program Marketing Task Force (2005-present)  
Higher Learning Commission Self-Study Steering Committee (2002-2005)  
Speaker at Showcase on Teaching (January 2003)  
Topic: Utilizing Campus Grants to Support Teaching.

#### COMMUNITY SERVICE

L.I.F.E. project (Lifelong Involvement in Fitness and Exercise) (2005-present)  
Springfield Marathon (each fall 2000-2005)

## II. Philosophy of Service

The origin for the word *service* is the Latin *servitum* (slavery) and *servus* (slave). At first glance this would give service activities a negative perspective of a forced duty. Service activities do involve doing work for others but I have found that such activities have been positive experiences for me in addition to, I hope, those individuals or groups with whom I have worked. Service can include active committee work, hands-on physical work, and program/event organization, as well as one-on-one work with individuals. I have enjoyed my service work because I see it as a way to move toward a solution of a problem or toward appropriate changes. In particular, I have valued opportunities to apply my discipline-specific knowledge and skills, including service as a media consultant and community fitness resource. Service activities are complementary to my role as teacher and scholar. I do not see the three roles of a faculty member as competing – rather, for me, they blend together and improve my work as a whole.

## III. Future Commitment to Service

I am currently serving as President of the Central States Chapter of the American College of Sports Medicine. Next year, as Past President, I will be responsible for planning our annual meeting. I will continue with other professional and University appointments as outlined in #I. In addition, I will be involved with implementing an exercise program for a selected group of individuals in small community outside of Springfield (project lead by Dr. Janice Nelsen). This program is patterned after the “LIFE program” (Lifelong Involvement in Fitness and Exercise) which I organized for a group in Springfield last year. The program will cover the basic fitness components outlined in my book Action Plan for Menopause (co-author Janice Clark Young).

## IV. Topics related to service for which you are available for presentations and/or consultations (e.g., public affairs, relationship of service to teaching, and relationship of service to research)

- Involvement in professional organizations
- Serving as a media consultant
- Collaborative work with community partners

## College Service Award Abstract

**Neil J. DiSarno, Ph.D.**  
**College of Health and Human Services**  
**Department of Communication Sciences and Disorders**

### SERVICE

#### **I. Examples of service including service to College, discipline and community**

Legislative Liaison for the Florida Language Speech and Hearing Association  
Audiology Chairperson for the Missouri Speech Language Hearing Association  
Chairperson for the Missouri Licensure Board for Speech-Language Pathology and Audiology  
President of the Missouri Academy of Audiology  
Member of the Council on Clinical Certification of the American Speech-Language-Hearing Association  
Planning Committee for Audiology Summits I and II  
Board Member, North Florida Deaf and Hard-of-Hearing Resource Center  
Convention Committee of the Missouri Speech-Language Hearing Association  
President's Graduate Education Task Force Missouri State University  
Nominations Committee of the Council of Academic Programs in Communication Sciences and Disorders  
Chairperson for several academic search committees at Missouri State University

#### **II. Philosophy of Service**

Although Merriam-Webster has a multitude of definitions of service, the one that I believe describes my feelings regarding services is "contribution to the welfare of others." Since my professional career began I have held the belief that becoming active in the area of service will have lasting benefits for many individuals. Early in my career I realized that if I want to see something changed or improved, it was best if I acted rather than waited for another to step forward. If this pertained to an area where I had expertise, I was willing to utilize my skills to attempt positive change. In areas where I did not have expertise I sought out the assistance of others. Their advice assisted me to accomplish many of my goals. In each of my classes I stress to my students the importance of professional service. I encourage them to take leadership positions in professional associations. I encourage them to seek positions on local, state, and national boards.

### **III. Future Commitment to Service**

I plan to continue to volunteer for service in professional associations as well as on campus. I also will continue my community service commitments.

### **IV. Topics related to service for which you are available for presentations and/or consultations (e.g., public affairs, relationship of service to teaching, and relationship of service to research)**

- I would be available to speak on service to professional associations.

## College Service Award Abstract

**David J. Lutz, Ph.D.**  
**College of Health and Human Services**  
**Department of Psychology**

### SERVICE

#### **I. Examples of service including service to College, discipline and community**

**APA Division 13, Consulting Psychology** Specifically, I served as Secretary-Treasurer of Division 13 for six years (1986-1992). I then was elected President of the organization, serving in this role in 1993-1994.

**APA Division 51, Society for the Psychological Study of Men and Masculinity (SPSSM)** I served as the treasurer for the Astudy group@ that preceded the formation of the SPSMM. I was then elected the treasurer of this group, serving a two year term.

**Missouri State Psychological Association (MOPA)** Five years ago, I was appointed to serve as the chair of Continuing Education for MOPA, and later served as chair of the Convention Committee. I was elected President-elect of the organization in 2003. Since that election, I have helped to quadruple the number of psychologists who have been involved in MOPA through committees and task forces. We have undertaken major legislative initiatives, including helping to reform Medicaid in Missouri along with seeking prescription authority for psychologists.

**Ozark Area Psychological Association** I served on the Executive Board of the Ozark Area Psychological Association (OAPA), including as Treasurer, and was elected President of this organization in 2003.

**Gender Studies Steering Committee** I was involved in the development of the Gender Studies program, and served on the initial steering committee.

**University Recognition Awards Committee (URAC)** I served on the URAC in 2002-2003, and then served as chair of the committee in 2003-2004.

#### **II. Philosophy of Service**

I have always perceived service to be central to the role of a professional and academician. Often we think about service including departmental, college, and university committees and offices. Although I have served on several committees at the departmental and university level, my primary service has focused on organizations related to my profession as a psychologist. I have seen such service as a way to shape my profession but also as a way to involve students and early career psychologists. These individuals are the lifeblood of our profession whether it is in academia or the public or private sector. Generally academicians are trained well in research and the content of their disciplines. Too often they are not trained in how to teach their disciplines or how to serve their disciplines. I have

felt that I could make my mark in both of these areas, and thereby have a broader impact on the profession. I have tried to involve students, and emphasize that they need to think of their professional world as much larger than their textbooks or the classroom. This is particularly appropriate for clinical psychologists in order to impact our clients and their families.

### **III. Future Commitment to Service**

- I continue to be substantially involved in the Missouri Psychological Association. I currently serve as the Membership Chair and editor of MOPA's e-mail newsletter that comes out every three weeks.
- On campus, I have recently assumed the position of coordinator of the clinical track in the Psychology Master's degree.

### **IV. Topics related to service for which you are available for presentations and/or consultations (e.g., public affairs, relationship of service to teaching, and relationship of service to research)**

- Involving students in professional organizations
- Mentoring students

## College Service Award Abstract

Mary C. Newman, Ph.D.  
College of Health and Human Services  
Department of Psychology

### SERVICE

#### I. Examples of service including service to College, discipline and community

- **Department:**
  - Master Advisor, 2001-present, currently assigned seventeen undergraduate Psychology & Premedical advisees. (Number fluctuates between approximately 12-25 students.)
  - Mentored and supervised two graduate students, and served on the thesis committee of a third master's student in the Theater Department
  - Supervised a number of undergraduate and a few graduate research assistants in my lab; a graduate assistant assigned to the Center for Multidisciplinary Health Education, Research and Services; and a few students enrolled for directed readings, practica, and thesis credits.
  - Served as sponsor for dissertation student from the University of Mississippi, 2001-2002
  - Clinical Psychology search committee member, 2001
  - Gerontology Program search committee, 2001
  - Gerontology scholarship committee, 2001-present
  - Missouri State University (MSU) Majors Fair booth, 2000, 2001, 2002, 2005
  - Human Subjects Committee, 2002
- **College:**
  - Developed, organized and facilitated special educational events (lecture series, symposia) that benefit faculty, students, staff as well as the Ozarks community.
  - A five-lecture *Interdisciplinary Distinguished Lecturer Series on Dementia* funded by a Public Affairs Grant in 2001
  - Interfaith symposium, *Perspectives on Peace and Violence: Religion, Culture, and Society*, intended to promote tolerance and understanding between cultures.
  - In November 2004, another Public Affairs Grant funded a symposium entitled *Death and Dying, Life and Living*,
  - Dr. Carol Gosselink (Gerontology Program) and I collaborated on a Public Affairs Grant proposal and special event called *Centenarians: 100 Years in the Making!* This event gave audience members the opportunity to hear the stories of two delightful women over 100 years of age, and to ask them questions about their remarkable lives.
  - Chaired the College of Health and Human Services (CHHS) *Multidisciplinary Forum* committee in 2003. (In this instance, this work was done as a service. Since then, organizing the annual forum is my responsibility as Director of the CHHS *Center for Multidisciplinary Health Education, Research and Services.*)
  - Presentation to CHHS new and untenured faculty, *Putting Together Your Promotion and Tenure Portfolio*, 2003, 2004

- **University:**
  - Presidential Scholarship Interview Committee, 2001
  - Science Fair & Engineering Judges Committee, 2001, 2003, 2004
  - Participant in Horizons Program (EYH) for junior high school aged girls interested in the sciences, 2001, 2002, 2005
  - Member of the Student-Faculty Judicial Board, 2001-present
  - Chair, Faculty-Student Judicial Commission, 2003-2005
  - Premedical Committee, 2003 to the present
    - Co-Chair, 2005-present
  
- **National and/or Discipline:**
  - President, Ozarks Area Psychological Association, 2002-2003
  - Student Research Award Committee: American Psychological Association, Division 20 (Adult Development & Aging), 1997 - 2003
  - Conference Program Committee: American Psychological Association (Division 20) Annual Convention, 1997-2003
  - National Alzheimer's Association Competitive Research Grant Reviewer, 2001-present
  - Editorial Board: *Journal of Communication Disorders*, 2000-present
  - Ad Hoc Reviewer: *Journal of the International Neuropsychological Society*, 2000-present
  - Ad Hoc Reviewer: *Developmental Neuropsychology*, 2001-present
  
- **Community:**
  - Community Alliance for Compassionate Care at the End of Life (CACCEL) board member
  - CACCEL team member offering workshops to healthcare providers on end of life issues in various locations in Missouri
  - CACCEL nomination committee
  - Served on the Parkinson's Disease Group of the Ozarks Board of Directors as chair of the Patient/Caregiver Education and Benefits Committee
  - Chaired an organizing committee in 2003 for a symposium entitled *Waking Up With Parkinson's Disease: A Symposium of Care*.
  - Serve on the guest speaker and volunteer committees for the Springfield Chapter of Alzheimer's Association;
  - Mentored a graduate student from Forest Institute

## II. Philosophy of Service

My philosophy of service is that each of us has a moral obligation to contribute to the education, health and/or well-being of others, and we each have the potential to make a difference locally, nationally and globally. Those of us in academia, and especially those whose institution has a public affairs mission, also have a professional obligation to serve our academic, local and larger communities. The fact that I very much enjoy this work and making a contribution to this mission is a bonus!

My enthusiasm for service seems to be contagious. Students, past and present, sometimes become involved in what I do, and while serving their communities, they are learning about various populations, projects, organizations, and the value of service. As far as classes go, one of the options for past Introductory Psychology students was service, in a research laboratory or in any other capacity on or off campus. All of my students are invited to join me as a team at the Alzheimer's Association Memory Walk. Individuals may not be able to contribute much, but these students will see that together we can make a difference. One year ours was the largest team ever assembled!

### **III. Future Commitment to Service**

There is no doubt that I will continue my University, local and national service work. Most of it is ongoing, but in the case of individual projects and one-time committees, when one job is completed, there are always more waiting in the wings. Saying 'no' is the hard part!

### **IV. Topics related to service for which you are available for presentations and/or consultations (e.g., public affairs, relationship of service to teaching, and relationship of service to research)**

- Highlight Some Opportunities for Service in the Springfield Community
- Benefits of Engaging in Service for the Individual and the Community
- Public Affairs, Its Mission and Relationship to Service
- Relationship of Service to Research
- Relationship of Service to Teaching

# CHHS Awards Summary

## TEACHING

**2006**

*Chantal Levesque, Ph.D.*, Psychology  
*Brooke Whisenhunt, Ph.D.*, Psychology

**2005**

*Caroline Helton, M.S., M.N., R.N.*, Nursing  
*Sean Newton, P.T., Ph.D.*, Physical Therapy  
*Glenda Lester Short, Ph.D., L.C.S.W.*, Social Work  
*Chuck Williams, Ph.D.*, Health, Physical Education, and Recreation  
*Dan Wilson, Ph.D.*, Health, Physical Education, and Recreation

**2004**

*Mary Ann Jennings, Ph.D.*, Social Work  
*Jerry Masterson, Ph.D.*, Health, Physical Education, and Recreation  
*Janice Nelsen, Ed.D.*, Health, Physical Education, and Recreation

**2003**

*Lola Butler, Ph.D.*, Social Work  
*Thomas Franklin, Ph.D.*, Communication Sciences and Disorders  
*Mary Newman, Ph.D.*, Psychology  
*Janice Clark Young, Ed.D., C.H.E.S.*, Health, Physical Education, and Recreation

**2002**

*Sarah McCallister, Ed.D.*, Health, Physical Education, and Recreation  
*Colette Witkowski, Ph.D.*, Biomedical Sciences  
*Lisa Wood, Ph.D.*, Communication Sciences and Disorders

**2001**

*Michelle Granger, Ed.D.*, Consumer and Family Studies  
*Julie Masterson, Ph.D.*, Communication Sciences and Disorders  
*Arden Miller, Ph.D.*, Psychology  
*Rhonda Ridinger, Ph.D.*, Health, Physical Education, and Recreation

**2000**

*Tom Kane, Ph.D.*, Psychology  
*Susan Sims-Giddens, Ed.D.*, Nursing

**1999**

*David Oatman, Ed.D.*, Health, Physical Education, and Recreation  
*Ben Timson, Ph.D.*, Biomedical Sciences  
*Rose Utley, R.N., M.S.N., Ph.D.*, Nursing  
*Sue Yarbrough, M.S.*, Nursing

**1998**

*Gowri Parameswaran, Ph.D.*, Psychology  
*Terry Pardeck, Ph.D.*, Social Work  
*Kevin Schartz, Ph.D.*, Psychology  
*Julie Stierwalt, Ph.D.*, Communication Sciences and Disorders  
*Barbara Turpin, Ph.D.*, Psychology

**1997**

*Debra McDowell, Ph.D.*, Consumer and Family Studies  
*Jeanne Phelps, Ph.D.*, Psychology  
*Helen Schartz, Ph.D.*, Psychology

## RESEARCH

**2006**

*Danae Hudson, Ph.D.*, Psychology  
*Dan Wilson, Ph.D.*, Health, Physical Education, and Recreation

**2005**

*Barbara Bushman, Ph.D.*, Health, Physical Education, and Recreation  
*Susan Hinck, Ph.D., C.S., R.N.*, Nursing  
*Frank Ragozzine, Ph.D.*, Psychology  
*Barbara Susan Robinson, Ph.D.*, Physical Therapy  
*Brooke Whisenhunt, Ph.D.*, Psychology

**2004**

*Susan Dollar, Ph.D.*, Social Work  
*Chantal Levesque, Ph.D.*, Psychology

**2003**

*Richard Garrad, Ph.D.*, Biomedical Sciences  
*Harry Hom Jr., Ph.D.*, Psychology  
*Loretta Knutson, Ph.D., P.T., P.C.S.*, Physical Therapy

**2002**

*Dan Wilson, Ph.D.*, Health, Physical Education, and Recreation

**2001**

*Russell Carney, Ph.D.*, Psychology  
*Robert Jones, Ph.D.*, Psychology  
*Tom Kane, Ph.D.*, Psychology

**2000**

*James Daley, Ph.D.*, Social Work  
*Jerry Masterson, Ph.D.*, Health, Physical Education, and Recreation  
*Joan McClennen, Ph.D.*, Social Work

**1999**

*Russell Carney, Ph.D.*, Psychology  
*Robert Jones, Ph.D.*, Psychology  
*Terry Pardeck, Ph.D., A.C.S.W.*, Social Work  
*Christine Price, Ph.D.*, Gerontology and Consumer and Family Studies

**1998**

*Gowri Parameswaran, Ph.D.*, Psychology  
*Jeanne Phelps, Ph.D.*, Psychology

**1997**

*Russell Carney, Ph.D.*, Psychology  
*Harry Hom Jr., Ph.D.*, Psychology  
*Robert Jones, Ph.D.*, Psychology  
*Julie Masterson, Ph.D.*, Communication Sciences and Disorders  
*Wayne Mitchell, Ph.D.*, Psychology

## SERVICE

**2006**

*Barbara Bushman, Ph.D.*, Health, Physical Education, and Recreation  
*Neil DiSarno, Ph.D.*, Communication Sciences and Disorders  
*David Lutz, Ph.D.*, Psychology  
*Mary Newman, Ph.D.*, Psychology

**2005**

*David Dixon, Ph.D.*, Psychology

**2004**

*Sarah McCallister, Ed.D.*, Health, Physical Education, and Recreation  
*Carol Shoptaugh, Ph.D.*, Psychology  
*Rose Utley, R.N., M.S.N., Ph.D.*, Nursing

**2003**

*Diane Elliot, M.S.S.A., L.S.W.*, Social Work  
*Joanne Gordon, Ph.D., R.N., C.S.*, Biomedical Sciences  
*Mary Ann Jennings, Ph.D.*, Social Work  
*Thomas J. Kachel, M.S.*, Consumer and Family Studies

**2002**

*Tom Kane, Ph.D.*, Psychology  
*Mary Newman, Ph.D.*, Psychology  
*Janice Clark Young, Ph.D.*, Health, Physical Education, and Recreation

**2001**

*David Lutz, Ph.D.*, Psychology  
*Mary Beth Mann, Ph.D.*, Consumer and Family Studies  
*Jerry Masterson, Ph.D.*, Health, Physical Education, and Recreation  
*Ralph Rice, M.P.A.S., P.A.-C.*, Physician Assistant Studies  
*Anne Summers, D.S.W., L.C.S.W.*, Social Work

**2000**

*Paul Companik, Ph.D.*, Psychology  
*Rose Utley, R.N., M.S.N., Ph.D.*, Nursing

**1999**

*Barbara Bushman, Ph.D.*, Health, Physical Education, and Recreation

**1998**

*Susan Hom, M.S.*, Psychology  
*Reba Sims, M.S.*, Health, Physical Education, and Recreation  
*Carol Shoptaugh, Ph.D.*, Psychology  
*Terry Pardeck, Ph.D., A.C.S.W.*, Social Work

**1997**

*Willa Johnson, Ph.D.*, Consumer and Family Studies  
*Gary Shoemaker, Ph.D.*, Health, Physical Education, and Recreation  
*Peggy Pearl, Ph.D., C.H.E.*, Consumer and Family Studies