

Spring 2013
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Salve et Vale, (“Be in good health and be strong”) is the newsletter of the College of Charleston’s Department of Health and Human Performance in the School of Education, Health, and Human Performance, which is solely responsible for its content. The title *Salve et Vale* consists of two verbs an ancient Roman would use first to greet someone and then to bid that person farewell. When put into action, these two verbs achieve the states named by the two Latin nouns, *salus* (“good health”) and *valetudo* (“soundness of body”). The sentiments expressed in the title of this newsletter therefore encompass the ideals we hope to impart in our department. That is, we welcome you and call upon you to be in good health and well prepared to live life to its fullest by being sound in mind and body.

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Spotlight on Karen Smail

Dr. Smail is an associate professor in the Department of Health & Human Performance and the director of the Physical Education/Teacher education program.

Where did you grow up?

I grew up in Sault Ste. Marie, Ontario, Canada. It is located at the very northern tip of I-75 across the border from Michigan. I-75 runs from the Canadian border all the way to the south tip of Florida.

Where did you go to college (undergrad) and what did you major in?

My undergraduate degree is from the University of Waterloo. I earned a B.S. in kinesiology. My degree was a co-op degree, which meant I went to school for four months and then worked for four months. When I worked, I got paid and the money put me through school. The work also provided practical experiences that aligned with my degree.

Where did you go to grad school and what is your Ph.D. in?

I completed my Ph.D. at the University of Georgia (Go Dawgs) in adapted physical education.

What led you to be interested in that field?

After completing my undergraduate degree, I taught high school in Alberta and Ontario, Canada. At the high school, I was the physical education teacher that was always assigned the special needs students. It made sense to me that those students needed to be physically active. The special education program at the school I worked at was a transition program. Its purpose was to get the students ready for work. Since the majority of jobs available to that population required manual skills, it seemed logical to provide an opportunity in school to develop their physicality. After that experience, I decided to pursue that area more extensively and applied to Ph.D. programs.

When did you come to CofC?

I started at the College of Charleston in 2003.

What is your area of research interest?

I am presently working on two research projects. The first one involves Head Start preschool programs. Head Start is a federally funded preschool program that promotes school readiness for children from low income families. I am investigating if specific fundamental skill development (locomotor, throwing, catching, etc.) taught by highly

trained professionals impacts this population’s executive functioning. Basically if we spend more time providing purposeful movement opportunities to this population will they be more ready to learn in the classroom? The second research project I am working on is in the classroom. I am working with a fifth grade teacher at a local elementary school who has removed the traditional desks from her classroom and replaced them with exercise-desks. Students have the option of doing their school work at treadmills, gliders, steppers, etc. The desks are attached to the exercise equipment. Imagine having had the opportunity to learn while moving when you were in fifth grade. No more sitting still for eight hours a day. The study will begin in January and I am excited to see the results.

Will you talk about your autism project (or grant, etc.)?

The “Move, Groove, Get Active” autism project is still running. The focus of the program is to provide opportunities for families that have children with autism to experience recreation opportunities either in the gymnasium or the pool. We operate approximately six weeks in the fall and six weeks in the spring. Student volunteers come from the Departments of Health and Human Performance, Teacher Education (special education), Psychology, Communication and Biology. The College students are each partnered with a child with autism. The focus of the program is on physical and social skills development.

What are your interests outside of work?

My three children keep me busy with guitar, violin and piano lessons. For activities, we are involved with soccer, hockey, figure skating and yoga.

Any particularly funny/heartwarming/interesting/awful, etc. stories from your years teaching?

Although I have been at the College for nine years, I am still working on the Canadian-American language translation. At some point, my class is not going to freak out when I tell them they are going to “write the test.” (*Editor’s Note: For those who don’t speak Canadian, that means “take the test!”*)



Walking Distance

Deep Impact

Michael G. Flynn, Ph.D.



*"Everywhere is walking distance
if you have the time."
— Steven Wright*

For Mother's Day 2012, my siblings and I decided to get my mother an iPad. When she opened the gift, my brother John, from California, and I were smiling at her live, on-screen, through the magic of the "Fring" app. As pleased and surprised as Mom was to see us on her new screen, she looked reticent, obviously not quite sure what to make of this newfangled gadget.

A week later, I called her and she said "I'm blogging now." "What?!" I cried, "You're *blogging* Mom?" She said, "You know, that Facebook thing with all the pictures?"

That did it. My 82 year-old mother was on Facebook. I had never for a moment considered I might be a "Facebooker," but she had shamed me into it. A few weeks after creating my account, having "friended" no one and having accepted friend requests only from folks I knew very well, I was clumsily working my way through my Facebook page. To my surprise, I stumbled upon a mention of my ninth grade earth science teacher, Mr. Lazzara, and there was a contact address for him!

I can remember sitting in his class like it was weeks ago, instead of 42 years ago. Mr. Lazzara had a gift. A gift for connecting with students in a way that few teachers could. A gift for finding things that ninth graders in the tumultuous times of the early 1970s would find interesting. For example, each time you entered his class, there was a full-color weather map and daily forecast drawn on the chalk board. Mr. Lazzara could predict the fickle New England weather better than any TV meteorologist. Of course, back then we only had three television channels and there was no Weather Channel!

Earth science class was the prelude to today's environmental science classes and by that time's standards, some of Mr. Lazzara's ideas were quite radical. I know many dinner conversations in the King Philip regional school district were stopped cold when the parents heard for the umpteenth time, "Mr. Lazzara said..." Cue the groans and the eye rolls.

My memories of Mr. Lazzara and his lessons were so vivid and positive that I decided to click on the link and write him a note thanking him for making my early science experience so memorable. Of course, I was not a particularly spectacular student back then, so I have to admit that at least a small part of me wanted him to see what I was doing now, even though I was not quite sure he would remember me.

To my surprise, he replied and told me that he remembered me quite well and had the type of recall that allowed him to remember about 99 percent of his students. To be sure of his memo-

ries, he went back to find my card in his massive file. He kept a card on every student he had taught during nearly 40 years of teaching.

On my card he told me he wrote "untapped potential." I was pleased when he told me he wrote that. In ninth grade I was a short, skinny, shy kid, just two years out of Catholic school, trying to fit in and navigate a safe path through the minefield that was, and still is, public high school.

Mr. Lazzara's class always felt safe. He had a way of connecting with students and instilling confidence. I can recall details of exchanges that he and I had during class. Not surprisingly, I remember times when he made my answer a correct answer and then told the class why I was right. He didn't do that just for me.

Earth science was the only class that I had with Mr. Lazzara, but the memories of it are vibrant. I was not the least bit surprised when he told me that hardly a week goes by that he doesn't get a call, e-mail, letter or knock on the door from a former King Philip High School student. Talk about impact!

I required this backstory to get to the point of my narrative. We all have potential, whether we are administrators, professors, staff, students or alumni, to have a powerful impact on the lives of the people around us.

It's true that not all of us work in situations that provide the rich opportunities to change lives that we have as college professors. My father was an industrial roofer, which is about as isolated a profession as you can have, stuck up there where people can only see your ladders. Roofing is also hot, grimy and exhausting. Dad found a way to have an impact by hiring people who were down on their luck or needed a chance to earn a living. Some of his former employees came to his wake to tell us how they were changed by the leg up Dad had provided. One asked if he could put his 15-year-sobriety medallion in Dad's casket (we complied).

You have the power to change people's lives. Think about what you can do tomorrow that will have the type of impact that will compel someone to knock on your door, or Facebook you, just to say "Thanks."

Me? I am working under the assumption that Mr. Lazzara was right; that I haven't reached my full potential; that I can find new ways to connect with students and convey my passion for the subject matter, or provide a down-on-their-luck student with advice, a leg up, or a second chance. What can you do to change someone's life?

S.T.A.R.S. Combine in Charleston
Michael Short '13

On Friday April 19, I volunteered for the U.S. Figure Skating S.T.A.R.S. (Standardized Testing of Athleticism to Recognize Skaters) combine where volunteers and professional trainers tested 50 competitive figure skaters on 15 physical fitness tests and recorded their basic anthropometrics. The physical fitness tests centered on flexibility, agility, balance, strength and power and ranged from very standardized to more skating specific tests. Each assessor was responsible for administering one or more tests throughout the six hour assessment period while our host, Melissa Vriner (National S.T.A.R.S. Program Coordinator, U.S. Figure Skating), took charge of anthropometrics. I ran the T-test agility test and helped out wherever I could at other times.

In four years of volunteer work at the College, this was the most memorable and rewarding experience. Being able to work in a professional setting with sincere, dedicated professionals was amazing. Beyond the strength and spirit of a fulfilled sense of civic duty, I took home a great sense of pride knowing I was helping young athletes achieve their dreams. And I was convinced that their performances accurately reflected the skills of their trainers.

The athletes were focused, polite and talented, but humble, determined and easily encouraged. At first, it seemed like I signed on for a really long day's work, but time passed quickly and the work was fun. I made several connections with local trainers and shared meaningful discussions on subjects such as nutrition, insulin and exercise, new power yoga moves, new fusions of martial arts and resistance training and more. I would recommend this volunteer opportunity to anyone interested in networking with fitness professionals or building a solid background in personal/sport training.

S.T.A.R.S. is a new system of office fitness assessment and development designed to support U.S. Figure Skating's existing testing and competition progressions. Its development is based primarily on the need to promote robust, all-around fitness in young American skaters; to push and maintain the athletic ability curve ahead of the skills curve; to ensure that young figure skaters are physically prepared to handle the introduction of new, more complex and more demanding skating skills; and to reduce the potential for injury typically sustained during the training of these new skills.

Meet our Adjuncts: Kym Wallace



Spring 2013 marked my fourth semester teaching HEAL 217 “Human Sexuality” at the College. My transformation from exercise science nerd to human sexuality instructor spans three decades.

In the spring of 1984, I was a junior at Wake Forest University, majoring in biology, minoring in exercise science and taking a new elective called “Human Sexuality.” After a bout of soul searching about why I felt such enthusiasm for exercise science and why my GPA was so much higher in the exercise science classes than in courses such as organic chemistry, I decided to make a switch. Exercise science became my major and biology my minor. At the time, human sexuality was just an interesting elective.

After graduation, I married and spent 27 years accompanying my career Coast Guard husband around the U.S. During those years, I earned a master’s degree in health education from East Carolina University, worked in public health, designed health promotion programs for corporate wellness, served as an adjunct instructor at The Citadel and Anne Arundel Community College, Arnold, Md., taught lots of exercise classes and bore three children.

In 2000, I was hired by the Boys and Girls Club of Portsmouth, Va. as a family life educator for an inner city middle school. As I began to study the curriculum, I noticed something odd; something was missing. Lessons about menstrual cycles, the importance of abstinence and how to avoid dating violence were included but I was not allowed to teach or mention anything about birth control, sexually transmitted infections (STI) prevention or sexual orientation. This was a different situation than I had experienced in the early 1990’s when I had been assigned the task of presenting contraceptive information to a gym full

of tenth graders at the local high school.

After some investigation, I discovered that the federal government had placed a ban on providing funding to programs that included topics such as contraception and sexual orientation. If states or localities wanted that information taught to students, they would have to find an alternative source for funding.

In the fall of 2005, the chair of the Department of Health, Exercise and Sport Science at The Citadel needed an adjunct for their human sexuality course and he called on me. I had taught for him before and he knew that I am a glutton for punishment! Seriously, I enjoyed teaching the courses and during my time at The Citadel, I came to realize that knowledge about human sexuality is not only critical, but much needed by our college students.

I have found the same to be true at the College of Charleston. I believe that because so many middle and high school students have not received comprehensive education either from their schools or their parents, the sections of HEAL 217 fill quickly each semester. Of course, another reason the classes fill so quickly is because the class is about sex (and students think it is going to be an easy A)!

I just developed a HEAL 217 class for distance learning and am excited that the first online version of HEAL 217 was taught during this 2013 summer I session.

A big thanks to Dr. Flynn, Dean Welch and the staff of the Information Technology Division/Teaching, Learning and Technology for giving me the opportunity to teach the class online and for expanding the number of health and human performance courses available online.

Support the Department of Health and Human Performance

Help us continue to provide the education and training needed to produce leaders, educators, pioneers, advocates and mentors in the fields of health promotion, exercise science, athletic training, physical education and all-around health and wellness. Now, more than ever, we need bright, interested individuals who will help bring an end to the health and obesity crisis in America. Your tax-deductible donation will help make this happen! When contributing to the College, please specify your gift is for the Department of Health and Human Performance. Contact Sara Perry (seperry@cofc.edu, 843.953.5272) to make your contribution and for more information on how you can help!

Running With Angels

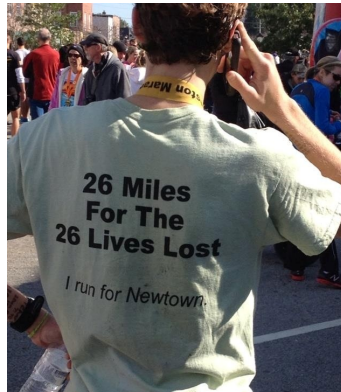
Cameron Brown, '15

Why would anyone in their right mind run a marathon? My concerned mother never could understand. For me, it started as a physical challenge to myself, but ended as so much more. Prior to training for the marathon, I had run several five and ten kilometer races, but never anything close to the distance of a marathon. I started my training in November, and began to slowly build up my endurance each week;

by the middle period of my training I was running around 45 miles a week, with one or two days off each week. I had set my mind on running the Charleston Marathon on January 19th and nothing would stand in my way. Not final exams, not the doubts of my friends, not the bitter cold of a northern winter holiday, not a registration fee I couldn't afford or a tragedy that would shake my world.

December 14th was my first morning home for the winter holiday in Connecticut. The excitement I had for visiting old friends and family was very soon cut short. It was that morning, only towns away from where I grew up, that the most heartbreaking tragedy imaginable occurred. Twenty-six innocent students and teachers at Newtown's Sandy Hook Elementary School were violently murdered by a 20-year-old boy. As I read the updated news online, I sat in shock. I could not believe such a thing could happen. Never here, never in Connecticut! As sorrow and grief swept through the state and the nation, I was left feeling like so many, saddened, confused, stunned and helpless. Helpless because there was nothing that could be done; no amount of candles burned or prayers muttered could bring those children and teachers back to their families. To clear my mind and escape to find peace I, of course, went on a run. Running through my town I saw people lowering their flags and mothers waiting in driveways anxiously for their children to come home. I watched as mothers embraced their children as they stumbled off school buses. These sights only made me feel an even deeper empathy for the families of Newtown who would never welcome their children home again.

I don't know why it took me so long to make the connection. I was in the midst of training for a 26 mile race, when 26 children and teachers were tragically killed right in my home state. It was only a few weeks before the race when the epiphany struck me with a wave of emotion; I knew immediately what I was to do. I would run the 26.2 mile marathon in honor of the 26 victims of Newtown. Each mile I would dedicate to a student, teacher or an administrator who was lost that day at Sandy Hook. I am not normally a huge believer in fate, but when this moment struck me I had the eerie feeling that this was meant to be; I was meant to do this for them. In the weeks leading up to the race I went to a local t-shirt design shop and developed a shirt in the Sandy Hook green that dedicated my run to Newtown, Conn. Along with the shirt, I felt I needed to do some research on the people I would honor. I wanted to get to know each child and teacher as individuals and not just as numbers or names on a list; this was a sad and painful process. I remember reading biographies and obituaries on a computer in the crowded College library



while tears streamed down my cheeks. The night before the race, with the help of a friend, we wrote the names of the victims along with my splits for each mile on my forearms. This tattoo would help me keep my pace as well as assist me in remembering each of the victims and the miles I would run for each of them.

My primary goal was to simply get across the finish line, however, that wasn't quite good enough. I wanted to push my body to its limit, so my ambitious goal was to run the race in three hours and 15 minutes, a blistering, 7-minutes-30-seconds-per-mile pace. After a restless sleep the night before the race, I awoke to ideal running conditions; my first sign that the 26 were looking after me. With advice from friend and professor Mick Flynn, an experienced marathon runner, I would start the race slowly and settle in. When the gun went off, that is exactly what I did. The first mile was Charlotte Bacon's. I ran it thinking of nothing but her name and what kind of child she was. As the race dragged on, I'd look to the sky during each mile and picture the children and teachers of Sandy Hook leading me on. I pictured them running by my side or being carried around my shoulders, this cemented their spirits deep in my heart. Unlike the other runners, I did not run alone. I ran fueled by the love and protection of 26 angels. I felt their presence every step of the way. As I approached the last six point two miles, I was right at my pace; yet I had nothing left in my exhausted legs. All that kept my legs turning over again and again was my desire; desire to honor each victim with every bit of energy my body could produce. Finally, after three hours and 14 minutes I stumbled, delusional, over the finish line. I have never been more exhausted in my life, but will never feel more accomplished. I had done it. Crossing over that line swept me with emotions that are still hard to explain. I looked up and pointed to the sky, my final salute to the 26. Tears welled in my eyes as I thanked them, for I knew I couldn't have done it without their inspiration.

On December 14th, the world lost 26 beautiful souls. On January 19th, I did all I could to honor their lives and mourn their losses. Running the race in their honor was a way for me to feel less helpless and make myself feel as though I have helped these 26 lives to never be forgotten. If there is a message I would like people to take away from my race it is that there is still so much hope in the world. A terrible tragedy like the shooting at Sandy Hook can make us question our faith in humankind. But what I know is that one simple gesture of kindness has the power to overturn one senseless act of hate. In Newtown, Conn., we saw a 20-year-old boy do so much bad and cause so much pain. In Charleston, S.C., we saw a 20-year-old man prove, with his legs, that there is still so much hope.



Michael Hemphill and Cameron Brown



Brown and his uncle Bob at the end of the race. Note the list of names on Brown's arm.

Caitlin Altman '13: Improving Hand Hygiene among South Carolina Children

Matthew Page, Ph.D.

You probably remember your parents telling you to wash your hands before dinner. But did you know that regular hand washing throughout the day can reduce your chances of getting sick? Caitlin Altman knows that and she wants to make sure that others know it too. In particular, she wants to make sure that children in South Carolina get the message.

Altman, a senior public health major from Lake City, SC, worked on an independent study project to assess and improve hand hygiene among students attending four schools in Florence and Williamsburg counties. Her faculty advisor, Dr. Matt Page of the Department of Health and Human Performance, is impressed with what he saw. "Caitlin came to me one day after biostatistics class and told me she wanted to do an independent study," says Page. "We talked for a few minutes about the areas of public health in which she is most interested. During that short conversation, she came up with the germ of her idea and she rolled with it."

Using techniques learned in her HEAL 325 Health Promotion class, Altman developed an intervention to promote proper hand hygiene. In January and February, Altman made repeated trips to Florence and Williamsburg counties to discuss her proposed intervention with school officials. She also gathered information and conducted research to develop her study plan and submitted it to the College's Institutional Review Board.

On Valentine's Day, she drove upstate to post fliers in the bathrooms and cafeterias of two of the four schools, reminding children to wash their hands. Altman also sent letters to all the teachers at the two schools asking them to post, in a prominent location in their classrooms, a flier reminding students to wash their hands. The fliers remained in place until mid-April.

Taking advantage of techniques she learned in HEAL 395 Biostatistics, Altman then assessed the impact of her hand hygiene intervention. She worked with officials from all four schools to track illness-related student absences between mid-February and mid-April. Altman then analyzed the occurrence of illness-related absences in schools receiving her intervention relative to the occurrence of illness-related absences in schools not receiving her intervention. She established whether or not there are any statistically or practically significant differences between schools receiving and not receiving her intervention. Altman also determined if the intervention had a greater impact among younger or older children.

Altman found that her intervention had an impact in the first month of the study. She noted that the effect seemed to wane over the latter weeks of the study. She has identified a number of potential next steps, including an intervention that demonstrates for children the proper way to wash their hands.

Altman was in the first class of public health majors who graduated from the College in May. She plans to become a physician assistant so she can continue to spread the word about proper hand hygiene. Altman thinks her independent study experience has

helped prepare her for the rigors of graduate school. "This independent study has taught me leadership skills and emphasized the importance of taking the initiative to get things done," said Altman. "Being on the path to becoming a physician assistant, I can relate this study to what I want to do with my life by helping people to live their lives in a healthier fashion. One of the easiest steps to being healthier is washing your hands on a regular basis."



HAVE YOU WASHED
YOUR HANDS TODAY?



Matt Page and Caitlin Altman

Let us hear from you! Send your news, updates, ideas for stories, etc., to flynnmg@cofc.edu.

News & Notes

Join us on Facebook at <http://www.facebook.com/HEHPCofC>

The Athletic Training Program is now a member of Iota Tau Alpha, the national athletic training honor society. Our chapter is Gamma Epsilon.

The educational programs in the Department of Health and Human Performance were accepted by the National Strength and Conditioning Association as part of their ERP (education recognition program).

Congratulations to:

***Jordon Holland, '13**, who was accepted to programs in physical therapy at Elon University, University of South Carolina, MUSC, University of South Florida and University of Central Florida, Orlando.

She will be attending the University of Central Florida on a full scholarship!

***Kelsey Hines, '12**, who will be attending the University of Colorado, Denver to pursue a master of science degree in anatomy.

***Christin Newman, '13**, who was named Southern Conference Player of the Year. Newman was the first women's tennis player in program history to be named Player of the Year since the College joined the conference in 1998.

<http://news.cofc.edu/2013/04/16/senior-christin-newman-named-socon-player-of-the-year/>

***Kendra Gardner, '12**, who just started graduate school at Georgia State University in Atlanta. She is also a graduate assistant at Emory University.

***Jacqueline Griffo, '11**, who just started in the master of speech language pathology program at the University of South Carolina, Columbia.



And to the 2013 Senior Superlative winners:

- *Campus Crusader* (for her contributions to events across campus and serving as a proud representative of the Department of Health & Human Performance), **Brittany Crowe**
- *ACE* (for her achievements in test taking and being revered as the perfect study buddy), **Sarah Tufts**
- *Most Valuable Group Member* (for his achievements in group project efforts), **Kenneth Felder**
- *New Investigator* (for her achievements in research and future promise as a principal investigator), **Michelle Robles**
- *LEAF* (for her achievements as a student who is lighthearted, energetic and all around fun to have in the classroom), **Elizabeth Bruce**
- *P3* (for his achievements in professionalism, participation and promise as an ambassador for the Department of Health & Human Performance), **Caulen Leary**
- *Cougar for Life* (for her anticipated future involvement as a faculty member within the Department of Health & Human Performance), **Jelain McArthur**
- *Ms. Sunshine* (for her achievements in brightening the days of others), **Lauren Laird**

- *Total Texter* (for their achievements in texting during class), **Brittany Crosby, Danielle Herlong, Caitlin Altman and Layla Neal**
- *Beach Bum* (for their achievements in being as chill as a cold drink and as cool as the ocean breeze), **Elyse Clark, Lindsay Davis and Layla Neal**
- *Woof* (for their achievements in being the teachers' pets), **Amy Evans, Kimberly Havel, Beth Uhlig and Kelsy Shea**
- *Ms. President* (for her anticipated role as the president of a local, state, national or international organization), **Christin Newman**
- *Mr. President* (for their anticipated roles as the president of a local, state, national or international organization), **Francis Knowlton and Christopher Taylor**
- *Most Valuable Volunteer* (for her achievements in both on-campus and off-campus volunteer efforts), **Paige Childers**

And to the first graduating classes to receive a B.S. in Exercise Science and a B.S. in Public Health and to all the 2013 graduates.

Michael Hemphill and Kate Pfile have accepted positions with the Department of Health and Human as assistant professors (Pfile is the new director of the athletic training education program.) Previously, both were visiting faculty members with the department.

Upcoming Dates

- Aug 20 First day of classes
- Aug 22 Last day of drop/add
- Oct 1 Last day to apply for fall graduation
- Oct 4 Jump Rope for Heart
- Oct 14-15 Fall break
- Nov 27 Thanksgiving break
- Dec 2 Last day of fall classes
- Dec 4 First day of final exams
- Dec 13 Awards Ceremony
- Dec 14 Commencement