



Health Matters!

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SHAHS by the Numbers

Faculty: 27 FT / 28 PT

Majors: 560

Total Spring Graduates: 117

Athletic Training: 13

Community Health: 10

Exercise Science: 29

P.E Teacher Cert: 20

Rec, Sp. Lead, & Tour: 32

Recreation Therapy: 12

Gerontology (MS): 1

Welcome from the Director of SHAHS



Welcome to the inaugural School of Health and Applied Human Sciences newsletter! We plan to produce a newsletter twice a semester to share some of the exciting things going on in our new School. But first, let me tell you a bit about us.

Health and Applied Human Science (HAHS) recently became a school within the newly developed College of Health and Human Services. Along with HAHS, the School of Nursing and School of Social Work also comprise the College. HAHS is comprised of seven separate programs: Athletic Training, Exercise Science, Gerontology, Community Health Education, Physical Education Teaching Certification (k-

12), Recreation, Sports Leadership and Tourism Management, and Recreation Therapy. All programs share a commitment to improving health and other quality of life concerns for all ages. Graduates work in hospitals, clinics, schools, nursing homes and various governmental and nonprofit agencies, among other community settings. The school is large and is expected to grow over the next five years. This will put undergraduate majors at approximately 560. We offer a Master of Science degree in Gerontology, and the Bachelor of Science in Exercise Science began in Fall of 2010.

B.S in Exercise Science Degree

Originally, Exercise Science was a concentration under the B.A. in Physical Education. Through the diligence and intense team effort amongst faculty, SHAHS is proud to offer a Bachelor of Science (B.S.) in Exercise Science.

The new degree is primarily science-based, but with a focus on applying theory into practice. More specifically, lecture courses such as Anatomy and Physiology, Exercise Physiology, and Exercise Prescription for Healthy Populations incorporate a lab component to provide ample opportunities to link theory into application. The newly developed Special Topics in Exercise Science class will provide a

framework for students interested in strength and conditioning. The Practicum in Exercise Science is a culminating experience placing students in community, clinical, private, commercial, and corporate settings whereby students are afforded the opportunity to hone their skills under the guidance of experts in their field of interest.

The Exercise Science degree is a popular academic choice and caters to those students who wish to further their education via graduate school under the realm of allied-health.

Current Exercise Science faculty includes Dr. Robert Boyce, Dr. Deborah Dowd, Dr. Wayland Tseh, Mr. Christian

Barnes and Ms. Marsha Todd. This faculty teaches a majority of the Exercise Science courses, and several aforementioned faculty members directly involve students within their research agendas.

Next on the agenda for the new Exercise Science degree is to pursue accreditation by Commission on Accreditation of Allied Health Education Program (CAAHEP).

By Deb Dowd & Wayland Tseh



New name highlights UNCW program's tourism focus

(By Shannan Bowen and reprinted with permission from The Wilmington StarNews)

Outside the classroom, a crop of [UNCW](#) students immerse themselves in one of the area's biggest industries by visiting spas, hotels, restaurants and attractions through courses that address tourism.

Starting next fall the program offering those courses will use the official title Recreation, Sports Leadership and Tourism Management, which reflects the industry's growth and the university's commitment to teaching the specialized courses.

Tourism classes have been offered for a few years as a concentration in the parks and recreation department, which falls under the University of North Carolina Wilmington's School of Health and Applied Human Services.

When students declare the major, they can choose concentrations in public and nonprofit recreation, recreational sport leadership and tourism and commercial recreation.

Other universities in the state have tourism programs, but Nancy Hritz, a professor who teaches courses in the tourism program, said the coastal environment and attractions that draw tourists to the area make [UNCW](#) a natural fit for students who want to learn about the industry.

"I think we have a living laboratory here that's wonderful for us," she said.

Hritz, whose educational background includes studies in tourism and leisurely behavior, came to the university five years ago. She's built on the existing program step by step, and she said the name change comes at a time when she's comfortable with the way courses have been tweaked.

Subjects include travel and tourism, resort spa and management, event

management and other classes about budgets and researching tourism trends.

"It gives them not only managerial tools they could get elsewhere, but it also teaches them the individual specific practices," Hritz said.

Connie Nelson, public relations director for the county's visitors bureau, said the program also benefits local businesses.

"These programs provide education and training specific to our industry, which helps to supply our tourism industry workforce with trained professionals," she said.

Nelson is a member of the curriculum's advisory board and gives input on the types of courses offered.

And these aren't things typically learned inside the classroom.

Hritz teaches most of the courses in the field – at a hotel, a restaurant or even a spa. But it's no time to relax. The students learn the behind-the-scenes operations of tourism businesses, and in one course they develop a promotion and advertising plan for a local tourism-related company.

"That kind of experience is invaluable," Hritz said.

And there's the occasional cruise to islands in Greece or a tropical location. But the summer program Hritz sometimes offers is no vacation for the students. They're busy meeting with the cruise line director, the ship's captain and crew, and studying the operations

of the tourism business.

Last summer the participants also spent two weeks in Italy learning about health and medical tourism. They studied how accessible tourist attractions were to people of all types, including those with physical disabilities. They learned about the planning that goes into determining widths of doorways, for example, Hritz said.

Students also must participate in a practicum and a semester-long internship their senior year that counts for 12 credit hours. Both must be in a tourism-related industry, and the internship can be in town or out of town, Hritz said.

The goal is to hand out degrees to graduates prepared to enter a variety of jobs. Some become general managers at hotels or restaurants, and some branch out to fundraising, event planning and coordinating tournaments at golf courses.

"They can go so many directions," Hritz said.

And now their diplomas will include the word "tourism" to reflect the new program's title and the industry these students will enter.



Faculty Spotlight: Dr. Jorge Figueroa

Dr. Jorge Figueroa, is an assistant professor in the School of Health and Applied Human Sciences and the Coordinator of Community Health. He received his Ph.D. in clinical psychology from the University of Georgia, interned at the University of Pittsburgh School of Medicine and completed a Post Doctoral Fellowship in behavioral medicine at Brown University School of Medicine. Born in Havana, Cuba, he and his brother immigrated to the United States with their parents who sacrificed their careers and belongings in their native Cuba to escape the tyranny of communism and raise their two young boys in freedom. These early childhood experiences in set the foundation for Dr. Figueroa's significant professional achievements in the areas of behavioral medicine and community health. However, and most important, his passion is preparing students for careers in community health education.



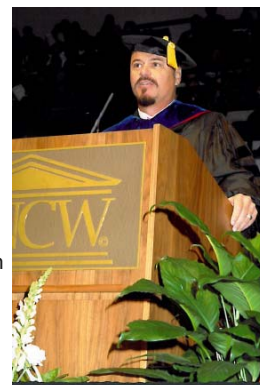
Dr. Figueroa's enthusiasm is displayed everyday in the college classes he conducts with fervor and the community outreach programs to which he devotes hours of time. His awareness of the gift of life heightened when he was diagnosed with Marginal Zone Lymphoma, a rare cancer that is treatable but not curable. To perpetuate this passion, Dr. Figueroa created an endowed scholarship to help students at UNCW.

Most recently, Dr. Figueroa's love for teaching and belief in the education system was illuminated in the commencement address he gave in December to the Class of 2010. He challenged the UNCW graduates to carry away from their four years in college the most valuable element of their education, learning how to think critically. In today's computerized information culture, freedom to think is compromised by the ease of knowledge acquisition and acceptance of information abundantly accessible to each of us. The accolades through letters and emails that he received from this address included 'totally awesome!', 'truly inspirational and outstandingly delivered,' '...you challenged the graduates, this is a speech worth reading again now, and in the future' and 'you made me laugh and even brought a few good tears.' Dr. McKinney, President of the Faculty Senate wrote, "I have probably sat through over 70 graduation speeches and this was, hands down, the best I have ever heard. It was fantastic!"

Dr. Figueroa's commitment to the department and to community health is outstanding. Currently, he is the recipient of a Cahill Award to plan an intervention to assist low literate Latino women and a mini grant to develop an electronic profile for students. Dr. Figueroa does volunteer work with fire-fighters, is involved with peer mentoring in the Obesity Project and assists with Internet Risk Behavior. Dr. Figueroa is famous in department meetings for injecting short humorous quips to keep the focus on the reality of the agenda. His office door is always open; stop in and say 'hello' and let him know that you read this article in the gala first edition of the new School of Health and Applied Human Sciences newsletter.



By Darwin Dennison



Outstanding Student: April Pashley

April Pashley is a student in the Physical Education Teacher Education program and will graduate in the Spring of 2011 summa cum laude (current GPA 3.95). April is currently interning (EDN 409) at Ashley High School and has completed practicum teaching experiences at Laney HS, Hoggard HS, Isaac Bear Early College HS, Sunset Park Elementary, and Pine Valley Elementary. Prior to attending UNCW, Ashley served in the U.S. Military. The following story is from: <http://www.womensmemorial.org/>

[News/combatbadge.html](#).

Army Reserve SGT April Pashley was among the first to receive the Army's new Combat Action Badge (CAB) in ceremonies held at the Pentagon. She and four others were decorated for their actions while engaged in combat with the enemy in Iraq.

The Egg Harbor, NJ, native and first woman to receive the CAB was deployed with the 404th Civil Affairs Battalion (Special Operations), Ft. Dix, NJ, to Iraq in

2003. She was on duty as a rooftop guard at a Coalition Forces building when insurgents attacked with 106mm rockets. She continued her defensive duties without hesitation as rounds landed within 100-150 meters of her position, according to the Army News Service. SGT Pashley is also the recipient of the Army Commendation Medal, the Armed Forces Reserve Medal with Mobilization Appurtenance, a National Defense Service Medal, the Global War on Terrorism Expeditionary Medal and the Global War

on Terrorism Service Medal. April is passionate about physical education and is highly motivated to transfer eight years of experiences and achievements gained during a military and emergency medical career to a Health and Physical Education program focused on improving student's health and wellness.

By Steve Elliott



SHAHS Faculty & Students in the Community



Outstanding Student: Alex Carradine



By the time you read his successful story you will agree that Alex Carradine is a man on the move. Born in Frankfurt, Germany

where his father and mother were in the military, Alex says, "I've moved around a lot and literally went from coast to coast". His father finally settled in Raleigh, NC where he is a financial analyst for the Wake Medical Hospital System. Alex's mother is an RN and does consulting work in the Chicago Area for HCR Manor Care.

Alex went to Sanderson High School in Raleigh and in his sophomore year he decided to go out for track. He excelled in the 400 meter dash and the high jump. At that time he did not show a great interest in going to college. However, greatly influenced by his success in track he says, "my focus shifted" and Alex began to consider college. He ended up coming to UNCW and initially was not very dedicated in his studies, as evidenced by poor grades during his first year. A shift occurred during his sophomore year at UNCW

when Alex was awarded a track scholarship. His dedication to the athletics program led to a greater focus on his academics and a dramatic improvement in his grades. By the way, Alex's best jump stands at 6 feet, 6 and 1/4 inches. As you can see, Alex really can move.

Alex's commitment to his studies steadily developed over his years at UNCW. This was fostered by a number of undergraduate research opportunities that once again put him on the move: in regional, state and national settings. He has presented research at three State and local student research forums and at one international peer-reviewed research convention: the American College of Sports Medicine annual meeting (ACSM). He was one of the few students selected by the Honors and CSURF program to showcase his research to the University of North Carolina, Board of Governors. The UNCW Honors program also awarded Alex a \$1,000 research travel grant to attend the ACSM annual meeting in Baltimore, MD. Furthermore, two of his abstracts have been published in a peer-reviewed

international journal: *Medicine and Science in Sport and Exercise*, once as first author and another as secondary author. He also assisted in preparing a grant proposal that later served as the foundation for funding of approximately \$2,000,000 to build bike trails in the Wilmington area. He is currently assisting on a research article targeted for a peer-reviewed journal.

Alex's interest in human physical performance as related to exercise physiology continued to develop through his exercise science courses and presentations at professional and student research meetings. His career target became "to work in a university environment in an innovative research and teaching capacity." Inspired by his experiences studying at UNCW and presenting research to his peers, Alex took the initiative to register for higher level science courses in order to prepare for his career goals. Alex's performance at professional meetings clearly demonstrated that he was a natural teacher and presenter with enthusiastic energy. This year he was nominated for the Earl Allen Scholarship and although he

did not win the award, the faculty praised his poise and insightful answers during the interview.

As a man on the move, Alex began to visit the graduate schools that could bring him closer to realizing his dream of being a teacher and researcher in a university system. His persistence and outstanding performance has led to his acceptance into the Doctoral Program at Texas A&M University in the Department of Kinesiology and Exercise Physiology. It is important to emphasize what a distinction is it to be accepted into a doctoral program in Exercise Physiology straight from an undergraduate major.

As you can see, Alex is "A Man on the Move" at UNCW excelling in both Athletics and Scholarship. To top all this off, he is a fun loving and personable guy. It should be noted that Alex is one of many students that are "on the move" at UNCW as they take advantage of the bountiful opportunities at this great institution.

By Robert W. Boyce



A NEW PED 101 PHYSICAL ACTIVITY & WELLNESS PARADIGM

PED 101, Physical Activity & Wellness, has been significantly modified from its original format, with its previous emphasis on running and the physical, disease-risk reduction, medical model of health. Now, in addition to offering a much wider array of physical activities (e.g., yoga, group exercise, tennis, weight training, Pilates, etc.), the curriculum has transformed to focus on a holistic, positive, multidimensional, wellness-based approach to developing lifelong health behaviors (i.e., spiritual, emotional, intellectual, physical, and social). The innovative, theoretically-based curriculum involves relevant, engaging content and assignments, physical activities that contribute to national health guidelines (cardiovascular, resistance, and flexibility), and requires participation in new wellness activities in each dimension that can lead to improved quality of life (i.e., more energy, increased self-efficacy, improved communication, healthier sexuality, stress management, etc.).

Overall, this potentially life-changing course guides you toward maximizing your potential to achieve a higher level of wellness by providing opportunities to improve thoughts, feelings, skills, and perceptions associated with healthy behaviors. Essentially, writing in-depth self-reflections after participating in new wellness activities in each dimension and journaling about a behavior in need of improvement give you a chance to better understand yourself and ultimately determine and implement the most effective methods for you to make realistic lifestyle changes. Ideally, a student who has successfully completed PED 101 is a self-aware, self-efficacious, informed consumer with a new-found intrinsic interest and motivation for continued, balanced participation in a variety of enjoyable, safe, and effective spiritual, emotional, intellectual, social, and physical activities to pursue wellness across the lifespan. I would say that is a lot different than being a student with no illness or disease who can run a little bit farther, regardless of its enjoyment.

By Cara Sidman



Selected faculty publications & grant funded activities

Ashton-Shaeffer, C., Kinney, J., Brown, K., & Kinney, T. (2010). Survey of Injuries to Wheelchair Sustained to Division I and II Wheelchair Basketball Players. *Annual in Therapeutic Recreation*, 18, 87-99.

Carradine, A. T., **R. W. Boyce**, et al. (2010). "Comparison of high and low shift fatigue groups in relation to physical activity, body mass index, and gender in a call center." *Medicine & Science in Sports & Exercise* 42(5): 415.

Kijowski, K. N., **R. W. Boyce**, et al. (2010). "Shift fatigue in call center employees and its relationship to gender, body mass index, and physical activity level " *Medicine & Science in Sports & Exercise* 42(5).

Combs, C., Elliott, S., & Whipple, K. (2010) Elementary Physical Education Teachers' Attitudes Towards the Inclusion of Children with Special Needs: A Qualitative Investigation. *International Journal of Special Education*, 25(1), 114-125.

Covan, E.K. & Fugate-Whitlock, E.I. (2010). Emergency Planning and Long-Term Care: Least Paid, Least Powerful, Most Responsible. *Health Care for Women International*, 31(11), 1028 – 1043.

D'Abundo, M.L., Fugate-Whitlock, & Fiala, K. (Accepted). Recycling Mentors: An intergenerational, service-learning program to promote recycling and environmental awareness. *Journal of Public Health Management & Practice*.

D'Abundo, M.L., Fiala, K., & Mariano, L. (2010). An online learning module focused on smoking education and prevention for college students: Implications for college health instructors and allied health professionals. *Journal of Allied Health*, 39 (1), 43-48.

Elliott, S., Combs, C., & Boyce, R. (Accepted for Publication). Recess Physical Activity Packs in Elementary Schools: A Qualitative Investigation. *The Physical Educator*.

Fiala, K.A., **D'Abundo, M.L.,** & Mariano, L. (2010). Construct validity and reliability of college students' responses to the Reasons for Smoking Scale. *Journal of American College Health*, 58 (6), 571-577.

Hritz, N., Brown, K. W., Johnson, D., Ashton-Shaeffer, C. (2010). *Outcomes of an After-School Soccer Program for At-Risk Youth*. LARNet; The Cyber Journal of Applied Leisure and Recreation Research. <http://larnet.org/2010-01.html>

Hritz, N., & Ross, C. M. (2010). The perceived impacts of sport tourism: An urban host community perspective. *Journal of Sport Management*, 24,(2).

Sidman, CL (2011). Meeting physical activity goals: A case study of an active older adult. *International Journal of Health Promotion & Education*, 49(1), 27-32.

Sidman, C., Fiala, K. & **D'Abundo, M.L.** (Accepted). Exercise motivation of college students in online, face-to-face, and blended basic studies physical activity and wellness course delivery formats. *Journal of American College Health*.

Tseh, W., Caputo, J.L., Keefer, D.J. (2010). Validity and reliability of the BOD POD® S/T tracking system. *International Journal of Sports Medicine*, 31:704-708.

Whipple, K., Combs, C., Dowd, D., & Elliott, S. (Accepted for publication). Using the dimensions of health to assess motivation among running moms. *Health Care for Women International*.

Johnson, D received a \$9,900 Grant from the National Alliance of Accessible Golf-2010

Combs, C., Elliott, S., & Dowd, D received a 3rd renewal of a NIH Grant (\$45,000 total) for the "You can do it, I can do it" program to increase PA levels from children with special needs.