

Emma Eccles Jones College of Education and Human Services

REVIEW

FALL 2017



UtahStateUniversity®

OFFICE OF THE DEAN

Dean
Beth Foley

Associate Deans
Shelley Lindauer
Francine Johnson
Jamison Fargo
Sylvia Read

Director of Development
Lance Beckert

Writers
Rebecca Dixon
Thomas Sorenson

Designer/Photographer
Nathan Blaylock

Emma Eccles Jones College of
Education and Human Services
Utah State University
2800 Old Main Hill
Logan, UT 84322-2800

435-797-1470
cehs@usu.edu

For more information and news,
visit our website at:

cehs.usu.edu

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Dear Friends,

The Emma Eccles Jones College of Education and Human Services (CEHS) has had another remarkable year. The *U.S. News and World Report* has again named our graduate programs among the top tier of colleges of education nationally. We are now ranked 26th in the country out of more than 1200 schools and maintained our position as the best graduate school of education in the state of Utah. Our interdisciplinary methods are central to our success in teacher preparation and human services disciplines. In addition, CEHS is ranked 6th in the nation in research funding—an exceptional achievement.

We are proud to announce an historic agreement in which our college will be pivotal to providing training and expertise in disability services to children and their families in the Dominican Republic.

CEHS is also thrilled to announce the launch of the Bachelor of Science in Nursing program at our main Logan campus. This BSN program offers state-of-the-art simulation laboratories, experienced nurse educators, and a wide variety of clinical experiences.

Our young GEAR UP students recently had the opportunity to be inspired by a conversation with U.S. astronauts aboard the International Space Station. You can read more about that experience inside this issue, as well as other highlights such as CEHS research being featured recently in *The Wall Street Journal* and a new development in wearable technology that has the potential to impact health.

The Emma Eccles Jones College of Education and Human Services is committed to providing the best learning opportunities and educational research in the state of Utah. I am inspired by the stories of research and outreach in this issue of the *Review*, and I look forward to sharing them with you.

Sincerely,

Dr.
Dean, Emma Eccles Jones College of Education and Human Services
Utah State University



Hearts of Gold

The Emma Eccles Jones College of Education and Human Services Lifetime Achievement Award is given to those who have provided an outstanding contribution towards education and human services. Stew and Vicki Morrill were recipients of this honor at the CEHS Scholarship and Awards Banquet in the spring of 2017, where Stew Morrill was the keynote speaker. The influence of the Morrills on the lives of countless children and students has had a ripple effect on people throughout our community, our nation, and even around the world.



Photo: Delayne Ripplinger, *Utah Statesman*

“I coached a lot of guys and had an impact—but what Vicki did had much more impact on children’s lives as well as their adoptive parents.”

—Stew Morrill

Education

Almost everyone knows that Stew Morrill is an Aggie legend—with 620 wins, he is the most successful coach in Utah State University history and he will be inducted into the USU Athletics Hall of Fame this fall. He led the USU basketball team to 17 straight winning seasons, including 12 of the top 13 seasons in school history and 4 straight Western Athletic Conference titles.

What fans may not know is that Stew has always carried a strong drive to become an educator. His father worked as a truck driver and wanted something better for his children; Mr. Morrill emphasized college education so firmly that all of his children earned degrees and went on to achieve remarkable success. “His proudest day was when the three of us graduated from college,” said Stew. His brother and sister are both teachers.

Stew received an honorary Doctorate of Education from the Emma Eccles Jones College of Education and Human Services at USU in 2015. “I believe coaching is teaching,” he said. “The intensity and competitiveness is different, but it’s all about imparting what you know and getting kids to learn and to excel.”

Of all the athletic achievements and wins, Stew and his coaching staff have been most proud of the 95% graduation rate of the players on his teams. Stew always kept a very close watch on his athletes’ academic progress.

“Players are called student athletes—with ‘student’ first. Seeing kids get their degree, knowing they have a way to face the world, is extremely rewarding.” Stew’s desire to see his players get their degrees so they could succeed out in the world illustrates his extraordinary commitment to education.

Human Services

Vicki Morrill was raised on a farm in Montana in a family of 12 children. When they were young, her sisters all played with dolls—but Vicki ran an imaginary orphanage. She had big dreams of taking care of little children. She wanted to make these dreams a reality when she grew up, and in a way, that is exactly what she did. Vicki and Stew Morrill together have now fostered an astounding 90 children. The Morrills have provided transitional care for adoption agencies for children ages 0 to 5 years old, and they have done this in Colorado, Montana, and Utah.

Vicki has been a true gift to these little ones as she mothered them while they were in the process of being adopted. When she started fostering babies and toddlers in the 80s, Vicki never saw where they ended up, as most adoptions were closed—but that process has changed. “When we started helping with open adoptions, I was nervous at first, but it was very healing,” she said. “It felt good to see where our foster children were going; I cried happy tears for each one.”

Vicki and Stew have four biological children. Vicki observed, “Our experience with foster care was good

for our children—they got a deeper perspective on the way the world works and how fortunate some are and others are not. And it helped our foster kids to have other children around to make them feel comfortable.”

Vicki’s loving care provided a time of gentle, healing transition for many youngsters, and it helped to set the stage for a new life with their adoptive parents. As Stew articulated so well: “I coached a lot of guys and had an impact—but what Vicki did had much more impact on children’s lives as well as their adoptive parents.”

Vicki Morrill’s inspiring work with these foster children has changed an untold number of lives—this is the very definition of human service. ■



Moving TO THE Music

Children at USU laboratory schools were pleased to receive a recent visit from one of the top elementary music educators in the country. Dr. Wendy Valerio, a professor of music education at the University of South Carolina, spent time with faculty and students in the early education program during her visit.

Rather than lecture, “Ms. Wendy” participated in the classes, sharing her expertise by example. Valerio has developed a number of activities that get young children rocking, twisting, stretching, and walking, all while singing different rhythms.

One of the activities required the children to move their hands from the front of their body to behind. The hand motions, accompanied by a song about bluebirds flying away, helped the children improve their motor skills. “These children learn by playing,” Valerio said. “I always tell my students we can’t teach anyone. Instead, we create environments where the children can learn.”

Among the classes she joined was a daycare session at the Delores Doré Eccles Center for Early Care and Education (DDE Center) with parents and their children, allowing the parents to see some of her strategies. She also joined a preschool group at the Adele and Dale Young Child Development Laboratory on campus for a 45-minute session with the children and student teachers. “Dr. Valerio brings a level of experience and knowledge

that we don’t have here,” said Dr. Lisa Boyce, the executive director of the DDE Center for Early Care and Education.

Valerio is the director of the Children’s Music Development Center at USC, in addition to her role as a professor. Her research focuses on beginning music development and the intersection of music and early childhood development. ■



CEHS IS RANKED

#26
IN THE NATION &
#6 *IN RESEARCH FUNDING*

2018 U.S. News and World Report



USU Launches

BSN PROGRAM

on Logan Campus



“Our program will provide a variety of clinical experiences for the students, which will expose them to many different healthcare settings and prepare them for many types of nursing.”

— Keith Kent

In Fall 2017, the first class of students entered USU’s Bachelor of Science in Nursing program. The effort to establish this program at the main Logan campus began in response to high demand in the community for baccalaureate-prepared nurses as well as high student demand for a BSN. Nationally and statewide, the nursing profession is moving toward the baccalaureate degree as the entry level degree for registered nursing.

“Students in this BSN program will be prepared to meet the high demands that nursing places on RNs,” said Callie Bosworth, Professional Practice Assistant Professor in the Department of Nursing and Health Professions. “My experiences as a practicing nurse will help students to learn how to be critical thinkers, and I am looking forward to seeing the students evolve into professional BSN nurses.”

The new BSN program is a strong addition to USU’s practical nurse certificate and associate degree in nursing (RN) programs that exist on several of USU’s regional campuses.

“It’s exciting to see the eagerness with which the students approach the challenge of learning to become nurses,” said Keith Kent, Professional Practice Assistant Professor. “Our program will provide a variety of clinical experiences for the students, which will expose them to many different healthcare settings and prepare them for many types of nursing.”

There are currently 300 pre-nursing majors on the Logan campus; BSN students enter the program as juniors after completing prerequisite courses and general education courses. Nursing courses take place over two years during the junior and senior years and include didactic, nursing skills laboratory, simulation, and clinical learning experiences.

The USU Nursing program prepares students to provide and improve health care in a challenging and diverse practice environment. Science courses, such as anatomy and physiology, provide a foundation on which nurse educators help students build the core knowledge, skills, and attitudes required of modern nurses.

The program embraces nursing as a profession that requires considerable psychomotor skill and cognitive ability to provide safe and effective care. USU offers state-of-the-art simulation laboratories, experienced nurse educators, and a wide variety of clinical experiences.

The 23 students currently enrolled in the BSN program are learning management of care, evidence-based practice, population health, health information management, pharmacology, family health, leadership and management, and completing their capstone.

Academic degrees are available for Nursing (AAS, BSN) and Medical Laboratory Technician (AAS), while program certificates are available for Practical Nursing, Certified Nursing Assistant, and Medical Assistant. Programs are located at selected sites throughout the Utah State University Regional Campus system. ■



Photo: USU Student Marketing and Communications



Bringing Augmented Reality to Education

Have you ever wanted to design your own video game? Many people are enthusiastic about augmented mobile games such as *Pokémon Go* and just need a place to start. The Augmented Reality Interactive Storytelling (ARIS) platform is an easy way to begin and create an impressive video game for free.

Dr. Breanne Litts, an assistant professor in the Instructional Technology and Learning Sciences (ITLS) department, introduced ARIS to Utah State University, where she runs workshops for elementary and middle school students. ARIS incorporates GPS, so the video games are location based. Students spend three weeks developing their own games using a simple coding structure. “Kids are thrilled when they realize they can de-

sign a game that people can use,” said Litts. “They build stories with scenes, characters, and conversations that can lead diverse outcomes.”

By tying the flow of the game to certain locations, ARIS can also be used to create a narrative about the history or significance of a place. “ARIS affords a new perspective on history and place by connecting these stories to a location, so you have to actually be in the location to experience it,” said Litts.

For example, Dr. Litts and her colleagues recently partnered on an ARIS project with American Indian communities in the southwestern United States. As part of a National Science Foundation grant, nearly 50 American Indian middle school

students went on guided tours with their community leaders and learned about history, art, and economic development.

From these experiences, students created their own location-based narrative games. One group, for example, retold stories they had learned about local sculptures and re-created that tour in ARIS, incorporating the new technologies with cultural storytelling practices.

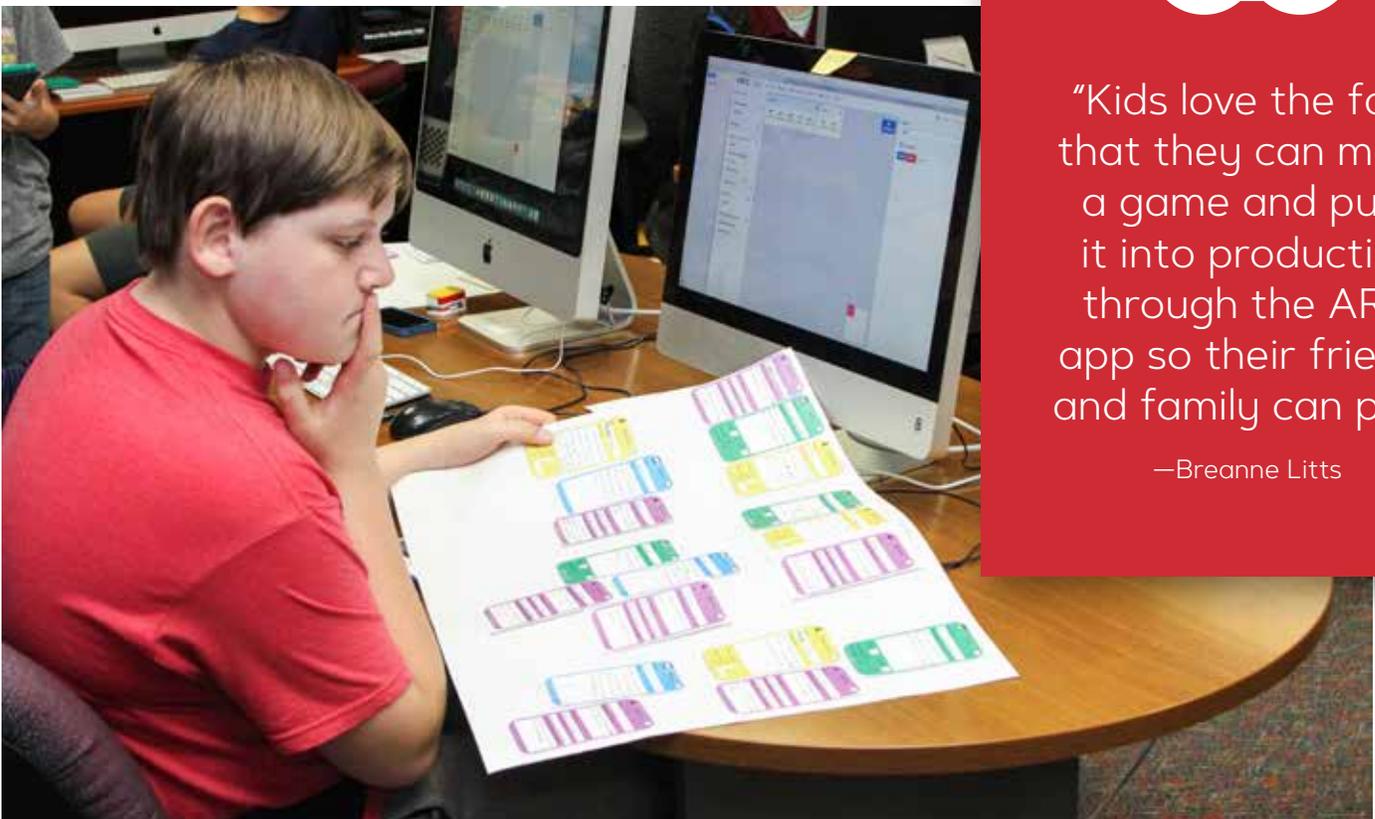
Dr. Litts' research, especially her past work in Northern Ireland, has helped her to recognize the power of creating digital versions of stories. "Stories affect how we see the world, and they can bring people together across divides and inequities by humanizing 'the other,'" said Litts. "There's value in opening ourselves to constructive, meaningful interactions with others by listening to their stories. With ARIS, our students get to design these compelling interactions."

In recent USU workshops, students were challenged to build a game in ARIS centered on local plants and animals. Students first design and storyboard their ideas on paper and then move to the ARIS platform to build it digitally. As they learn design and computational skills, students also study indigenous animals such as bears, buffalo, antelope, and moose. One student's curiosity led him to archive the entire food chain in Cache Valley. "These kids love the fact that they can make a game and push it into production through the ARIS app so their friends and family can play," said Litts.

Students sometimes get stuck as they develop the flow of the game. Stephanie Benson, an ITLS graduate who worked with Dr. Litts, observed: "Many of these kids are acquiring animals in digital form, such as a black bear—so they might go outside to test the game and see that they have 75 black bears around them, and they

only wanted one." After identifying the glitch, students go back to the lab and reconfigure their programming, and then go outside and test it again. The problem-solving and debugging process helps these young scholars build computational thinking skills; they also gain an increased appreciation for the world around them as they learn outside the classroom.

The ARIS platform (arisgames.org) is open-source and free; currently an iOS operating system is required to play, but a team is working to create an Android version. "If you download the ARIS app on your iOS device," said Litts, "you can search for and play a nearby game that someone has made, or you can make your own. Anyone can create and publish games through the ARIS website." ■



"Kids love the fact that they can make a game and push it into production through the ARIS app so their friends and family can play."

—Breanne Litts

I Dare You to *Dream*



Who better to ask about living in space than an astronaut orbiting the Earth in the International Space Station? More than 200 Utah State University GEAR UP high school and middle school students from across Utah got the chance to do just that during a live conversation with astronauts aboard the International Space Station this past May. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) lives up to its acronym.

Credit, as well, goes to USU's Space Dynamics Laboratory which collaborated with U.S. Senator Orrin Hatch and NASA to make the live space conversation possible. Orbiting approximately 250 miles above Earth, space station Commander Peggy Whitson, who in April broke the record for the longest time spent in space by any American, and Flight Engineer Jack Fischer answered questions from middle and high school students during the live downlink transmission where students interacted in real time with the astronauts.

"If you could give advice to your 17-year-old self, what would it be?" asked Jason Shepherd, a student from Wendover High School.

Fischer replied with advice his father gave him: "I dare you to dream — the 'dream' part is finding the passion that lights a fire in your soul," Fischer said. "You have to define that for yourself. The 'I dare you' part is the hard work; no one will give it to you. If you don't work really, really hard, it's not going to happen. So define that dream... and then follow it with all you've got!"



Astronauts Peggy Whitson and Jack Fischer aboard the International Space Station answering questions from GEAR UP students. The discussion can be viewed on NASA's YouTube channel titled "Space Station Crew Members Discuss Life in Space with Utah Students, Officials."

"IF YOU DON'T WORK REALLY, REALLY HARD, IT'S NOT GOING TO HAPPEN. SO DEFINE THAT DREAM... AND THEN FOLLOW IT WITH ALL YOU'VE GOT!"

—JACK FISCHER

Many of the students beamed with delight and open-mouthed wonder as they conversed with cosmonauts. Zayhetzi Nunez, a student at InTech Collegiate High School, asked, "What weird stuff have you seen in space?" As Whitson laughingly pointed at Fischer, he replied, "Everything! Sitting on the ceiling, eating pudding squeezed out onto your spoon like a gelatinous mountain — there are so many different opportunities for you to stretch your mind, re-define reality and just grow as a human."

Peggy Whitson is the commander of Expedition 51, and their five-person crew includes one French and two Russian astronauts. Whitson has commanded the International Space Station twice, and this mission made her the U.S. astronaut (male or female) with the most cumulative time in space at 665 days.





Whitson was asked what the astronauts do in their free time. “Looking out the window never gets boring!” she said. “We see a sunrise and a sunset every 45 minutes.”

Fischer offered details about Whitson’s role as commander when he was asked about how they handle emergencies in space. “We work most of the time as a team, but in an emergency, you need to have a boss, and that’s our resident space-ninja Peggy, telling us what we need to do and where we need to go so that we can all get home safely.”

When asked if the astronauts play musical instruments in space, Thomas Pesquet, French astronaut and aerospace engineer with the mission, floated past the screen playing a melody on his saxophone, much to the delight of the students, who laughed and cheered.

Another highlight was watching Fischer squeeze fruit punch out of a packet where it formed into balls as he drank it right out of the air. These space-walkers clearly enjoyed entertaining, educating and inspiring their audi-

ence. They have a military command structure, and their engineering tasks and precision emergency responses are perfectly drilled. They conduct experiments in scientific fields they have studied for years. And to top it all off, they are eager to share their knowledge and pull everybody along in their milky wake.

“It’s not every day you get to talk to an astronaut,” said Adam Cox, a student at North Sanpete Middle School. “You think adults are all business—but I

could see today how much fun the astronauts were having.”

“I learned about taking the difficult road instead of the easy road,” said Ashley Ortiz, also from North Sanpete. “The easy road might get it done faster, but it doesn’t pay off in the same way.”

Astronauts sacrifice time away from Earth and loved ones, as well as experiencing bone and muscle loss while studying the effects of long-term expo-



Peggy Whitson inside the International Space Station. Photo courtesy of NASA

sure of space on the human body. But they fought for the privilege of making that sacrifice through long years of study and training that most could not endure.

“Today was life-changing for these students,” said Heather Hafen, a site coordinator with USU’s GEAR UP program. Hafen became emotional as she spoke about the impact of the event. “Many of these students are economically disadvantaged, and to witness this today changes how they see themselves,” she said. “They have now seen up close that there is a whole world out there — they can reach out and do more than they have imagined.”

A whole world and a whole lot of space, thanks to NASA, said Beth Foley, dean of USU’s Emma Eccles Jones College of Education and Human Services. “The importance of STEM education in Utah, and across our nation, is highlighted by the amazing job NASA does to consistently engage with students at an early age,” she said. “We are grateful for the leadership of both Sen. Hatch and NASA who have enabled us to reach STEM students throughout Utah with this unique opportunity to interact with the astronauts.”

Hatch had glowing words for USU, as well. “Utah State is one of the leading space-grant universities,” he said. “It’s an honor that our state was chosen to host this special event, which will only strengthen the natural partnership between Utah’s STEM workforce and the U.S. space program.” ■



Zaynetzi Nunez, InTech Collegiate High School student, questions astronauts aboard the ISS



Photo: Cache Pitt

GETTING DOWN TO BUSINESS

Sound Beginnings Program Reunites for Summer Fun

The Sound Beginnings program at USU, part of the Communicative Disorders and Deaf Education department, recently hosted its annual summer camp on the Logan campus. The three-day camp, now in its ninth year, is an opportunity for hearing-impaired children and their parents to socialize, attend workshops, and, most of all, have fun.

Over the three days, the children were given opportunities to develop their language skills through various activities and games. While they learned and played, parents participated in seminars. At the end of camp, the kids got to show their parents the results of a special project—commercials for local companies, created entirely by the children.

While many of the activities resemble those of a typical summer camp, the attendees view it as much more. Jeanie Jones, whose son is one of only a few children in his school with a hearing impairment, struggled to hold back tears while describing why she brought him to the camp.

“He loves to come play with his CI friends,” Jones said, referring to a cochlear implant that many of the children have to help with their hearing. “He doesn’t get picked on at home or anything, but this is a place where he can feel comfortable. He loves coming to this camp because he doesn’t feel like he’s weird or different.”

The significance of the camp for both parents and children is something Nicole Martin, the director of Sound Beginnings, is proud of. “This camp is a wonderful opportunity for these parents to learn from each other and gain a better understanding of how to best help their children,” Martin said. “The children get to have a fun time with the activities and other things they do, too, while also learning important language skills.” ■



CEHS Helps USU Expand Disability Services in the *Dominican Republic*

Utah State University and the Dominican Republic entered into an agreement to provide research, training, conferences, and cultural programs for children and families at the Dominican Republic's Center for Comprehensive Attention for Disability (CAID). USU's nationally ranked Emma Eccles Jones College of Education and Human Services (CEHS) will administer the agreement and provide its expertise.

"Our staff and students are greatly committed and giving, ensuring our programs are the best not only in Utah, but throughout the United States," said Noelle E. Cockett, president of Utah State University. "We are excited to collaborate with the Dominican Republic to further advance their existing infrastructure in special education and in turn provide our faculty and staff opportunities to learn from the people in the Dominican Republic."

Cockett emphasized the university's strengths in providing not only training and research, but rehabilitation for persons with disabilities and their families. Beth Foley, dean of the Emma Eccles Jones College of Education and Human services, attended the meeting and signing; she highlighted the university's programs that focus on providing support for persons with disabilities and families across the lifespan, from infancy to elderly stages.

"It's an honor for us to be working with the Office of the First Lady of the Dominican Republic and to be recognized for the impact of our outstanding programs," said Foley. "The quality and status of our college has long attracted international attention, and I am proud every day of the important work being done by our superb faculty, staff, and students."

The agreement was signed during a meeting with USU President Cockett and the Dominican Republic's First Lady Cándida Montilla de Medina. It aligns the first lady's initiatives with some of USU's largest and most respected programs. CEHS is recognized as a pioneer in research, training, and services for people with disabilities and their families. The office of the first lady approached USU with a proposal for agreement after a search for qualified universities found USU to be among the highest ranked special education programs in the nation.

Montilla de Medina has emphasized initiatives around developing programs for social protection of children in areas of health, education, nutrition, and disability. CAID is Montilla de Medina's chief project as the first lady. She works to make it a model of care with standards of excellence for children with different abilities and their families.



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– Beth Foley, Dean of CEHS

The first lady thanked the university for its support on behalf of the Dominican people and its government, headed by President Danilo Medina. She highlighted CAID’s contribution to benefiting families with children diagnosed with autism, cerebral palsy, and Down’s Syndrome.

“We are very satisfied with this agreement because it will be beneficial and will allow us to draw on the results of your scientific research and that vast experience you have,” said Montilla de Medina. USU and the Dominican Republic have a long-standing relationship, entering into an agreement in 2000 with Ministry of Higher Education Science and Technology to accept

students to USU through the Dominican Republic Presidential Scholarship for Superior Students.

From 2000 to 2017, nearly 400 students from the Dominican Republic received degrees from USU through the country’s Presidential Scholarship for Superior Students. Additionally, over 400 students have studied on campus in non-degree programs.

One of the chief strengths of CEHS is the broad range of disciplines in the college, including eight departments and three research centers,

one of which is the Center for Persons with Disabilities.

The Special Education and Rehabilitation department in CEHS includes nationally recognized programs; its rehabilitation counseling program is currently ranked 10th in the nation. CEHS is committed to providing exceptional real-world research and service opportunities to students and faculty in human service disciplines. They offer clinical services in multiple arenas including autism and developmental disabilities, behavioral health, speech-language-hearing, and health education. ■



USU President Noelle Cockett (right) meets the First Lady of the Dominican Republic Cándida Montilla de Medina (left). Photos by Donna Barry.



SHARING OUR APPRECIATION

Dean Foley Hosts Lunch for Construction Workers

Construction workers don't usually receive this much appreciation. The crews and contractors working on the new Sorenson Legacy Center for Clinical Excellence were recently treated to lunch by Beth Foley, dean of the Emma Eccles Jones College of Education and Human Services.

Dr. Foley hosted the catered event to show her gratitude for the effort going into this enormous project. Jacob Romney, project manager with R&O Construction, said, "I've been on every major campus in Utah, and this is the first time I've seen a dean do something like this for the crews."

Dallas Miller, superintendent with R&O Construction, has enjoyed working with Dean Foley and Associate Dean Shelley Lindauer. "They attend every owner meeting and give us their feedback on each aspect of the project, from layout to paint colors," he said. "Beth's vision is a valuable asset to us, and her input is always needed."

Most of the companies working on the building are local—concrete, drywall, excavation, electrical, plumbing, masons, and painting. Dean Foley explained that she gained a new appreciation for the technical skills involved. "I didn't know about all that goes into these projects and the importance of every single piece of it," she said. "Everyone is giving us such a high level of quality, and they feel pride in this building."

Miller has observed the impact of the dean's leadership on the construction: "People feed off

her positivity and her enjoyment of this project," he said. "She is open minded and tries to make the best decision possible, no matter what it takes."

The construction crews are invested in the purpose of the building and excited to talk about the sound booths, simulation labs, clinics, café, and hydrotherapy pool. The center is due to open in the spring of 2018. "It will be a unique building, adding significant interest to the USU campus," said Miller. "With this team, I have seen everyone get on the same page, willing to sacrifice for the benefit of others—that kind of cooperation is reflected in the quality of the job."

The two separate buildings that comprise the entire Sorenson Center will be connected by glass bridges, with open landscapes and a courtyard in the middle. Darrell Stuart, a plumber with CCI Mechanical, said, "It's rewarding to be a part of this—my kids will come here to college, and each time we see that building, I can say that I was a part of it." ■





CAN DESIGN OF WEARABLE TECHNOLOGY IMPACT HEALTH?

9-year-old Co-Authors Research Paper, Published in Medical Journal



Travis Thurston, Chris Thurston, Victor Lee

Can the design of wearable technology shape testing routines and therefore influence medical discoveries? Chris Thurston and his family recently answered that question by uncovering an anomaly with Chris's blood sugar that led to a critical modification in the way he manages his disease.

Chris lives a pretty typical life for a 9-year-old; except that he just co-authored a research paper for a medical journal, and he manages Type 1 Diabetes during nearly every moment of his life.

Victor Lee, associate professor of Instructional Technology and Learning Sciences, along with Chris's father, Travis Thurston, are co-authors of this recently published academic paper in *Methods of Information in Medicine* on how data collection and its related discoveries are shaped by the design of wearable technology.

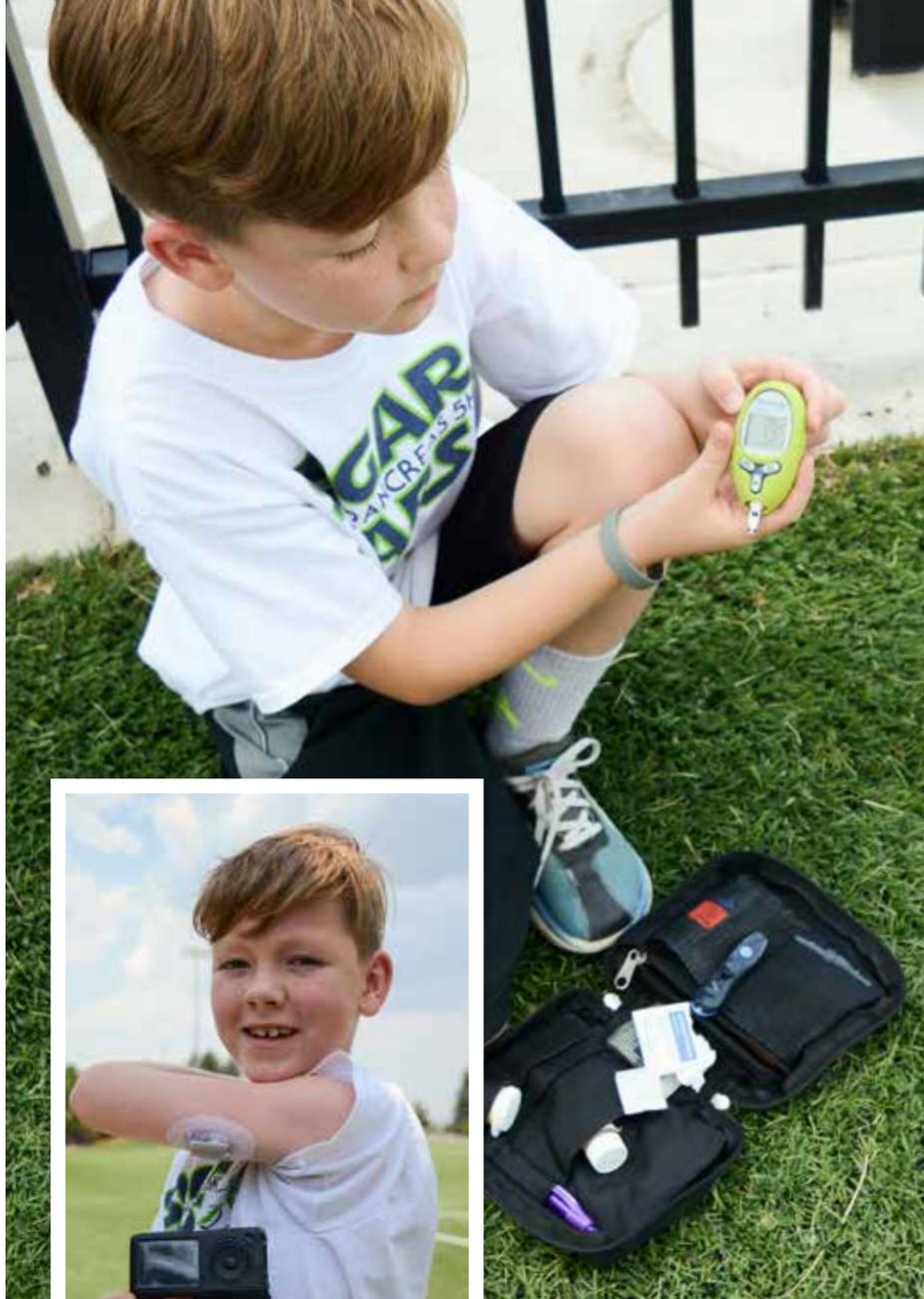
People often confuse Type 1 and Type 2 Diabetes. Type 1 is a rare form of the disease that cannot be caused by lifestyle, and it's considered more life-threatening because of extreme highs and lows of blood sugar that can occur even in patients' sleep. Chris is using a vital form of wearable technology, as he has a continuous glucose monitor (CGM) attached to his upper arm through a wire in his muscle. He also checks his glucose levels through frequent finger pricks that instantly measure the glucose in his blood.

A few months ago, referencing data collected over several years, Chris started experimenting with the timing of his insulin shot. "For the first few days, I got my insulin shot, and then I ate 30 minutes later," he said. "Then I tried eating right away after my insulin shot, and I noticed that my blood sugar went much higher."

Because of the way the testing technology is designed, Type 1 Diabetes patients and their families typically will only see the data for the last three hours. There was an enormous spike in Chris's blood sugar between breakfast and lunch, but since they hadn't been testing specifically during that time, they weren't seeing that data.

Dr. Lee observed that Chris's family has been exceptional in the way they have obtained and stored medical data since Chris was diagnosed with Type 1 Diabetes at age two. An area of specialty for Dr. Lee is data science in education. He notes that families who engage in data science are taking advantage of a valuable asset. Chris's parents have been extraordinarily diligent in their constant monitoring and extensive record keeping. "The Thurstons are a regular, busy family," said Lee, "but they have created clever routines, and they do a remarkable job with the daily management of carbs, soccer, insulin, exercise, etc."

Episodes of high and low blood sugar occur frequently with Type 1 Diabetes and can be serious or fatal if not managed with extreme care. "A spike in blood sugar like the one Chris was experiencing is hugely consequential for short and long term health," said Lee. "It's important for companies making this equipment to have an understanding of the day-to-day life of families and what prompts them to review the data like this," said Lee.



There was an enormous spike in Chris's blood sugar between breakfast and lunch, but since they hadn't been testing during that time, they weren't seeing that data.



Chris now waits for his insulin shot to take effect before he eats so his blood sugar no longer spikes after meals. “We are gaining insight into how to help manage Chris’s condition—and this data becomes a consequential part of kids’ and families’ lives,” said Lee. “I’m excited to have published this paper with Travis and Chris, because they have figured out how to support learning in a swamp of data and data points,” said Lee.

Dr. Lee also pointed out that Chris performs nearly all of the data collection himself and is an essential participant in his own health management. “Chris understands numerical ranges, data sets, digestive process, and other issues that make him a true co-author on this academic paper,” said Lee. With the strong support of his parents, Chris has used his own experience to build acceptance and awareness of Type 1 Diabetes. ■

USU PSYCHOLOGY RESEARCH HIGHLIGHTED IN *THE WALL STREET JOURNAL*

Would you rather eat dinner out tonight, or save toward retirement? For many of us, the idea of saving for retirement is too obscure to have an impact on our decision-making in the moment. But how easily can humans change their impulsive behavior?

CEHS researchers in the Department of Psychology found that students who completed a basic financial education course were more willing to wait for a bigger financial payout than those who didn’t. *The Wall Street Journal* featured this USU research in their popular “Journal Reports: Wealth Management” section, in an article titled, “The Key to Financial Discipline? It May be as Simple as Taking a Class.”

William DeHart is a graduate student in psychology at USU and one of the authors of the study, which appeared in *PLOS ONE*, a scientific journal published by the Public

Library of Science. “Money relates to other aspects of our lives,” said DeHart. “For example, if we give individuals financial counseling on top of substance abuse treatment, it may be possible to see better outcomes there as well.” Taking a class on finances, investing, life and health insurance, etc., can lead to lower levels of impulsive behavior across all areas of life.

“If we teach kids financial control, it can help them build self-control in other areas, but many of us don’t learn these concepts as part of our education,” said DeHart. “Often, employers will offer the opportunity to sit down with a financial counselor, but people don’t take it because they just don’t know what they’re supposed to do.”

The Emma Eccles Jones College of Education and Human Services offers several financial counseling resources and classes through its



William Brady DeHart,
USU Psychology Department

Family Life Center. When asked what one could do today to improve self-control, DeHart suggested imagining ourselves at that delayed outcome. “Researchers are finding a lot of success with those who picture themselves in the future receiving positive consequences, so visualization is a very effective way to start increasing self-control.” ■

YOGA

STUDIES



The new Yoga Studies minor at Utah State University offers students a platform for transformative studies by emphasizing embodied learning. The curriculum provides a multifaceted exploration of yoga as a subjective art, via fundamentals in philosophy, physiology, and practice. More specifically, students study Yoga Asana, Pranayama, Yoga Anatomy, and Ayurveda as a means to experience and express the philosophy of yoga described in the Yoga Sutras of Patanjali. Students can choose to study towards a minor in Yoga Studies and/or towards a 200- or 300-level Yoga Teacher Training Certificate accredited by Yoga Alliance. Bringing an in-depth academic dimension to the study of yoga, this is a new collaborative program between the Kinesiology and Health Science Department in the College of Education and Human Services and the Religious Studies Department in the College of Humanities and Social Sciences at USU.

Students can also experience India's sister sciences of Yoga and Ayurveda (physical, mental, and psychological tools for well-being) through a study abroad program at the Aditya Learning Centre for Yoga and Ayurveda in India. This program includes two daily yoga classes, a daily lecture on Ayurveda, and many opportunities for students to watch and discuss classical Indian arts in the context of their origin. This study abroad class can be applied towards the minor in Yoga Studies.



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YOGA STUDIES



The Sorenson Center for Clinical Excellence **OPENING SPRING 2018**

The Sorenson Legacy Foundation Center for Clinical Excellence is a demonstration of USU's strength in providing outstanding real-world service and research opportunities to students and faculty in human service disciplines. A first of its kind in the Mountain West, the Sorenson Center for Clinical Excellence is designed to strengthen interdisciplinary training and deliver research and clinical services across the human lifespan. Designed as a state-of-the-art 100,000-square-foot facility, the center will provide integrated assessment, treatment, and counseling services. With focused outreach to low-income and underserved minority populations, thousands of individuals, couples, and families across Utah and the region will be served. In addition, future human service providers will receive real-world, interdisciplinary training as they work with USU faculty who engage in clinical practice and perform cutting-edge research.

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- ▶ Distance education classrooms
- ▶ Behavioral health therapy rooms
- ▶ Nursing simulation lab
- ▶ Hydrotherapy pool
- ▶ Gross motor room for physical and occupational therapy
- ▶ Speech-language clinic
- ▶ Smart apartment
- ▶ Hearing and balance clinic
- ▶ Memory clinic
- ▶ Café and teaching kitchen

