

EHHD Outstanding Lecture Series Returns

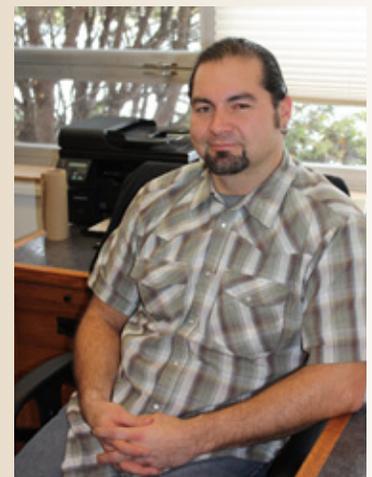


Christine Stanton, assistant professor in education, kicked off the third year for EHHD's Outstanding Faculty Lecture Series with "It Takes a Village: Engaging in Community-centered Research to Advance Social Justice Education." Stanton, who was recognized in the spring as the 2015 Outstanding Faculty for Research in Education, presented her on-going research with the Wind River Reservation communities in Wyoming. With 10 years of association, Stanton has conducted community centered participatory research looking at the "unique people, places, knowledges, and ways of knowing" in Wyoming. She has recently formed a similar partnership with the Blackfeet in Montana with the Piikani digital history project. She sees herself as a co-researcher with people and communities, using community centered research as a model for social justice and educational change, not as a researcher acting independently and directing a process. Stanton said some of her next steps involve publishing and presenting, and working with teachers to see how they are meeting Indian Education for All requirements with

"out-of-state textbooks." She plans to apply for grant funding to expand the Piikani digital histories project, as well as partnering with the alternative high school in Browning and with the human services degree programs at Blackfeet Community College for the next phase of the digital history project.

Sweeney Windchief, assistant professor in adult and higher education, began his lecture by introducing himself in his native language. The Outstanding Faculty in Teaching for Education, Windchief's topic was "Community Constructed Andragogy: the First Day of Class." In his class, students have the opportunity to co-construct the class, take ownership, and become engaged in their learning. To demonstrate, Windchief had the audience role play an activity on learning how to meet a particular outcome. Audience members brainstormed a list of activities to meet the outcome, voted to determine the top favorites, then walked through how they fit these activities into the academic calendar, letting students choose the due dates for their own assignments. Windchief says this "falls in line with Malcom Knowles four principles of andragogy," which are 1) adults need to be involved in the planning and evaluation of their instruction; 2) experience (including mistakes) provides the basis for the learning activities; 3) adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life; and 4) adult learning is problem-centered rather than content-oriented. (Kearsley, 2010)

In class, he also provides readings that are connected to a specific learning outcome, and shares "toolboxes," such as online sites and library resources.



Meet EHHD's Newest Faculty



The Department of Health and Human Development welcomes back a former graduate student, Mark Schure, as an assistant professor in community health. His current teaching responsibilities include an undergraduate course in principles of epidemiology and a graduate course in theories and

models of health.

Originally from Wisconsin, Schure received a bachelor's in cultural anthropology from the University of Wisconsin, Madison, as well as a master's in adult and higher education. After college, he worked for Volunteers for Education and Social Services in Dallas, Texas, where he assisted refugees coming into the United States, and he also taught at a middle school near Corpus Christi, Texas.

A job with Lone Mountain Ranch in Big Sky, Mont., brought him to the West, where he decided to pursue an additional master's at MSU in health promotions in the Department of Health and Human Development. After graduation, he worked as a health promotion specialist for Gallatin City-County Health Department for three years. He then spent two years as a project coordinator for an MSU study examining an environmental health intervention program for families in Gallatin County. His interest in public health led him to Oregon State University to earn a Ph.D. and on to Seattle as a post doctorate, where he worked with veterans with post-traumatic stress disorder at the Puget Sound Veterans Affairs.

Schure's research interests focus on mental health access issues for older adults in rural communities, aging issues, and veterans with PTSD. He is also interested in collaboration possibilities with MSU's new Center for Mental Health Research and Recovery that was approved by the Board of Regents in September 2014.

Schure is happy to be back in Bozeman with his family, where they enjoy the outdoors-- fly-fishing, cross country skiing, snowboarding, and paddle boarding.



Originally from Lake Odessa, Mich., Kalli Decker, assistant professor, joins the early childhood education and child services program in the Department of Health and Human Development. Along with teaching undergraduate classes on birth to adolescence, and literacy develop-

ment, Decker has a research focus on families with young children.

Decker received all three of her degrees from Michigan State University—a bachelor's in family community services, a master's in child development, and a doctorate in human development and family studies. While at Michigan State, she worked at the university's child development lab and also was a teacher for many years in a child-care center working with infants and preschoolers, as well as coordinating the summer program for children in kindergarten through second grade. As an undergraduate, she served an internship with children who were deaf or hard of hearing, which motivates some of her current research topics on children with disabilities and early intervention services.

Decker says her research goal is to “figure out how to support children's development by supporting parents and the professionals that work with children or provide services to families.” She is currently part of a national research collaborative project that includes 20 universities, the Collaboration for Understanding the Pedagogy of Infant-toddler Development (CUPID), seeking to understand how higher education can better prepare students for careers in early childhood education.

In trying to find work/life balance, Decker and her fiancé, an engineer with a local firm, try to find a new hike every weekend, and she has also started the Gallatin Area Food Club to meet new people and explore the local food scene. <http://www.meetup.com/GallatinAreaFoodClub/>

Anna Elliott joins the Department of Health and Human Development as an assistant professor in the graduate counseling program. A native of Massachusetts, Elliott received a bachelor's in psychology from the University of Massachusetts, Amherst. Her interest in the mental health field began when she worked as a counselor advocate for a sexual assault group on campus and also worked for several summers at a camp for at-risk youth.



After college, she moved to Utah for three years to work in a year around wilderness therapy program, where she lived in a tent for two-thirds of the year. Following a year of working at an adolescent rehabilitation center, she returned to New England to complete a master's in mental health counseling with a specialization in trauma work from Antioch University New England.

A fondness for the West drew her back to Idaho State University to earn a doctorate in counselor education and supervision. In Idaho, she continued counseling work at a domestic violence center and a community health clinic, as well as initiating an intensive family therapy wilderness program.

At MSU, Elliott is teaching graduate classes in multi-cultural awareness, basic counseling skills, and developmental theory across the lifespan, in addition to the HHD undergraduate research methods class.

Her primary research interests focus on identity and pedagogy development in students and the impact of international service work on counselors-in-training. This second research pursuit was initiated at Idaho State, when she first facilitated a domestic violence and addictions training workshop in Nicaragua with a colleague, as well as accompanying a group of master's students to Thailand for a service and mindfulness training experience the following year.

Personal passions for Elliott include photography, reading, travel, and spending time in the outdoors skiing, rock climbing, and hiking.

New to the Department of Education, Bryce Hughes recently joined the college as an assistant teaching professor for the adult and higher education graduate program, where he teaches classes in student services, and the organization and administration of higher education.



A native Montanan from Billings, Hughes attended Gonzaga University in Spokane, Wash., majoring in general engineering. However, it was his interest in lesbian, gay, bisexual, and transgender (LGBT) issues, and specifically founding an LGBT resource center at Gonzaga, that sparked his interest in higher education and student affairs that ultimately brought him to Montana State University.

From Gonzaga, Hughes moved to the Seattle area, where he received his master's in student affairs from Seattle University. For three years, he worked at Green River Community College in the Seattle area in the office of diversity and multicultural affairs, overseeing a peer navigation program for first generation, low income, students of color and/or former foster youth. From there he moved to California and received a Ph.D. in higher education from the University of California-Los Angeles. While working on his doctorate, Hughes worked at the Higher Education Research Institute at UCLA and helped with a longitudinal STEM education project that began in 2004.

Hughes' research interests include examining cultural environments and climates of universities pertaining to LGBT issues and ways to address these issues using grass root strategies. Additionally, by using data from a long running national survey of college students, he is also interested in testing whether LGBT students are more likely than their heterosexual peers to switch out of STEM programs in college.

On returning to Montana, Hughes said he was excited at the opportunity to join the adult and higher education program and to be involved in the education department's new Ph.D program.

Outside of university life, Hughes's interests include photography, reading, playing piano, and singing. He also hopes to hike and ski more.

MSU Well Represented on State Nutrition Association Board



Faculty and staff from MSU often serve on a variety of boards and organizations in Montana. However, the College of EHHD has three who are serving in leadership roles on a state organization at the same time this year. Katie Bark, director of Montana Team Nutrition, Coleen Kaiser, director of the Montana Dietetic Internship, and Lynn Paul, professor and Extension nutrition specialist, make up the executive committee for the **Montana Academy of Nutrition and Dietetics** (MTAND), that requires a three year commitment from each. MTAND is an affiliate of the national organization, the Academy of Nutrition and Dietetics (AND), whose mission is to be the “advocate of the dietetic profession

serving the public through the promotion of optimal nutrition, health and well-being.”

Outgoing president Katie Bark noted that several goals were accomplished during her presidency (2014-2015) with the creation of the Patricia Hennessey Leadership Award to honor a member’s contributions in making a nutrition difference in the state. Hennessey is a lifelong member (50+ years) and continues to make a difference. She initiated a fundraiser at the 2015 annual conference to raise funds for scholarships for Montana dietetic interns. This past year the academy raised \$1000 from a raffle to support scholarships. Bark also helped create a new video posted on the MTAND web site and on You Tube about the impact registered dietitian nutritionists (RDN) have in the state. Additionally, she worked hard with public policy committee members to ensure MTAND had a strong voice in the legislative session on bills that involved health and nutrition.

Current president for 2015-2016, Lynn Paul is connecting with AND by engaging in a visioning project for RDNs as well as piloting the Standards of Excellence, a self-assessment tool to measure and evaluate an organization’s food and nutrition programs, services and initiatives. Paul has several key goals: maintaining a vital organizational foundation, such as ensuring licensure through the Board of Medical Examiners; continuing to promote public policy to MTAND members to act on state and national food and nutrition issues; and enhancing networking among RDNs and MSU Extension agents.

As president-elect, Coleen Kaiser, along with some members of the board, is responsible for planning the next annual conference in 2016. As director of the Montana dietetic program at MSU, part of her mission is to encourage involvement of her students in the professional organization. She said “MSU would not have MDI without the affiliation of MTAND.”



Textbook Author Shares Insights on Human Development

The Department of Health and Human Development hosted noted textbook author, Janet Belsky, at a public lecture in October. Belsky’s presentation was entitled “Lifespan Development: Trends, Issues, and Fascinating Findings.” Wendy Bianchini Morrison, family and consumer sciences instructor, was instrumental in bringing Belsky to MSU, where FCS 101 classes are currently using her textbook, “Experiencing the Lifespan.”

Born in New York City, Belsky always wanted to be a writer but also had a strong interest in people. After receiving her undergraduate degree from the University of Pennsylvania, she earned a Ph.D. in clinical psychology from the University of Chicago. She spent many years in New York City teaching at Lehman College, CUNY, and doing clinical work in hospitals and nursing homes. During her time in New York, she wrote one trade book, “Here Tomorrow, Making the Most of Life after 50.” Her writing career took off with the publication of the first undergraduate textbook in the psychology of aging. In 1991, Belsky and her family moved to Tennessee, where she wrote and taught undergraduate courses in psychology at Middle Tennessee State University. After the death of her husband in 2012, she returned to Chicago, enrolled in a master’s program in liberal arts, and continued her textbook writing career.

Belsky’s “Experiencing the Lifespan” textbook won the 2008 Textbook Excellence Award from the Text and Academic Authors Association.

HHD Students Serve Internship in Zambia



Fourteen health and human development students traveled to Zambia in May 2015 for a unique experience in professional development and exposure to international community health work. Instructor Wendy Morrison began working with Akros, an established and respected public health non-governmental organization (NGO) in Zambia, over a year ago to develop the internship course. Akros has built strong relationships across the country to “identify, quantify and target interventions on malaria prevention and water and sanitation.” The MSU group was assigned to work with Akros

on their sanitation program, Community Lead Total Sanitation (CTLS) across the country.

“The experience gave me a good perspective on what an international aid worker does,” said Lacey Chapman, a senior in community health from Belgrade, Mont. “I didn’t want a typical internship in the U.S., so why not in Africa?”

Once they arrived in the capital city of Lusaka, the MSU students had classes with Morrison and trainings at the Akros office to help orient them. They broke into three groups to attend trainings and to help conduct assessments in the southern region of the country. At the end of the course, they traveled in groups of two or three with Akros staff to all parts of the country to conduct field assessments.

Elizabeth Redfern, a family and consumer sciences major from Missoula, Mont., said groups went into the field to conduct interviews with government officials in communities, who were working with local villagers, called community champions, to collect data to build latrines and educate villagers about open defecation. They worked with CTLS leaders to work with community stakeholders to determine the villages’ needs.



“One of my goals for students was to be open and listen to the community’s needs,” said Morrison. “Zambia has a long history of outside groups coming into the country to fix things.”

Students saw first-hand how to do wide-spread community development, and for it to work, change needs to be community led from the bottom up. The goal of CTLS is to have 100% of the villages, where open defecation is common, with adequate latrines that everyone uses.

“One thing we learned from this process was that you have to involve the locals as much as possible,” said Veronica Walton, a junior in psychology and family and consumer sciences from Kalispell.

MSU students met with health workers to perform district assessments and collect information/data. They wrote reports and presented information to the program managers of CLSTS back in Lusaka.

Morrison hoped that students would gain cultural competency and perspective so they would have a better understanding of future clients who will have different lenses and come from diverse backgrounds.

“This experience was needed to open my eyes,” said Chapman. “We think we’re so open when we sit in a class of 30 white students.”

Walton agreed, “It was an eye-opener into my overestimation of how accepting I am of other cultures. I need to be more conscious of my pre-conceived ideas.”

Students also agreed that they saw more of what goes on behind the scenes with an NGO than actually “getting their hands in the dirt.”

Redfern said many in the group had a “more glamorous idea” of what they would be doing, but found that international aid work often is a lot of office work—collecting data, summarizing information, and writing reports so that villagers can be empowered to make changes in their own communities.

The students were also able to experience the culture of Zambia from eating nshima (a hard version of Cream of Wheat) to traveling on safari where lions and elephants roamed close to their tents at night. (If you get a chance, ask them about the hotel they stayed in where two exorcisms were performed.)

At the conclusion of their internship, students wrote about their experiences and shared photos with AKROS, which are now posted at <http://akros.com/news/>



Back row:

Walter Fleming, department head NAS

Jioanna Carjuzaa, associate professor of education, “IEFA: Culturally Responsive Pedagogy in Practice”

Caroline Running Wolf, MSU

Kristin Ruppel, associate professor in Native American Studies, “Federal Indian Law and Policy”

Front Row:

Josh Mori, MSU graduate and youth mentor in Hawaii, “Activism and Indigeneity: A Comparative Study”

Francine Spang-Willis, former director of the American Indian Tribal Histories Project, “Native America: Dispelling the Myths”

Carol Miller, professor emeritus of American Indian Studies from the University of Minnesota, “Indigenous Literature and the West”

Michelle Baumfleck, Non-timber Forest Products research specialist at the University of Vermont, “Native Food Systems”

IEFA Hosts Workshop on Transcending Classrooms

This fall’s annual Indian Education for All professional development workshop focused on Native American Studies graduate courses at MSU that support the implementation of Indian Education for All. The full day workshop, facilitated by Jioanna Carjuzaa, executive director for Bilingual and Multicultural Education at MSU, featured faculty who presented overviews of the classes they teach for the 12 credit, graduate online certificate in Native American Studies (NAS). The photo on the left shows presenters and lists their courses.

To conclude, a panel of instructors and moderator Walter Fleming, NAS department head, discussed the challenges and benefits of conducting classes online.

DEAL Includes Three from EHHD

Developing Excellence in Academic Leadership (DEAL) began a new academic year with 27 participants from across campus. This year’s cohort includes three individuals from the College of EHHD: Deborah Haynes, department head for health and human development (HHD); Coleen Kaiser, director of the Montana Dietetic Internship housed in HHD; and Kathryn Will-Dubyak, director of field placement and licensure in the education department. The DEAL program is designed to provide leadership training for individuals in academic positions at MSU. Supported by President Waded Cruzado and Provost Martha Potvin, participants attend a series of workshops, which focused on team building, management, leadership styles, and strategic planning.

Encouraged by former dean Lynda Randsell to apply, Haynes said the program has helped her in her role as new department head and allowed her to network with other leaders on campus. Kaiser said by being involved with DEAL she hoped to “explore other ways to contribute to the success of MSU and our students while improving my skills.”

EHHD has been well represented in past cohorts and include Jioanna Carjuzaa, executive director of the Center for Bilingual Education and associate professor in education; Alison Harmon, interim dean for the College of EHHD; Rebecca Koltz, assistant professor of counseling; Marilyn Lockhart, director for the Center for Faculty Excellence and associate professor in adult and higher education; Jayne Downey, department head for education; and Suzanne Christopher, associate dean of research development and professor in community health.