

University of Rhode Island

DigitalCommons@URI

College of Human Science and Services
Publications

College of Human Science and Services

2015

InSpire Newsletter for 2015

URI College of Human Science and Services

Follow this and additional works at: https://digitalcommons.uri.edu/hss_pubs

Recommended Citation

URI College of Human Science and Services, "InSpire Newsletter for 2015" (2015). *College of Human Science and Services Publications*. Paper 1.
https://digitalcommons.uri.edu/hss_pubs/1

This Newsletter is brought to you by the University of Rhode Island. It has been accepted for inclusion in College of Human Science and Services Publications by an authorized administrator of DigitalCommons@URI. For more information, please contact digitalcommons-group@uri.edu. For permission to reuse copyrighted content, contact the author directly.

SPECIAL
POINTS OF
INTEREST:

- Facts and Figures
- Faculty Research
- Student Profiles

INSIDE THIS
ISSUE:

Sleep Texting	2
Tai Chi Improves Health	3
To Infinity and Beyond	4
Women's Leadership Initiative	5
Digital Literacy Institute	5
Online Class for Kenyan Teachers	6
Award Winners	7
HSS Graduates Thinking Big	9
HSS Students in the News	8, 10-11
Dean's Welcome	12

HSS SPEAKER SERIES CONTINUES: EXERCISE IS MEDICINE

First, the bad news: Nearly 70 percent of adults and 17 percent of children in the United States are overweight – a problem that can lead to life-threatening illnesses like diabetes, high blood pressure and heart disease.

Now, the good news: Regular physical activity, including something as simple as a brisk morning walk, can reduce obesity, prevent serious ailments and improve life-long health.

Carol Garber, president of the American College of Sports Medicine and a world-famous clinical exercise physiologist who lives in Providence and New York City, offered that advice and more during a talk at the University of Rhode Island, on the Kingston campus.

The lecture, "Exercise is Medicine: Integrating Exercise into Health Care," was held Thursday, Nov. 20, 2014 in URI's Thomas M. Ryan Auditorium in the Center for Biotechnology and Life Sciences. The talk was free and open to the public.

A panel discussion followed with Garber and three URI professors: Deborah Riebe, chair of the kinesiology department; John Stoukides, MD, RPh, clinical associate professor in the col-

lege of nursing; and Kathleen Melanson, associate professor in the department of nutrition and food sciences.

"Getting more physical activity isn't really difficult to accomplish," said Garber.

"Something as easy as getting off the sofa or out of your office chair throughout the day can make a big difference in your health."

The benefits of exercise are far-reaching. Exercise controls weight by burning calories. Exercise prevents chronic health problems like Type 2 diabetes, arthritis, heart disease, osteoporosis and some cancers. A good workout stimulates brain chemicals that make people happier and less stressed. And, in the long run, exercise can lower health care costs: a healthier patient needs less medical care.

Our high-tech culture has created a sedentary lifestyle, Garber said. People sit far too long at work in front of a computer and, later, at home watching television or tinkering with electronic devices for hours on end.

The Centers for Disease Control and Prevention recommends adults get 150 minutes of aerobic exercise every week or 75 minutes of vigorous exercise, or a combination of both.

Children and adolescents should get at least one hour of exercise every day to stay fit, physically and emotionally, Garber said. Research shows that children who exercise do better in school. Exercise is also a good way to manage a common condition among kids today – attention deficit disorder.

"This is the first generation of kids since the start of the 20th century that will not experience an increase in life expectancy," said Garber. "In fact, we expect a decline in life expectancy compared to their parents. This is alarming."

It's not enough to just release reports about exercise, she said. Doctors and other health care workers need better training in nutrition and physical activity to counsel their patients (continued on page 2)



Exercise is Medicine
Integrating Exercise into Health Care

EXERCISE IS MEDICINE



Carol Garber, president of the American College of Sports Medicine

(Continued from page 1) about healthy diets and staying fit. Some medical and nursing schools are already offering a nutrition and physical activity curriculum.

Staying active does not have to involve a costly spinning class at the gym, Garber said. Walking, biking and hiking are activities that are fun and free. Brief breaks at work are also beneficial. Walking to a co-workers desk instead

of emailing and leaving the office chair as often as possible, maybe for a drink at the bubbler, are two ways to move about.

Garber's clinical practice and her research focus on the role of exercise in preventing and treating chronic diseases. She's researching how to reduce obesity among toddlers and parents living in urban areas, and she's developing a home-based exercise program for children and adults with spinal muscular atrophy, a rare neurological disease.

Garber's talk is part of the College of Human Science and Services Speaker Series, which showcases the range of the college's academic diversity while connecting alumni with students, faculty, staff and the outside URI community. Speakers talk about issues

involving health, education and human science.

"I am delighted that a world class expert like Carol Garber delivered the keynote presentation for our speaker series," said Lori Ciccomascolo, interim dean of the College of Human Science and Services and dean of URI's Feinstein College of Continuing Education. "Her message focuses on the preventive side of health care and the economic and social advantages of using exercise as a way to prevent chronic diseases and improve public health."

Based on press release by Elizabeth Rau, November 5, 2014.

SLEEP TEXTING AND THE FEAR OF MISSING OUT



Sue Adams, Associate Professor, Human Development and Family Studies

Sleep deprivation has been considered a significant problem for college students, particularly first-year students whose transition to campus life can prove extremely stressful.

When people are sleep deprived, they become less likely to succeed at both school and work. Research suggests that sleep problems during teenage and young

adult years don't simply fade with age but, in fact, may continue to negatively impact

health and well-being into adulthood.

Now, there is evidence of another offender when it comes to depriving students of sleep—texting.

According to Sue Adams, an associate professor of human development and family studies, students who leave their cell phones within reach while sleeping may be at a higher risk for depression and anxiety.

Adams suggests that college students who have difficulty setting boundaries around tech-

nology use may also be at increased risk for psychological health concerns. "Fear of missing out," or FOMO, is a medical condition of extreme anxiety linked to high social media usage.

If you are a sleep texter or perhaps afraid of becoming one, the easiest and best solutions are the most obvious, advises Adams. Turn off your phone, set your passcode lock or place it on the other side of the room so it's not within easy reach.

Based on article by Bruce Mason in URI's *Momentum: Research & Innovation*, Spring 2015, pp. 34-35.

TAI CHI IMPROVES HEALTH OF ELDERLY

A group of overweight elderly women in Providence can get around better, thanks to URI students who introduced them to an ancient Chinese exercise: Tai Chi.

“The major improvement was in mobility,” says Matt Delmonico, a kinesiology professor who co-wrote a research article about the program, published in December 2014 in the *Journal of Aging Research*.

Weight loss can combat the weight problem, but so can exercise like Tai Chi, an appealing form of activity to older adults because it is safe and puts minimal stress on muscles and joints. It’s a series of slow movements, with each posture flowing into the other.



Women taking Tai Chi class (photo by Matt Delmonico)

“The women improved how well they could get out of their chair and walk, and that was very meaningful in relation to their disability risk.”

Although the women, all 50 to 80 years old, did not make significant changes in their diets, Delmonico was heartened by their increased mobility after three months.

It’s no secret that obesity is a major health threat in the United States. Obesity has doubled in the last decade, with studies showing that 35 percent of adults over 65 are obese.

The good news, he says, is that the nutrition and exercise program is not expensive and can easily be adopted by senior centers throughout the country trying to help people who are overweight.

Twenty-six women at the St. Martin De Porres Senior Center in Providence participated in the 3-month project, conducted by URI faculty and students studying exercise science, nutrition and communicative disorders.

Sadly, studies also show that obesity rates are higher for women than men, with the highest rates among African American and Hispanic women. The health issues are staggering: chronic illnesses, such as diabetes and heart disease, as well as loss of muscle mass, known as sarcopenia.

“Exercise at any age and at any amount can be one of the best ways to reduce the risk of chronic disease and promote healthy aging,” says Delmonico. “It’s important to find a type of exercise you enjoy and make it part of your daily routine.”

Based on news story by Elizabeth Rau, February 6, 2015.

FACT AND FIGURES

582 DEGREES AWARDED	2,420 UNDER- GRADUATES	123 FACULTY AND STAFF	8 UNDER- GRADUATE PROGRAMS
\$2.6M IN NEW GRANT FUNDING	350 GRADUATE STUDENTS	20,000+ ALUMNI	10 GRADUATE PROGRAMS

TO INFINITY AND BEYOND



Karl Aspelund, Assistant Professor, Textiles, Fashion Merchandising and Design (photo by James Jones)

As we think about space as the final frontier, we must also think about the clothing our future selves will be wearing as we continue to explore the stars.

This is what Karl Aspelund spends his time doing. He is an assistant professor in the Department of Textiles, Fashion Merchandising and

Design, and is in the second year of a research project that focuses on the needs and constraints of intravehicular (on-board) clothing for long duration space expeditions.

“This came out of my association with the 100 Year Starship organization,” he says “that aims to assemble all necessary knowledge to enable human space flight beyond our solar system by 2112.”

As an anthropologist and a designer, his research interests are directed toward how apparel and design play a vital role in the creation of personal, ethnic and national identity.

“Before I went into anthropology, I was a designer, so I can bring the focus of both disciplines to the project,” he says. “For the past year or so, we’ve begun to

look into issues relating to human exploration and clothing, by gathering everything we could on practices, design and technology related to the space program, but also how humans have dealt with clothing on long duration expeditions and isolated habitats throughout history.”

Karl has taken everything he knows about the last 40,000 years of human dress culture, thrown it into the air and imagined how it applies to long-duration space travel.

He has to consider how zero gravity and cosmic radiation will affect travelers once they leave Earth’s atmosphere and magnetic field.

“Any materials used may need to incorporate some element of radiation shielding, requiring a whole new set of fabrics,” he explains.

Because his research concerns missions that will take years or even lifetimes, he is assuming that all materials will have to be part of a closed loop system, where everything is reusable within a ship’s environment.

Karl is continually fascinated by his research. “Apparel and textiles touch on nearly every facet of human life and experience.

The way we dress ourselves and the reasons we do so are deeply

integrated with our identities as individuals, groups, cultures and even – in a certain light – as a species,” he explains.

“The simple question ‘What shall we wear?’ when brought into space-based communities and long duration space exploration uncovers a nearly boundless area of inquiry relating to human identity, gender, physical vulnerability and number of psychological, cultural and sociological issues.”

So, as you can see, the question of “what does one wear in space?” is not as easily answered as you may have imagined.

According to Karl, “to be human is to have a creative spirit; to be a human being is to have that drive to imagine, to build, to wonder and to experience the world in a way that almost allows you to be slightly awed by it.

Human beings imagine ourselves into existence. We imagine what we are and then we become it.” Well, with the amount of brain power emanating from Karl Aspelund’s brain, I’m sure our travels into space will be comfortable, fashionable and more than anything we could have imagined.

Based on article by Garce Lentini in *SO Rhode Island*, posted October 27, 2014.



NASA astronaut Catherine (Cady) Coleman, Expedition 26 flight engineer, is pictured with a stowage container and its contents in the Harmony node of the International Space Station. (Photos courtesy of NASA)

WOMEN'S LEADERSHIP INITIATIVE

The Women's Leadership and Learning Initiative, led by URI faculty, staff, administrators, and students, aims to address mid-career revitalization by promoting women's leadership roles in academic settings.

The Women's Leadership Initiative, a daylong conference for faculty, staff, and graduate students, was held on Friday, December 5, 2014 at the Memorial Union.

Dr. Estela López, Senior Program Associate Excelencia in Education and Former Vice Chancellor of Academic Affairs for the Connecticut University system, was the keynote speaker.

The conference included a panel discussion with women leaders from URI, breakout sessions, and

roundtable discussions. Broad conference themes included gender and leadership, exploring communication strategies, and engaging networks and mentoring.

Panelists included Darlene Golomb, Building Superintendent, Facilities Services; Mary Jo Gonzales, Dean of Students and Assistant Vice President for Student Affairs; and Judith Swift, Director of the Coastal Institute & Professor of Communication Studies and Theatre.

Members of the Women's Leadership Initiative Committee from the College of Human Science and Services include Lori Ciccomascolo, Dean of the College of Continuing Education and Interim Dean of the College of Human Science and Services, and



Estela Lopez, Senior Program Associate Excelencia in Education

Annemarie Vaccaro, associate professor, Human Development and Family Studies.



SUMMER INSTITUTE IN DIGITAL LITERACY

Most of us choose our reading material this way: Someone posts a link, and then we click on it. When we get there, we spend an average of 2.6 seconds skimming before we focus on a specific portion of it to read. On average, users read about 62 words per page, according to Chartbeat, a data analytics company. Today, we share far more content than we actually read.

The changing nature of literacy today inspired two URI professors to help educators, librarians and media professionals to address the opportunities and challenges associated with reading and writing in the Internet age.

Co-directors Julie Coiro, associate professor in URI's School of Education, and Renee Hobbs, professor in URI's Harrington School of Communication and Media, launched the new graduate certificate program in digital literacy.

The 12-credit Graduate Certificate in Digital Literacy is designed to support the development of regional and national leaders in digital literacy education.

"The program aims to give educators, librarians and others the knowledge and skills they need to help learners be more effective in asking the right questions, making good choices of content, and synthesizing information from multiple sources," said Coiro.

Participant consider the implications of this cultural and technological shift for teaching and learning. They explore innovative approaches now being used by K-12 educators, librarians, and college and university faculty. They also learn how to conduct



project-based inquiry using a variety of digital texts, tools and technologies.

More than 100 educators from 15 states and 10 countries participated in the Summer Institute in Digital Literacy, which was held on the URI Feinstein Providence campus July 26-31, 2015.

EDUCATION PROFESSOR LAUNCHES ONLINE CLASS FOR KENYAN TEACHERS



Kathy Peno,
Professor, School
of Education

"It's very important for my students to know that adult education happens beyond their own backyard," says Peno

With the click of a computer mouse, a University of Rhode Island education professor and her students are reaching across the globe to train teachers in Kenya.

Thanks to 21st century technology, a nonprofit group founded by a former URI lecturer and enthusiastic URI students, the Kenyan teachers are learning how to teach math and literacy to other teachers in the African country.

The Africa Teacher Foundation, a nonprofit organization founded by William Molloy, a former URI education lecturer, is spearheading the project. Over the years, Molloy and other teachers, including many URI alumni, have traveled to the country to voluntarily train hundreds of Kenyan and East African teachers.

Last summer, though, the group decided not to go after Islamist militants stormed the Westgate shopping mall in Nairobi, killing 67 people and wounding 200. But that horrific attack didn't stop Molloy.

Instead, he explored offering the class online and reached out to Kathy Peno, a professor of adult education at URI. The two came up with a plan that involves URI students, all pursuing their master's degrees in adult education. Throughout the spring semester, Peno and Molloy brought the training course to 16 teach-

ers in Nairobi through Web seminars, or webinars. Sessions were scheduled from 6 to 9 a.m., which is 2 to 5 p.m. in Kenya.

The URI students contributed by creating teaching tools based on adult learning theory that the Kenyan teachers can use when they train other teachers. For example, the importance of incorporating personal experience into teaching will be emphasized, as well as adapting teaching styles to fit the needs of each group.

"It's very important for my students to know that adult education happens beyond their own backyard," says Peno. "It's easy for students to focus on learning in their own context, but it's important for them to see what adult education looks like in other places, even on the other side of the world."

The students also experienced firsthand the life-changing benefits of 21st century technology in the classroom. "Technology can be a very powerful tool in teaching," she says. "As URI explores global opportunities, this is a way to join in that effort."

So far, the Africa Teacher Foundation has trained more than 1,000 Kenyan, Tanzanian and Ugandan teachers and reached 50,000 students.

Peno says she is so impressed by the nonprofit she asks Molloy to talk to her students every semester about the chal-

lenges and joys of teaching in Africa.

Molloy founded his organization after visiting Kenya 10 years ago. He was invited to go to a "feeding," thinking he'd be serving hay to elephants. "I found boys and girls lined up in a Nairobi slum for rice and beans," he says. "I was in tears."

Schools in Kenya are mediocre, at best. Up to 100 students are crammed into classrooms, with only one teacher. Books and supplies are scarce.

As a lifelong teacher, what caught Molloy's attention is that the teachers were untrained. His nonprofit aims to change that. The Kenyan teachers are taught reading, math and writing and how to create lesson plans. They come away with a certificate in professional development.

Peno says she's honored that she and her students are involved in such a worthy global education project, which also provides valuable hands-on learning: "My students are excited to have the opportunity to put their knowledge and skills to such good use."

Molloy says he hopes to return to Kenya this summer, but will continue offering online courses. "We can reach thousands of people through these webinars," he says. "The potential is enormous."

Based on press release by Elizabeth Rau, February 4, 2015.

AND THE AWARD GOES TO . . .

Several College of Human Science and Services faculty and staff received awards this year for outstanding teaching, scholarship, and service. Kudos to:

James Agostinucci, Associate Professor, Physical Therapy: *Outstanding Teaching Award*, HSS

Martin Bide, Professor, Textiles, Fashion Merchandising and Design: *Gold Medal*, Society of Dyers and Colourists, United Kingdom

Lori Ciccomascolo, Interim Dean, College of Human Science and Services and Dean, Feinstein College of Continuing Education: *Administrator Excellence for Leadership and Ser-*

vice Award. URI Multicultural Center **Theresa Deeney**, Associate Professor, School of Education: *Outstanding Teaching Award*, HSS

Diane Kern, Associate Professor, School of Education: *Faculty Excellence for Leadership and Service Award*. URI Multicultural Center

Sheng Lu, Assistant Professor, Textiles, Fashion Merchandising and Design: *Outstanding Alum*, Donghua University, China; *2014 Paper of Distinction Award in the Textile and Apparel Industry*, and *2014 Rising Star Award*, International Textile and Apparel Association

Leslie Mahler, Associate Professor, Communicative Disorders: *Out-*

standing Scholarship Award, HSS

Adam Moore, Assistant Professor, School of Education: *John Schmitt Award for Outstanding Research*. New England Educational Research Association

Phyllis Penhallow, Lecturer, Human Development and Family Studies: *Outstanding Advising Award*, HSS

Susan Warford, Director, Child Development Center: *Woman of the Year*, Association of Academic and Professional Women (see article below)

Linda Welter, Professor, Textiles, Fashion Merchandising and Design: *2014 Rutherford Teaching Challenge Award, 2nd Place*, International Textile and Apparel Association

WARFORD HONORED AS APAW WOMAN OF THE YEAR

Susan D.G. Warford has been named Woman of the Year by the University of Rhode Island Association of Academic and Professional Women.

Warford, of Wakefield, worked for 27 years as program director of the University of Rhode Island's Child Development Center.

"Sue's retirement from the Child Development Center in Kingston is a significant loss for URI and the College of Human Science and Services," Lori E. Ciccomascolo, interim dean of the college, said in a statement. "As the director, Sue balanced the dual mission of the center, a laboratory for early development and a childcare facility with research opportunities to further the knowledge of students in early child development and education. But her managerial accomplishments pale in comparison to her kindness and compassion for her colleagues and the children at the center. There is a saying that 'It takes a big heart to help shape little minds,' and I think that perfectly describes Sue."

Warford said she is "honored" by the recognition.

As the Child Development Center's director, Warford was an educational consultant, writer and editor for the state's Early Learning Standards Project for the state Department of Education; was a member of several URI search committees and a member of the Department of Human Development and Family Studies Undergraduate Committee.

Her outreach included membership on the Governor's Early Learning Council, the Rhode Island Early Learning Council Work Group, the state's TEACH Advisory Council and the Early Childhood Professional Core Competency Workshop for the state Department of Education.

While her service and professional publications and presentations focused on the development of pre-school and kindergarten children, and university students wishing to enter the field, she said her heart was in the day-to-day work with young people.

"I think of myself as a very lucky woman who has had the opportunity to work with children, families and university students," Warford said. "There is

nothing like being around children to give you a fresh view of the world. And there is nothing like working with university students as they bring excitement and new ideas to the center."

Based on story published in *Providence Business News*, May 5, 2015.



**Susan Warford, Program Director,
URI Child Development Center**

PHYSICAL THERAPY STUDENTS HELP CHILDREN IN CENTRAL AMERICA



PT students on a trip to Guatemala

Physical therapy students at the URI took their skills and compassion to one of the poorest countries in Central America.

During a 14-day visit in March to San Pedro La Laguna in the mountains of Guatemala students helped children with disabilities and learned how people get by in a country where more than half live in poverty.

Jennifer Audette, the assistant professor of physical therapy who led the trip, said the visits over the last decade have been so successful URI is now the only group permitted to volunteer at Centro Maya Servicio

Integral, a nonprofit that assists about 40 children and teenagers who have physical and cognitive challenges. "I'm interested in social responsibility and giving students a sense that our profession has a responsibility to people who don't have as much as we do," she said. "Students also learn how poverty impacts the lives of people with disabilities."

Students provided assistance to the one physical therapist at Centro Maya, where many children have spina bifida, cerebral palsy, or developmental limitations caused by malnutrition, a malady that plagues about half of Guatemalan children.

The students visited hospitals, preschools and other nonprofits working in the country. They made house calls—literally—by visiting families in their homes, modest cinder block structures with outside kitchens, dirt floors and no indoor plumbing.

The trip also included fun activities—hiking to a volcano, zip lining, eating local fare and a day-trip to the historic town of Antigua.

Cultural biases in Guatemala sometimes make it difficult to treat people with disabilities. Children with disabilities, for instance, do not attend public schools, and it's difficult for people with disabilities to find jobs. Social programs are scarce for those in need, and buildings and roads often are not accessible to the people who have wheelchairs.

Some progress has been made, but there's much room for improvement, especially in rural villages. "Guatemalans still tend to hide children who are disabled," says Audette. "The center has been working really hard to change that, and we're there to help."

Laura Thompson '16, of Cranston, and Jessica Arouchon '16, of Scituate, MA, were eager to make the trip. "This motivates me to look for opportunities to help other people," said Arouchon.

"This is a chance for us to give back and integrate into another culture," said Thompson.

Based on press release by Elizabeth Rau, February 19, 2015.

PHYSICAL THERAPY HOSTS GOLF EVENT

When 7-year-old Charlie Paley played golf at Button Hole last year he thought it was neat to see another kid who was like him: happy and energetic. Oh, and the other boy also had a prosthetic leg. Make that two.

Thanks to URI's physical therapy (PT) program, Charlie and other kids with physical limitations got another free day of golf lessons September 27, 2014 at the Providence course.

"Full Swing" is an annual event organized by URI PT students to inspire confidence in kids with disabilities

through sports and other activities. "This program gives kids an opportunity to step out of their comfort zones and work on building skills and self confidence through fun activities," says Shannon McConnell '16, a PT student. "We hope the event continues to grow every year."

"Full Swing" was the brain-storm of Paula Kleniewski '15 and other PT students. Kleniewski wanted to combine her love of golf and pediatric physical therapy.

Charlie was born with his right leg shorter than his left.

When he was 3, his right foot was amputated. His father says he's a spunky, bright and active child. Some sports, however, are a challenge, in particular T-ball with all that running.

His confidence soared after a day at Button Hole, which is accessible to people with disabilities.

"This is such a great opportunity for the kids," McConnell said.

Based on news story by Elizabeth Rau, Aug. 27, 2014.



Charlie Paley

RECENT HSS GRADUATES THINKING BIG

West African textiles have always fascinated Sania Josiah, who was born in Liberia and grew up in Ghana. Now the emerging designer is making a name for herself with clothes inspired by her heritage.

The University of Rhode Island graduate recently won a big award in the West coast design world – first place in the Open Runway competition organized by the Los Angeles Fashion Council.

The win allowed her to show her collection at an even bigger event – Los Angeles Fashion Week in early October. “That was a huge deal,” said

Josiah, 24, who grew up in Providence and is now living in Los Angeles. “That was my debut in the fashion world. I got a lot of great feedback.”

Josiah’s dresses, shirt dresses, jumpsuits, shorts and crop tops were singled out for combining a West African style with a modern silhouette.

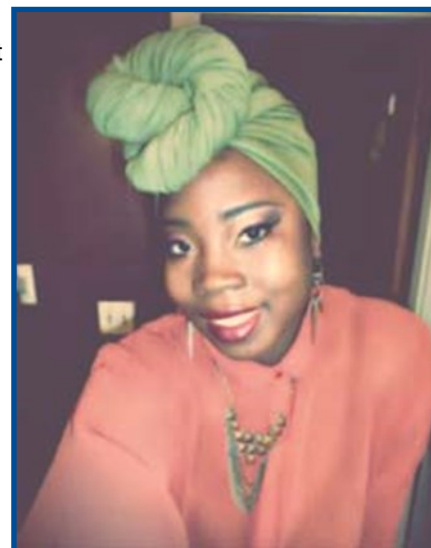
She even won a rave review in The Los Angeles Times, which praised the fashion council for “putting an enthusiastic young designer on our radar.”

Josiah graduated from URI’s Textiles, Fashion Merchandising and Design program in 2012

and moved to Los Angeles right away to pursue her dream of becoming a designer. She’s on her way.

“I’m just getting started,” she said. “There’s no stopping me. It’s exciting.”

Based on press release by Elizabeth Rau, November 7, 2014.



Sania Josiah '12, Textiles, Fashion Merchandising and Design

After her son Nathan was gunned down in the midst of a neighborhood feud, Nancy Wilson '14 shut herself inside her house for months and cried.

Her despair was deep, and her loneliness was paralyzing. She thought about killing herself.

“We all react to grief in different ways, and this was my way,” she says. “It was strange. I could barely function.”

One day she realized she had two choices – give up or find a reason to live. “I heard in my head Nathan saying, ‘You can do this, Ma.’”

He was right. In May, Nancy graduated from URI with a bachelor’s degree in human development and family studies, with a minor in thanatology,

or grief studies.

During her final semester, she interned at an elderly complex in San Diego helping residents with daily activities and deal with the loss of loved ones.

With her late son at the top of her mind, the 64-year-old plans to attend graduate school and build a new career teaching young people how to resolve disputes peacefully.

“I decided to make something good out of something that was so bad,” she says. “That’s my mission.”

Speaking out against gang violence gives Nancy purpose. She talks about her son’s death to anyone who will listen: inmates at the state Training Center, a juvenile detention center, school groups, teenagers.

Not long ago, she spoke at a nonviolence march in downtown Providence, urging listeners to toss their weapons into a casket on display. Two guns and one knife hit the bottom.

“I no longer have any fear in my life,” she says. “People say to me, ‘You’re going to a crack house to talk to kids?’ What’s the worst thing that can happen to me? I’ve already had the worst thing happen, and that’s losing a child.”



Nancy Wilson '14, Human Development and Family Studies

URI GRADUATES FIRST NOYCE TEACHER SCHOLAR



Sarah Zawatsky '15, School of Education (photo by Sarah Zawatsky)

Sarah Zawatsky just left the classroom, but can't wait to get back in.

This fall, the University of Rhode Island graduate will start a new job as a science teacher at a charter school in the working-class city of Woonsocket. And that's exactly what she wants.

Her success at URI – she graduated in May with degrees in education and biology – is linked to a federal scholarship for students who want to study education, as well as sci-

ence or mathematics. After graduation, they agree to work in an urban school.

The Robert Noyce Teacher Scholarship was funded by a \$1.2 million grant URI received from the National Science Foundation in 2013. Zawatsky

students in urban areas. The Noyce scholarship made it possible for her to pursue her dream."

The Noyce grant is a win for the University – and the future of science and mathematics in Rhode Island. Math and science teachers are desperately needed in schools today to prepare young people for a labor market dominated by jobs in science and technology. The scholarships inspire students like Zawatsky to study science and mathematics in college – and teach in those fields after graduation.

Zawatsky's love of science took root as a kid. While other girls were playing with dolls, she was digging for worms in the backyard of her East Providence house. She loved walking in the woods, looking at the veins of leaves through the sunlight. Her mother, Jennifer, taught her how to sow seeds, recognize bird song and appreciate the beauty of nature.

At 16, Zawatsky knew she wanted to teach to get others charged up about science and give back to the community. After graduating from East Providence High School, she enrolled at URI, her first choice. She applied for the Noyce scholarship her junior year, receiving \$10,000 and another \$10,000 her senior year.

Student teaching, she says, was a great experience – at Nathaniel Greene Middle School and Classical High School, both public schools in Providence. She taught life science and biology. The classroom teacher was present, but Zawatsky was in charge.

"Student teaching is stressful,

and sometimes heartbreaking, but it's a big growth experience," she says. "You learn to forgive. It's rewarding to see the students evolve."

With a 3.6 grade-point-average and excellent recommendations, she landed a job teaching middle school science at Founders Academy, part of Beacon Charter High School of the Arts, a place where she can also pursue her love of photography. She'll be responsible for 45 students in three science classes.

URI professors and other Noyce scholars throughout the country will be available, online and in person, to offer guidance and support, if she needs it. That's another perk of the Noyce program.

"I'm a little nervous, but also really excited," says Zawatsky, a recipient of the 2015 University Academic Excellence Award in Biology. "I've been super well-prepared by URI."

She's looking forward to teaching kids about the joy of science. "I've always loved science – the hows and whys and unknowns. I'm fascinated by the mechanical ways of the universe. There's a magic and beauty to science I can't wait to share."

Next year, four more Noyce scholars are expected to graduate from URI.

"It's a wonderful program," says Seitsinger, "for Rhode Island and the country."

Based on press release by Elizabeth Rau, May 29, 2015.



Jay Fogleman, Associate Professor, Zoe Rogers '17, Sarah Zawatsky '15, Anne Seitsinger, Professor, Janelle Haire '16, and Rachel Naylor, graduate student (Photo by Anne Seitsinger)

is the first Noyce scholar to graduate from the University.

"We're very proud of her," says Anne M. Seitsinger, interim associate dean for academic affairs in the College of Human Science and Services. "She is deeply committed to teaching

WARDROBE ASSISTANT ON WOODY ALLEN MOVIE FILMED IN PROVIDENCE

Rebecca Chace spent last summer with Woody Allen, and, yes, he actually wears a bucket hat every day rain or shine, indoors or outdoors, on set or at rest.

The world-famous filmmaker is also fond of button-downs, khakis and sensible shoes, says Chace, who worked as an intern in the wardrobe department on the set of Allen's latest film, shot this summer in Newport and Providence.

"It was the coolest thing I've ever done in my entire life," says Chace, 21, of East Haven, Conn. "I thought I would just end up getting coffee, but I learned so much. I met a lot of people and made a ton of connections."

She made so many contacts she's confident she'll find work on another film or as a personal stylist after graduating this spring from URI's Department of Textiles, Fashion Merchandising and Design (TMD).

Her journey began when URI told her about the internship and she applied. Her enthusiasm came through during the interview, but she also confessed that she had never seen any of Allen's movies, not even the Oscar-winning classic, *Annie Hall*.

Still, she landed the job, which, to her delight, also came with a decent paycheck. The days were long, sometimes she worked 16-hour shifts, but she was never tired, or bored. As a production assistant, her job was to help the wardrobe designers, doing everything from sewing sequins on a shirt to dying white clothes.

"Woody Allen does not like white clothes," says Chace. "I dyed them in coffee to create a softer cream color and a more romantic feel for the movie."

"I really lucked out on this internship," says Chace. "I was part of the team from the beginning. It wasn't like, 'Go get me a coffee.'"

It was like, 'Can you do this, please?' There were crazy, crazy hours, but not one second did I feel like I was working. It was fun."

She is grateful to URI's TMD Department for helping her get the internship. And she credits her classes, ranging from fashion retailing to apparel production, with preparing her for the job.

"The internship was an amazing experience," she said. "They took me under their wing and guided me. I feel like I can do anything now."

She even came away with a present: a bucket hat that says, "Woody Allen, Summer 2014." As for Chace's film legacy, look for her name when the movie credits roll.

Based on news story by Elizabeth Rau, November 19, 2014.



Rebecca Chace '15

"The internship was

an amazing

experience,"

Rebecca

Chace said.

STUDENT-ATHLETE BALANCED ACADEMICS WITH STANDOUT BASEBALL CAREER

Tim Caputo of Greenlawn, N.Y. had an impressive four years at URI that would leave most people wondering how he did it all.

As the starting shortstop on the URI baseball team since his freshman year, he was an Atlantic 10 All-Star Rookie in 2012, a Cape Cod Baseball League All-Star in 2013, and was voted among the top defensive infielders in the Atlantic 10 during the 2013 and 2015 seasons. He was also The TD Ameritrade Fan's Choice Award finalist as a College Baseball player for his inspiring accomplishments on and off the field.

In addition, he is a seven-time Dean's List honoree with a 3.53 cumulative GPA in kinesiology.

But what stands out most about Caputo is his humility and gratitude to those around him. When talking about his URI career, Caputo focused not on his own myriad accomplishments, but on the people who have helped him accomplish them.

"The people I've run into here at URI, whether teammates or professors, have shaped who I am today," said Caputo.

Caputo cites Raphael Cerrato, the baseball team's head coach, as one such role model. "He's taught me a lot about the game," said Caputo, "but that's on the field. Off the field, he's been a good father figure to me and my teammates."

Caputo said the most influential person in his URI life was a teammate, Jeff Roy, who now plays for the Pittsburgh Pirates. "My freshman year, he showed me the ropes and how to carry myself on and off the field. He was my best friend on the team."

Caputo's goal is to one day have his own physical therapy clinic. He set his career goal when he interned with Olympic Physical Therapy last summer, a clinic with multiple locations in RI.



Tim Caputo '15,
Kinesiology and URI
Baseball



HSS Deans Office
Quinn Hall
University of Rhode Island
Kingston, RI 02881
Phone: 401-874.2244
Fax: 401.874.2581
E-mail: loricicco@uri.edu

College of Human Science and Services
Improving Lives Across the Lifespan



With over 2,400 undergraduate students, 350 graduate students, six academic departments, and two interdisciplinary health programs, the College of Human Science and Services (HSS) is one of the most dynamic and diverse colleges on campus.

HSS is comprised of the departments of Communicative Disorders; Human Development and Family Studies; Kinesiology; Physical Therapy; School of Education; Textiles, Fashion Merchandising and Design; and interdisciplinary studies in Gerontology and Health Studies.

Students study areas as diverse as textile chemistry, exercise science, teacher preparation, speech and hearing, global health, and college student personnel.

They go on to work as designers, physical therapists, teachers, health care employees, and college deans.

Welcome to the newest issue of the College of Human Science and Services (HSS) newsletter, *Inspire*, that highlights the big thinking and special achievements of some of our faculty, staff, and students. I am so proud of our undergraduate and graduate students, our faculty and staff, and the contributions they make to the vitality of our internal and external communities. With degrees related to health, education, and textiles, our diverse programs all share a common goal: to improve people's lives across the lifespan.

HSS is committed to students' success and puts their classroom knowledge to work by offering internships and other national, global, and interdisciplinary experiential learning opportunities. We understand the importance of a college education and the need for our students to be critical thinkers, prepared

for the work force.

Our talented and dedicated faculty are proud to work collaboratively with other colleges at URI as teachers and scholars to provide students the opportunity to participate in research projects that impact health, education, and human science. In the classroom, our world-class faculty are passionate about what they teach. They motivate students to learn in a relevant, fun, and meaningful manner.

As you read our newest issue of *Inspire*, you will see how our award-winning faculty excel in their respective fields with their research, collaboration with international visiting scholars, and significant outreach opportunities. Our students make us proud with their academic achievements and how they push the limits of greatness and courage in and outside the classroom.



Inspire highlights all that our faculty, staff, and students have accomplished this past year. I am filled with optimism that HSS will build upon its past successes and continue to thoughtfully and strategically improve people's lives across the lifespan.

Sincerely,
Lori Ciccomascolo
Interim Dean, College of Human
Science and Services
Dean, Feinstein College of Continuing
Education