



The 5th Anniversary Edition

by Karen McConnell, Associate Dean

It is hard to believe that five years have passed since we issued the first *On the Move* Newsletter. Not only does this occasion mark the fifth annual newsletter, it also marks the fifth anniversary of the School of Education and Movement Studies. The past half-decade has continued to provide challenges and change. We have seen many shifts in personnel and changes in leadership. During this time we have refined and improved our curricular offerings - reconfiguring the Health and Fitness Management concentration into the Health and Fitness Promotion concentration, and overhauling all of our minor offerings. We have also implemented new assessments in all majors, including a senior exit survey, which has provided the impetus for improvements such as enhanced technology infusion into the curriculum. Assessments have also continued to demonstrate the benefit of the internship program in the majors as well as the strength of the Physical Activity General Education Program. As we move into



the next five years we will continue to strive to offer a relevant, rigorous and engaging curriculum lead by a strong group of committed teacher-scholars.

This anniversary edition of *On the Move* features reflections on teaching and movement, as well as perspectives on current issues in the field. Again we recognize our community partners who are instrumental in helping our students reach their full potential during their internship and student teaching experiences. We also hold up our graduating seniors and wish them the very best as they move forward in pursuit of their own hopes and dreams.

From the Dean's Desk

In my first year here as Dean of the School of Education and Movement Studies, I have



several strong impressions of the Department of Movement Studies and Wellness Education. First of all, this department plays a key role in defining what a "Lute" is. PHED 100, Personalized Fitness Programming is one of the core courses taken by almost ALL undergraduate students as part of the General Education Program. This course is designed to provide a foundation for physical fitness. In addition to this course, students take three other activity courses. Encompassing a huge range of physical activities, from soccer to scuba to sailing to skiing, these courses help Lutes develop a repertoire of fitness activities that can last a lifetime. They constitute a significant and important part of what it means to be a "Lute." MSWE is responsible for providing these courses and offers more than 100 courses per year!

Second, I've found the faculty in MSWE to be helpful. Since my area of expertise doesn't lie in the field of Movement Studies, I have much to learn. Faculty and staff in MSWE have been quick to offer information, suggestions, criticism, and above all encouragement. I'm thankful for the assistance. MSWE is helping me learn to be a "Lute!" I couldn't ask for better coaches.

Farewell and Good Luck!

After three years of service to the AMSWE department and PLU, Dr. Matt Madden will be leaving us to join the faculty at the State University of New York – Cortland. During his tenure, professor Madden has been instrumental in bringing stability to the BAPE program. His commitment to academic rigor and his high professional standards have helped to produce three exceptional classes of teacher candidates. Visiting Assistant



Professor, Dr. Terri Farrar, will be heading up the BAPE program for the coming two years. Dr. Farrar and Dr. Madden are

working together to create a smooth transition and to ensure that the quality of the program remains strong. We wish Dr. Madden all the best as he pursues his professional goals at SUNY-Cortland!

Perspectives in Exercise Science – Overcoming Sedentary Recreational Choices

by Assistant Professor Nicole Wood

Our society struggles with physical inactivity throughout the lifespan. Both the adult and child populations suffer from obesity as a consequence of sedentary lifestyles. The most commonly cited barriers to physical activity include: perceived lack of time, lack of knowledge (why it's important and how to exercise), lack of interest or importance, and lack of enjoyment. At the same time, an increase in technology has changed our modern lifestyle such that moving our bodies has become an inconvenience, and video games have contributed to the rapid rise in obesity in younger populations.

We need to find a way to modify sedentary recreational time and turn it into physically active recreational



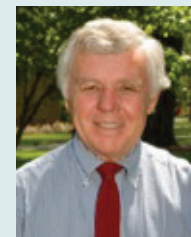
time. One way in which this may be possible is to turn video games, which contribute significantly to sedentary recreational time, into physically active entertainment (i.e. active video games). Developing appropriate and effective

ways to supplement physical education and exercise programming with active gaming might help reduce the amount of time we spend in sedentary recreational time. Understanding these types of issues and their contributing factors and creating realistic tactics to address them are an inherent part of PHED 190: To Wii or Not To Wii, HEED 366: Health Psychology; PHED 386: Psychosocial Aspects of Physical Activity and PHED 324: Lifespan Physical Activity and Health.

The Biology of Inactivity

by Professor Anthony Evans

The hot political potato called Health Care Reform has focused increased attention on the role of lifestyle and its influence on helping to reduce health care costs. The Healthy People Initiatives started during the Carter Administration in 1979, and the subsequent decade long Health and Fitness Objectives for the Nation, have brought increased focus to how particular changes in lifestyle can have a positive influence on the health and fitness of the individual as well as that of the nation. Other significant events such as the Surgeon General's Report on Physical Activity in 1996 and the most recent Federal Guidelines for Physical Activity released in October 2008 consistently put an important emphasis on the role of physical activity in lifelong health and fitness. Bringing this message to individuals, as well as those working in healthcare, legislation, business and industry is an important and timely endeavor. It is a great time to be involved as a teacher educating students about the role that exercise science plays in understanding the benefits of physical activity in our lives. Learning to effectively advocate for and promote physical activity in a variety of settings and to a variety of audiences is a critical skill that needs to be developed in current exercise science curriculum across the country. Students develop these skills through applied projects and courses such as PHED XXX: Health and Fitness Promotion and PHED 330: Programming and Leadership in Sport and Recreation.



The Code of Masculinity

by Sophomore BSPE student Markelle Lance



Why is it that we never hear about male eating disorders? Could it be because males are less likely to discuss

body image in fear of breaking the "code of masculinity?" Like females, male athletes also face pressures to increase performance by altering their bodies. A preliminary study recently conducted by Galli, Reel, Petrie, Greenleaf, and Carter (2009) investigates the weight pressures in sport for male athletes. The study modified a body image scale written for cheerleaders and made it more relevant to male athletes. The Weight Pressures Scale for Male Athletes (WPS-M) captures the unique pressures that male athletes may experience in the areas of muscle gain, being lean and being an athlete.

The pressure to appear strong and muscular has always been a norm of competitive sport, so individuals

may not recognize attempts to gain weight or increase muscle mass as being disordered. The two main types of pressures for Division I male athletes are coach/teammate pressure and appearance pressure. Coach/teammate pressure consists of the push to fulfill the ideal sport weight desirable by coaches and teammates, while appearance pressure includes maintaining a specific weight or appearance that exudes the look of a Division I athlete for friends, family and spectators. The athletes reported significantly higher coach/teammate pressure than appearance pressure.

There are a variety of practical implications that individuals working with male athletes can utilize. It is imperative for authority figures to be aware of the potential for males to develop dangerous eating and muscular habits. Male athletes often lack the vocabulary to discuss body image concerns. Individuals working with them must create strategies to uncover connections between body expectations, stress and performance. The opportunity to open up about their

body image concerns may uncover sources of stress or behaviors that interfere with optimal performance. Although eating disorders are less common in males, they are just as dangerous and should not be overlooked. All coaches and authority figures can only benefit their athletes by being knowledgeable and open about disordered weight or muscle gain practices.

Why We Move: Inspirations and Choices

Professors typically choose to study in areas that they are deeply passionate about and personally connection to. In the area of Movement Studies and Wellness Education it seems logical that faculty would be engaging in physical activity as a part of their lifestyle and as an expression of their personal and professional identities. The following short reflections express faculty member's preferred activities and their motivations for being physically active.



One challenge I set for myself many years ago was to try at least one new physical activity every year of my life. In the past 5 years, that goal has resulted in: climbing a vertical, granite cliff in Alaska, running two marathons in four months, stand up



I love being physically active, mostly in group oriented activities, but I am developing a new appreciation for lifelong physical activities such as **swimming and running**. I currently play on a co-ed indoor soccer team and I love learning new skills and participate in a series of fitness classes at the YMCA (kickboxing, yoga, and just for fun, hip hop dance). I run for 20 minutes before each fitness class and complete a resistance program geared toward maintaining muscular and core strength three days a week. I am intrinsically motivated. My fitness activities reflect current fitness guidelines while also allowing for fun, entertaining activities.

Nicole Wood, Assistant Professor



paddling in Hawaii, catching waves on an Outrigger canoe and becoming a member of the national running group called Half Fanatics. I move to learn...about myself, about dedication and fear and pain and adversity and about joy and perseverance and accomplishment. I often do my best thinking on long runs. I feel more free and creative and expansive. Running and lifting weights is an essential part of life. I workout purposefully six days a week but I'm physically active virtually every day of the year. My goals and performance may have changed over the years but I have been committed to working out, to health, vitality and fitness my entire life. For me, working out in all its forms is truly my essential and authentic self.

Colleen Hacker, Professor

I still love to compete! As a younger person I was active in multiple sports but fell in love with rugby and played for 15 years...I have not put "the boots" on for the last 18 months and this has been the longest break since picking-up the game in 1996. My current PA and exercise time are spent at the Names Fitness Center,



a local club, the golf course, and best of all PLAYTIME with my young family. I want to pass on my love of movement and attempt to model the "value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction".

Matt Madden, Assistant Professor



I do a variety of things to be physically active. I love to run, hike, backpack, and play tennis. I enjoy being active because it helps me to enjoy the outdoors and it provides me with a variety of physical challenges. I have also enjoyed the opportunities to travel and meet diverse populations in many different countries. Finally I have frequently participated in physical activity with family members and that has always been a special time for all of us.

Tony Evans, Professor

I like to lift weights and use the elliptical at the gym. I have always enjoyed lifting weights and believe weight training is very beneficial for women. I also stay active coaching softball as I am an active participant in practice with my players. My goal is to work out three to four days a week with each day including some type of cardiorespiratory training, strength training, and flexibility training. I am motivated by my own desire to stay active and to try to be a positive role model for my students and athletes.

Terri Farrar, Visiting Assistant Professor



My love of movement stems from very early in my childhood. I was always an active person and I learned to relate to the world through moving in the world. My physical activities provide me with opportunities to reflect, meditate, ruminate on issues, and simply decompress. I enjoy all sorts of outdoor recreation and typically engage in running, walking, hiking and cycling. I also regularly workout at the YMCA and have been faithfully practicing Bikram Yoga for three years. One of the main reasons I am committed to being a physically active person is so that I can fully engage with all that life has to offer – from traveling the globe to gardening in my backyard. I want to always strive to have strong movement competence and to be able to confidently say yes to as many physical challenges and opportunities as I can – for as long as I can.

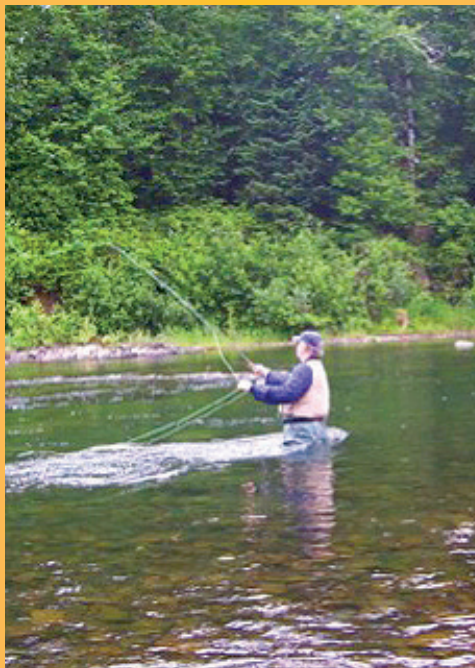
Karen McConnell, Professor



My main form of physical activity

is walking. My wife, Rhonda, and I have a neighborhood route that we walk about three times per week. It takes approximately 30 minutes to cover. One of the benefits of this activity beyond the exercise is that as we walk, we catch up with each other and what's happening in our lives. Probably my favorite form of physical activity at the moment is fly fishing. I don't get to do this nearly enough to "count" in terms of increased health, but when I do get to go, I enjoy it immensely!

Frank Kline, Dean



Perspectives in Physical Education – Continuing to Mentor Beyond...

by Assistant Professor Matt Madden

Physical education teacher education (PETE) programs need to continue their efforts in trying to understand the values and beliefs of the student in their programs. Graduates of the BAPE degree at Pacific Lutheran University need to continue their relationship with mentors/faculty after being removed for their pre-service experience which in turn may heavily influence their decisions during the induction years (1-3yrs). The PETE program alone may provide the pre-service teacher with the foundation to be successful but needs to work in collaboration with the community and thus the teachers in schools. Therefore, PETE programs must continue placing student teacher's in environments where they are going to succeed. Cooperating teachers continue to shape their perceptions of a positive physical education program throughout the process and into the beginning of young years.

Bulger and Housner (2010) have recently suggested that "PETE programs and faculty need to step up and adopt a "scholarship of engagement," and move beyond the "comfort zone" in higher education" (p.449). They continue by challenging universities to provide professional development for practicing teachers and to make PD the "cornerstone of their programs". I agree and propose that PETE programs not only rely on the faculty members to provide support to local schools but demand that students do the same by continuing to prepare PETE students so that they can be a positive influence on local schools. Finally, universities and its faculty need to be available. They should view themselves as well educated change-agents.

The issue of collaboration and mentoring in the community while staying in contact with PLU alum is one of many initiatives that the MSWE curriculum does well. Faculty members, current and former students continue to provide professional development, programming, and internships throughout the community.

Perspectives in Physical Education – The Challenges of Virtual Physical Education

by Visiting Assistant Professor Terri Farrar



An important current issue in physical education is that of high school online physical education classes. The issues with physical education in online schools are twofold. First of all physical education teachers need to be taught how to teach physical education online as it involves a different skill set than what is needed in the traditional brick and mortar setting. Secondly, online physical education

curriculum focuses primarily on cognitive development rather than increasing physical activity. Many of the current online physical education programs do not meet the recommended 225 weekly minutes of physical education instruction (high school) and rely on student honesty in tracking daily workouts.

While I am a proponent of online education and have taught in a high school online physical education classroom, I am fully aware of the strengths and weaknesses of virtual education. Moving from a brick and mortar building to teaching in a virtual environment involves a steep learning curve and one that is constantly changing as technology continues to evolve. As for curriculum, it is important to develop and implement online lessons which address both cognitive and psychomotor components of physical

education with a focus on incorporating the FITT Principle into student's daily workouts. The goal should be to provide students with information they can use throughout their lives when engaging in physical activity. While the concern remains regarding student honesty, I believe this will always be a challenge in a virtual environment until we can coordinate some type of virtual, synchronous workout - which may be only a matter of time. To address this issue PETE (Physical Education Teacher Education) faculty will need to add virtual teaching strategies to their curriculum to assist their PETE students in being marketable in virtual as well as brick and mortar teaching environments. Opportunities exist to do this in all of the major methods courses as well as PHED 490: Curriculum, Instruction and Assessment.

Perspectives in Physical Education – Cutting PE Programs, Cutting Futures

by Junior BAPE student Kimberly Reese-White



Physical education is one of the most beneficial aspects in schools. Not only does it provide a wide number of health benefits, but it also is quite enjoyable.

Recently, some individuals are not seeing how just how crucial engaging in regular physical activity is, and many schools are discontinuing physical education programs around the country.

With the economy struggling, many schools are not receiving adequate funding and are being forced to terminate some of the courses they offer as well as the teachers they have hired. Unfortunately, physical education classes are often among the courses first to be cut. For many students, physical education classes are the only time they engage in any form of exercise, and if these are cut, students may not be exercising at all.

This decrease in physical education poses a real issue, especially due to the increasing obesity rates of our nation. According to Centers for Disease Control

and Prevention, more than one third of all children in America were overweight or obese in 2008, and these numbers are rapidly growing. When children are overweight, they are at a greater risk for cardiovascular diseases and other ailments. If obesity rates continue to rise as physical education programs decline, our future generation's longevity will dramatically decrease. It is imperative that we fight for and support physical education in our schools.

In addition, in 2010, First Lady Michelle Obama introduced a physical activity program called "Let's Move in School" to be implemented throughout the country. Essentially, this program provides a comprehensive physical activity curriculum before, during, and after school. Not only are staff members from the schools involved, but family and community members also play a large role in supporting and funding this program. The goal of this program is to educate students and families on how to maintain an active lifestyle, as well as ensuring that every child is given the opportunity to stay active and healthy. With your help, we can adopt this program in all schools and help develop a healthier and more active community. If you would like to know more about how you can incorporate this program to your school or community, check out www.letsmoveinschools.org.

Student Teaching Placements 2011-2012

Candidates for a teaching credential in Health and Fitness must complete two distinct student teaching experiences – one at the elementary level and one at the secondary level. During their semester long student teaching experience students attend regular seminars on campus to actively reflect on their practice. They also complete daily lesson plans, a comprehensive portfolio, professional growth plans and other assignments and assessments geared at preparing them to become leaders in their field. The student teaching experience relies on the dedication of teachers and administrators from a variety of schools and districts that maintain strong and vital programs, and that share a commitment to developing future educators.



The Love of Teaching

Pacific Lutheran University is an institution deeply committed to teaching and learning. Faculty from across the campus share a love of teaching and those in the Movement Studies and Wellness Education department are no exception. A few faculty members describe this passion in their own words:

Teaching provides an opportunity to **create positive change** within an individual, a profession, a community and by extension...the world. I am passionate about motivating students to bridge the gap between theory and practice and about engendering in them, an authentic commitment to lifelong learning, service and leadership.

Colleen Hacker, Professor

I love the opportunity to **bring hope into people's lives**. Students enter a class with some kind of hope. They hope to learn about the content; they hope to gain new skills; eventually they hope that that will lead to a better life. As the instructor, I have a role as a "bringer of hope," a high calling indeed!

Frank Kline, Dean

I've always loved education. I loved school as a child and throughout early adulthood, and I love it now. When I was a kid and as I progressed through each grade I thought each was better than the previous. Education typically involves pondering the unknown, and this is what intrigues me, pondering undiscovered concepts and **developing new ways of thinking** about our world, and teaching allows me the opportunity to share this experience with others who share a similar passion for lifelong learning and discovery.

Nicole Wood, Assistant Professor

I recognize the importance of teacher-student interactions (which I enjoy a great deal) in **creating a positive learning environment**. In my teaching, I try to convey a sense of trust, open communication and caring. I feel that students know that they can trust that I will provide them with a solid framework of knowledge and teach them to think critically so that they can address important educational issues and problems faced by teachers. Above all else, I care about my students and I see the importance of providing quality, developmentally appropriate physical education. Because I care about my students and have their best interests in mind, I know that I will always be motivated to do the very best job that I can.

Matt Madden, Assistant Professor



Faculty Achievements

Publications, Invited Lectures and Reviewed Presentations 2011-2012

- Hacker, C. M. & McConnell, K.E.** (2012, April), *Consequences of the Body Ideal: The Obvious and the Unintended*, Invited Lecture, Collegiate and Professional Sports Dieticians Association National Conference Tampa, FL.
- Hacker, C.M.** (2012, March) *Mental Skills Training to Develop the Champion Within: An Overview; Applying Mental Toughness Skills: Pre-Game Preparation, Focusing/Refocusing & Imagery Training and Mental Training Techniques* Soccer Champions Coaches Clinic, Las Vegas, NV.
- Hacker, C.M.** (2012), Performance Psychology American Psychological Association, Teleconference Presentation.
- Hacker, C.M.** (2011, September) *Create it, imagine it, do it: Imagery DVD training to enhance confidence among National Team soccer players,*) Invited Lecture, Performance Psychology: AASP International Conference, Honolulu, HI.
- Hacker, C.M.** (2011, June) *Win Within: Mental Training for Peak Performance*, NCAA Dimension2 Conference, Chicago, IL.
- Hacker, C. M. & McConnell, K.E** (2011, June), *Weighty Conversations*, NCAA Dimension2 Conference, Chicago, IL.
- Hacker, C.M.** (2011), *Growth Through Adversity*, Alliance of Women Coaches, Teleconference Presentation.
- Hacker, C.M.** (2011), *The Psychology of Excellence*, Keynote Presenter, Pierce County Medical Society, Annual Meeting Hood Canal, WA.
- Hacker, C.M.** (2011; 2012) *Mental Skills Training for Excellence*, Keynote Presenter, Showcase of Champions, Tacoma, WA.
- Hacker, C.M.** (2011) *Psychological Skills Training for Performance Enhancement*. Invited Keynote speaker: Vancouver Whitecaps Professional Soccer Association, Vancouver, BC,
- Kline, F. M.** (2011, October). *Reflections on 30 years! Thoughts on the Hungarian Evangelical Fellowship*. Presented at the 30th Anniversary Conference of the Hungarian Evangelical Foundation, Budapest, Hungary.
- Kline, F. M.** (2011, November). *Common ground: What can we do together?* Presented at the joint Executive Board Meetings of the Oregon Association for Colleges of Teacher Education and the Washington Association for Colleges of Teacher Education, Portland, OR.
- Kline, F. M., Sterner, D., Hillis, M., Hick, S.** (2012, February). *Panel Discussion: Teacher Performance Assessment*. Annual Conference of the Association of Independent Liberal Arts Colleges, Chicago, IL.
- Kline, F. M.** (2012, April). *Open ground: Implementation of the Teacher Performance Assessment*. Presented at the Washington Association for Colleges of Teacher Education, Pullman, WA.
- Madden, M., Parker, M., & Smith, M.** (2011, June). *Factors effecting curriculum implementation: One teacher's perception*. Poster presented at the AIESEP International Seminar for Specialists. Limerick, Ireland.
- Ronspies, S. & Madden, M.** (2011, Fall). *Middle School Students' Perceptions of Coeducational and Same-Sex Physical Education*. *Illinois Association for Health, Physical Education, Recreation, and Dance Journal*.
- Ronspies, S., & Madden, M.** (2011, April). *Sleep duration, physical activity, and BMI of middle school students*. Poster presented at the meeting National AAHPERD conference, San Diego, CA. With Published Abstract: *Research Quarterly for Exercise and Sport*, 81(1).
- Parker, M., Patton, K., Madden, M., & Sinclair, C.** (2010, October). From Committee to Community: The development and maintenance of a community of Practice. *Journal of Teaching Physical Education*, (29) 337-357.
- McConnell, K.E & Hacker, C.M.** (October, 2011) *Cultivating "A" Healthy Body Image: Awareness and Attitude*, Invited Lecture, Oregon Alliance of Health, Physical Education, Recreation and Dance, ", Salem, OR.
- McConnell, K.E.** (October, 2011). *Fitness Education*. New TiYu Science and Physical Education International Forum. Suzhou University, Suzhou, China.
- McConnell, K.E. & Guan, H** (2012). *Fitness in Cothran, D. J. & Chen, A. (Eds.), Learning for a Lifetime: Effective Secondary Physical Education Programs*. Higher Education Press, Beijing, China. [college textbook chapter; translated to Chinese for Chinese publisher]
- McConnell, K.E.** (2011) *Stretchfit*. Barron's Educational Series, NY.
- Wood, N.** (2012, March). *Controlling the Stress Response: Biofeedback Tools for Application*. Presented at the 2012 Annual Northeast Atlantic Sport Psychology Conference, Temple University, Philadelphia, PA.
- Wood, N.** (2012, August). *Social Influences of Evaluative Others in Youth Soccer: Is it possible to have friendly competition?* Accepted for presentation at the American Psychological Association Annual Convention, Orlando, FL.

Thank you to all of our partner institutions in 2010-2011!

Spanaway Elementary, Bethel SD

Josh Takayoshi

Hudtloff Middle School, Clover Park SD

Greg Fredlund

Woodbrook Middle School, Clover Park SD

Josh Takayoshi

Ballou Jr. School, Puyallup SD

Amber Pritchard

Brouillett/Edgerton Elementary, Puyallup SD

Amber Pritchard

Mountain View Middle School, Sumner SD

Kim Lind

Emerald Hills Elementary, Sumner SD

Kim Lind

Edison Elementary, Tacoma SD

Greg Fredlund

Internship Placements 2011-2012

Once again the department successfully placed interns in a variety of sport, recreation, health and rehabilitation settings. The internship program is organized and supervised by faculty members **Dr. Tony Evans** and **Dr. Nicky Wood**. In addition to attending regular internship seminars on campus, students complete a variety of assignments and assessments while committing at least 20 hours of contact time on site for each credit hour enrolled. The commitment of external agencies and internship site supervisors are instrumental to the overall student experience and the success of the internship program.

Thank you to all of our internship host sites!

Apple Physical Therapy-Parkland

Karli Hurlbut

Apple Physical Therapy- South Hill

Casey Anderson, Lauren Gazdik & Joni Johnson

Apple Physical Therapy – Spanaway

Thomas Denis

CATZ Performance

Nicholas Lewis

Competitive Edge - South Hill

Erik Hoium

Elite Physical Therapy

Thomas Molyneux - Elliot

Exercise Science Center

Jacob Wilkins

Gig Harbor Athletic Training

Jennifer land

Good Samaritan Children's Therapy Unit

Lauren Gazdik & Rebecca Ford

Horizon House-In Patient Physical Therapy

Laura AuBaird

Mary Bridge Children's Hospital

Joni Johnson

Mary Bridge Children's Therapy Unit

Casey Anderson

Meridian Physical therapy

Marie Rempola

Morgan Family YMCA: 12 week program

Abby Smith

MultiCare Good Samaritan Hospital – Bonney Lake

Ken Davies

MVP Physical Therapy-Lakewood

Karli Hurlbut

Northwest Sports Physical Therapy

Emnete Belete & Rebecca Ford

Northwest Sports Rehabilitation

Emnete Belete

Peninsula High School Athletic Training

Jennifer Land

Pierce County Parks and Recreation

Carol Bautista & April Gonzales

Pierce county Public Health Department

Wesley Wood

PLU Athletic Training room

Erin Bremond, Shelby Daly, Caitlin

Gallion & Wesley Wood

PLU Athletics – Football

Greg Ford

Providence St. Peter Cardiac Rehabilitation

Erin Bremond

Sanford Power Center and Fitness

Ashley Hull

St. Joseph In-Patient Physical Therapy

Hector Montances

Stuart Jones Physical Therapy

Laura AuBaird

Tacoma General Cardiac Rehabilitation

Ashley Christie & Diana Sellers

Tacoma Reserve Mission

Wesley Wood

University of Washington Athletic Training Department

Caitlin Gallion

Warrior Transition Battalion

April Gonzales

Weyerhaeuser Corporate Fitness

Chad Peterson

Congratulations MSWE 2011-2012 Graduates!!

BAPE

Jennifer A. Fontanilla

Gregory S. Fredlund

Kimberly A. Lind

Amber R. Pritchard

Joshua C. Takayoski

BSPE

Casey M. Anderson

Laura S. Au-Baird

Emnete M Belete

Michelle E. Blauman

Ryan M. Boddy

Erin M. Bremond

Ashley M. Christie

Colby S. Davies

Gregory F. Ford

Rebecca A. Ford

Catlin J. Gallion

Lauren T. Gazdik

Troy A. Gessler

April R. Gonzales

Karli M. Hurlbut

Joni L. Johnson

Meaghan N. Krebs

Jennifer A. Land

Thomas H. Molyneux-Elliot

Hector Adrian B. Montances

Chad A. Peterson

Diana M. Sellers

Abigail I. Smith

Wesley A. Wood

BAR

Carol A. Bautista