

David K. Lohrmann, PhD
2009 William A. Howe Award



Dr. David Lohrmann is Professor of School Health Promotion and Director of Graduate Studies for the Indiana University Department of Applied Health Science where he teaches courses in school health education and coordinated school health programs (CSHP) and engages in scholarly research and service activities.

He is a consultant to the Association for Supervision and Curriculum Development's Healthy School Communities Project and is author of ASCD's manual, *Creating a Healthy School Using the Healthy School Report Card*, disseminated throughout the US and Canada. His 2008 *Public Health Reports* article, "A Complementary Ecological Model of the Coordinated School Health Program," provided the first major re-conceptualization of this approach in over 20 years.



Dr. Lohrmann is a member of the Core Team for the American Cancer Society's Michiana CSHP Leadership Institute, provides consultation and training to organizations and agencies throughout the United States, and has been an expert panelist for several federal agencies. He is author or co-author of numerous additional journal articles, technical reports, book chapters, books, and conference presentations.

From 1993-2002, Dr. Lohrmann was Director of the Evaluation Consultation Center for an Academy for Educational Development (AED) contract with CDC/DASH to: provide evaluation consultation and training for state and local education agencies and national organizations related to HIV/AIDS prevention; conduct in-depth HIV/AIDS prevention program evaluations; provide consultation and training on CSHP evaluation; and develop marketing strategies for CDC guidelines. Dr. Lohrmann is lead author of the CDC document, *Process Evaluation Manual for Implementing Coordinated School Health Programs Infrastructure*, produced while at AED.

Dr. Lohrmann has served as a high school health teacher (1972-1981) and a member of the faculties at Syracuse University and the University of Georgia (1981-1987). From 1987 to 1993 he served concurrently as Health Education Director and Curriculum Director for the Troy School District (Michigan) and Project Director for a HHS CSAP Community Partnership Grant. In these capacities, he was one of the first practitioners to facilitate implementation of the eight components approach to CSHP. He also employed the PRECEDE Health Education Planning Model to develop, with the help of many collaborators, a multi-component school/family/community program to prevent alcohol, tobacco, and other drug use. Due to these efforts, both district high schools received Michigan Department of Education Drug-Free Schools Recognition Awards, the district received the Michigan Office of Drug Control Exemplary Program Award, and, in 1997, the

Troy Community Coalition was named the Outstanding Coalition by the Community Anti-Drug Coalitions of America. In 2005, Dr. Lohrmann and colleagues published a 12-year longitudinal efficacy study of this program in the *Journal of Drug Education*.

The American Association for Health Education chose Dr. Lohrmann as recipient of its Scholar Award, and he previously received Distinguished Service and Outstanding Research Awards from the American School Health Association. He has twice received IU School of HPER Trustee's Teaching Awards and the School's Outstanding Teaching Award. Additionally, Lohrmann is a fellow and former president of the American School Health Association. He holds a PhD in health education from the University of Michigan.

Adrian R. Lyde, PhD, CHES, FASHA
2009 ASHA Distinguished Service Award



Dr. Adrian R. Lyde, PhD, CHES, is a Coordinator of Clinical Experiences in the College of Education at Illinois State University. Her doctorate in Health Education and Masters of Science in Education in School Health are from Southern Illinois University, Carbondale. Her bachelor's degree is in Exercise and Sport Science from Texas Tech University.



Dr. Lyde has more than 10 years experience working as a health educator at the secondary and university levels and as a health coordinator for a Head Start child and family development program.

Dr. Lyde's contributions to the field have been considerable, especially so for a young professional. She has served ASHA as the Chair of Advocacy. In that position, she directed a review of all Resolutions with recommendations for updates. She has chaired ASHA's Sexuality Council, served on ASHA's Awards and Membership Committees, served on ASHA's Board and as a member of the House Leadership Cabinet, and she currently is ASHA's representative to the Coalition of National Health Education's Ethics Task Force.

She was a member of the first Future Leaders Academy class, but had already distinguished herself as a leader. She was a recipient of ASHA's student research grant and later a reviewer. She has made presentations at 11 ASHA conferences.

She is also active in other professional associations, having been on AAHE's Advocacy Committee, been secretary and newsletter editor for APHA's School Health Education and Services Section, with Eta Sigma Gamma she has chaired the Education Committee and served on the Board.

Dr. Lyde continues to work on advancing the state of school health in her community and nation. She strives to connect her daily work to her knowledge of school health experience as a curriculum trainer for the Illinois HIV Prevention Education Project and channeling her publications and presentations (30+) on topics related to healthy relationships, decision making, sexuality, coordinated school health programs, advocacy and leadership.

Dr. Lyde's career also has progressed into secondary teacher preparation and is currently a Board of Program Reviewer for the National Council for Accreditation of Teacher Education.

Beverly J. Bradley, RN, PhD, FASHA
2009 ASHA Distinguished Service Award



Beverly Bradley has experience working in schools as a school nurse at elementary and high school levels, site administrator at two high schools (both with enrollment exceeding 3,000 students), coordinator of health services and education at a County Office of Education, consultant for California State Department of Education, and district administrator of School Health Programs in San Francisco Unified School District. After her first retirement, Dr. Bradley was Assistant Clinical Professor in the School of Medicine at University of California, San Diego where she worked with residents in Pediatrics and Family Practice for 7 years before her second retirement.



Dr. Bradley has a bachelor science degree in nursing from Hamline University in St. Paul, Minnesota, where the alumni of the University honored her with an “Outstanding Achievement Award.” She has a master’s of health science degree with emphasis on developing health education curriculum from California State University in Long Beach; professors in that graduate program who mentored her were Dr. Marion Pollock and Dr. Peter Cortese. She also earned a PhD in education with focus on adult learning from the University of Southern California.

Beverly served as President of American School Health Association and was recognized for Outstanding School Nurse Achievement by that organization. She is a Fellow in both the American School Health Association and National Association of School Nurses (NASN). NASN honored Dr. Bradley for “Outstanding Contributions to NASN and School Nurses” in 2008.

She has published articles in refereed journals such as *Journal of School Health*, *Journal of School Nursing*, *Health Education*, *Pediatrics*, *Pediatric Annals*, and *Clinical Research*.

She describes the-high points in her career as:

1. Being part of the committee convened by the Institute of Medicine (along with Diane Allensworth) for the study of comprehensive school health programs that resulted in the 1995 National Academy Press publication *Schools & Health: Our Nation’s Investment*.
2. Working with Joyce Fetro for an eight component school health program in San Francisco Unified School District. The program provided a model for health

promotion in large urban school systems and for student populations as diverse as a gathering of the United Nations.

3. Creating a system for a large urban school district to bill Medicaid (called Medi-Cal in California) for eligible services provided for covered students. San Diego Unified School District initiated school billing in California and the fundamentals of that billing process have been used by school districts throughout the state since the first check was issued by the state's treasurer in 1994.
4. Initiating a rotation for residents in Pediatrics at University of California, San Diego's medical school about community-based practice with Dr. Howard Taras. During the month-long rotation, residents visit students with health challenges in their classrooms, attend planning meetings for students in Special Education, participate in conferences to address poor attendance and provide services to children in a clinic in Mexico.

Beverly Bradley has made valuable contributions to advance school health at many levels and in a variety of settings. Her record of service is truly distinguished.

Peter Hunt
2009 School Health Educator
of the Year Award



Pete Hunt has almost 30 years of experience in public health and education. He has a B.S. and M.Ed. from the University of Idaho, and an MPH in health policy and health education from the University of North Carolina, Chapel Hill. In the field of education, Pete's background and experience includes teaching high school health education for 10 years in Caldwell, Idaho, serving as a district school health coordinator for two years in rural North Carolina, and working for two years as an HIV and Health Education Consultant for the North Carolina Department of Public Instruction.



In the field of public health Pete's background and experience includes serving as a Lead Health Education Specialist in CDC's Division of Adolescent and School Health program branch for 15 years, and serving as Deputy/Lead Health Scientist, in the Division's Research Application Branch for five years, providing assistance, resources, and services to individuals, organizations, and agencies interested in improving the health of youth both in- and out-of-school.

As Team Lead/Section Chief for School Health Programs for the Program Development and Services Branch, Pete developed goals and objectives that integrated health education and promotion objectives and served as an agency expert on Division-specific health education and school health promotion programs. Pete was instrumental in promoting the concept of collaboration to providing professional development for the Division's funded partners. He created a national Training and Development Consortium (TDC) in which CDC, together with leading state and local education agencies, collaborated to provide training opportunities that were offered to funded education and health partners. Pete authored *Six Strategies for Improving School Health Programs by Strengthening Professional Development*, which has served as the framework by which state education and health agencies build the capacity of local education and health agencies to provide high-quality school health programs. This model of collaborating with partners continues to this day as DASH's Professional Development Partnership (PDC).

Pete was one of the primary authors of "Building a Healthier Future Through School Health Programs," a chapter in *Promising Practices in Chronic Disease Prevention and Control: A Public Health Framework (CDC, 2003)* This document built upon previous work that Pete had written that outlined the role, responsibilities, and strategies that need to be implemented collaboratively between the state department of education and the state department of health so that they might build effective approaches to coordinating school health

In his role as Lead Health Scientist in the Division's Research and Application Branch, Pete led the development of one of DASH's *Health Education Curriculum Analysis Tool (HECAT)* (www.cdc.gov/healthyyouth/hecat). The HECAT provides processes and tools to improve

health education curriculum and selection and development. It contains guidance appraisal tools and resources for completing a clear and consistent examination for health education curricula. Pete reviewed and synthesized the literature to create *CDC's Characteristics of Effective Health Education Curriculum*, which was incorporated into the HECAT, CDC's School Health Education Resources web tool, and the *National Health Education Standards* (2007) published by the American Cancer Society. Many of the nation's leading school health educators have found the HECAT an important contribution to our field and potential to profoundly improve the quality of health education delivered in schools to over 55 million young people.

Over the past 20 years at CDC, Pete has effectively promoted public health principles, advanced public health communication, and promoted healthy lifestyles. Pete understands the important role health educators can serve at the federal, state, district, and the classroom level to positively influence the health of youth.

Elizabeth Matthey 2009 Outstanding School Nurse Achievement Award



School nurse Elizabeth (Beth) Matthey makes a difference in the lives of children everyday, ensuring her students are healthy and ready to learn. Beth has been a school nurse for 22 of her 32-year professional nursing career. Beth has contributed to school nursing on a local, state, and national level. She is a strong clinician and leader for school nurses, students, families, and communities.



Beth received both her Bachelor of Science in Nursing and Master of Science in Nursing from the University of Delaware. She is state certified in school nursing, is a Nationally Board Certified School Nurse and has held a legacy of leadership positions.

She spent the first 10 years of her nursing career at a hospital in Ohio. All her school nurse positions have been in Delaware. She was an elementary school nurse for 13 years, and currently works as a high school nurse during the school year, and for special needs children during the summer. She is a high school cross country coach and an Instructor at the University of Delaware.

Beth has written and received grants to develop and implement health education programs, curricula and resources that are used and recognized nationally. She was recognized with an award of excellence in school health for her TUBS (Teach Us Body Sense) lessons. Her “Knights Against Tobacco” social marketing campaign ads that are shown through closed circuit TV in the high school demonstrated a change in attitudes and decrease in tobacco use. The program is featured on the National School Board Association’s web-site Promising Practices.

Beth has been actively involved in leadership positions in the National Association of School Nurses as well as the state organization and was the state’s representative to the national organization. For the past two years she has taught the courses that certify all of the new school nurses in Delaware. This commitment to the future of quality school nurses in Delaware is above and beyond anything that is required for her regular job.

Beth has worked closely with the Department of Education and the University of Delaware to provide orientation classes for new school nurses. *Basic School Nursing* classes are part of a required set of study for nurses seeking school nurse certification and licensure in Delaware. Beth’s creative approach to the class motivates new school nurses to embrace the assignments with a close eye to application in their school setting.

Beth is an author for School Nursing: A Comprehensive Text (2006). This text is a cutting-edge resource for school nurses and the first (ever!) comprehensive text written for and by

school nurses. Beth's chapter on growth and development provides a sound approach to working with students and supporting their development in school.

Colleagues that nominated Beth describe her as a leader, a professional, and one of the most creative school nurses they know. But the most pertinent description of Beth comes from her: "When I examine my career in school nursing what resonates to me is my commitment to children and the practice of school nursing, not that I am doing anything outstanding. I find myself asking the questions, "What could I do better?" or, "How can this be better? I feel I have been so fortunate to have had a career where I can make a difference every day. We are given a window into the life of a child and we must use our influence with wisdom and expert care."

Michael Wendt

2009 School Health Leadership Award



Dr. Michael Wendt is currently in his 22nd year as a New York State Public School Educator. He has worked at all levels, from Teacher's Aide to Superintendent, and is presently the Superintendent of Schools in the Wilson Central School District in Wilson, New York.

He earned his undergraduate degree from Cornell University, a master's degree from Niagara University, and an EdD from the University of Buffalo. Under his leadership the Wilson Central School District was deemed the #1 School in Niagara County for the past six years and has received numerous citations from the state of New York for "Best Practices." Dr. Wendt received the 2006 NYSAHPERD Award of Distinction for a School Administrator and the 2009 Niagara Police Athletic League Sportsman of the Year Award.



Dr. Wendt is also a researcher, education consultant, regular radio talk show host speaker, and writer. He has presented nearly 25 papers at a variety of state and national education conferences. Many of his presentations have focused on the benefits of exercise on student classroom performance.

He has authored a book, *Homework Rules and Homework Tools*, and is recruiting publishers for a second edition, as well as, for a new second book. He serves as a consultant for Kidnutrition.com and Planethomework.com. He is the editor and designer of the *KEEP 57 National Exercise Program for Kids* and was the author of a federal Department of Education Carol M. White PEP grant funded for \$385,000 to improve exercise and nutrition facilities and programs in his district.

Dr. Wendt was quick to volunteer to be a part of the first cohort of the New York State Healthy Schools Leadership Institute, along with Mark Doody, the 2008 ASHA School Health Leadership Award recipient.

Dr. Wendt serves on the following boards and committees: Healthy Schools Leadership Team, Facilities Review and Utilization Planning Committee for the Buffalo Public Schools, the Education Panel for the Rochester Public Schools, the Administrative Advisory Team for Niagara University, the Lake Plains YMCA Board of Directors, the Cornell Cooperative Extension, the Orleans Niagara Athletic League Executive Committee, Section VI New York State Public High School Athletic Association President, the New York State Rural Schools Board of Directors, Wilson Lion's Club International, St. Paul's Lutheran Church Council President, and attended the New York State Healthy Schools Leadership Institute from 2001-2005.

In his spare time, Dr. Wendt has owned and operated three different businesses in New York State. He currently owns and operates a 230 acre farm in Niagara County, New York, with his wife of 25 years, Elaine, and his two sons, Stephen and Matthew.

2009 ASHA Awards Committee

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