

Kathryn Close

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Experience

Assistant Professor: College of Arts & Sciences
August 2020 University of the Southwest

- Provide instruction for undergrad & graduate students in the college of arts & sciences
- Serve as program chair for MS in Psychology program
- Provide academic support for students

Program Assistant: Occupational Therapy Doctorate Program
February 2019 Huntington University

- Serve as receptionist
- Provide faculty assistance
- Provide timely communication with students, faculty, and staff
- Coordinate and execute special events

Adjunct Faculty: College of Health Sciences
July 2016 Ivy Tech Community College

- Developed curriculum
- Provided mentoring/advising outside classroom.
- Provided academic support for students
- Provided instruction

Youth Director

February 2016 Hometown United Methodist Church

- Created & implemented a comprehensive plan for discipleship for youth from 6th grade to college graduation
- Served as pastor for youth & their families
- Ensured accurate & timely communication w/entire HUMC community
- Discovered, developed, & deployed fruitful leaders

Executive Administrator

January 2015 St. Andrew Evangelical Presbyterian Church

- Managed church financials: accounts receivables/payables
- Assisted pastor with daily tasks/Sunday preparation
- Managed bank accounts
- Marketed programs/events for all departments of church

Assistant Director Student Health & Wellness

July 2013-Indiana University, Purdue University-Fort Wayne

- Assisted students in various capacities
- Managed welcome center/wellness facilities
- Coordinated all health events on/off campus
- Assisted director in daily tasks

Director of Healthy Living

June 2011 YMCA of Steuben County, Angola, IN

- Hiring, training, scheduling, budget management
- Coordinated on and off-campus wellness events
- Managed fitness & aquatic areas, overseeing 30 employees

Formal Education

Regent University-Virginia Beach, VA

May 2015- March 2020

- Doctor of Education
 - Educational Psychology

Trine University-Angola, IN

August 2013-August 2014

- Master of Science
 - Leadership

Indiana University-Fort Wayne, IN

August 2010-May 2013

- Master of Public Management
 - Health Systems Administration and Policy

Trine University- Angola, IN

August 2006-May 2012

- Bachelor of Science
 - Business Management

Edge Hill University- Ormskirk, United Kingdom

May-June 2009

- International Studies

Certifications

Certification of Advanced Graduate Studies (CAGS), NASM Certified Personal Trainer, NASM Certified Fitness Nutrition Specialist, NASM Behavior Change Specialist, CPR/AED, First Aid, Emergency Oxygen certified. YMCA life guard certified. Leadership seminars.

Activities

Substitute Teaching

Shape Up Steuben-Board of Directors: Secretary (2012-2014)

Study Abroad Graduate-England, Scotland, Ireland (Summer 2009)

Short-term mission team to Montepuez, Mozambique: (July 2013)

Short-term mission team to Port-Au-Prince, Haiti: (April 2014, October 2015, November 2017)

Research

2013: Master Thesis: "The Ripple Effect: Charitable Giving Following Catastrophic Events"

2020: Doctoral Dissertation: "The lies we speak: Implications of self-talk in higher education"

Professional Data: Courses Taught

CPTR 205: Fundamental Kinesiology

CPTR 206: Modern Concepts in Exercise & Fitness

CPTR 212: Foundations in Exercise Science

CPTR 220: Health Screening & Exercise Programming

HLHS 111: Health & Wellness for Life
OTD 721: Lifespan Development
PSY 230: Human Development

Professional Development

CORE Higher Education: CompMS, ELMS, & MyCred Training: 10 contact hours

Guest Lecture

OTD 741: Research

Statement of Teaching/Research Interests:

I completed my doctoral dissertation on self-talk and how it affects higher education students. This area of research is truly just coming to the forefront, and I would like to continue to explore the topic of self-talk and how it affects various populations. I am very much interested in learning environments and how certain external or internal influences create specific outcomes for students. I hope to be able to continue my research as I step into the next phase of my career. I have utilized and completed all methods of research, but I am especially keen with qualitative, as I believe this helps shine a special, personal light on phenomenological research such as self-talk.

Please see the writing sample below for an excerpt from Chapter 1 of my doctoral dissertation.

Chapter 1-Introduction

Every moment of every day is flooded with sensory overload. The mind is constantly being bombarded with various information from the external environment; what we are seeing, hearing, smelling, sensing; to the internal environment, what we are thinking, observing, and feeling. One rarely thinks about the inner voice though that is constantly feeding the body and brain with even more information on the external environment. But, that inner voice is powerful and predictive in nature. This “intrapersonal communication,” previously known as the “hidden language” is immensely important (Jemmer, 2009). It can greatly benefit and build up the individual or it can batter and beat down. Take for example the story of the little engine that could and the persistent, positive affirmations that the small, unimpressive blue steam engine gave to itself whilst facing a difficult task of chugging up a large hill carrying more than its weight of cargo; “I think I can, I think I can, I think I can.” This seemingly innocent and well-known children’s tale has a fantastic self-talk message behind it. This book points out the profoundness of the self-talk topic; even children need to know and be aware of the power that thoughts can have on outcome. The earlier in life that we can grasp the paramountcy of self-talk and its influence, the better. Piper’s message is simple, the more a person builds themselves up, the greater their likelihood of succeeding at a task (Piper, 1976).

The mechanism of this is that “part of the filtering process which takes place in the transfer of information from the external world to the internal or psychic world via the sensory channels, renders the information in the form of language and this leads to the establishing of ‘self-talk’” (Jemmer, 2009). Self-talk combines your conscious thoughts with your unconscious beliefs and biases. It’s an effective way for your brain to interpret and process your daily experience. However, human nature is prone to dysfunctional or negative self-talk, making sweeping assertions like “I can’t do anything right!” or “I’m a complete failure!” The effect that consistent dysfunctional self-talk can have on an individual is extensive. Everyone, regardless of their season in life engages in some form

of self-talk; whether positive or negative. This research seeks to understand the effect self-talk has on higher education students in their academic endeavor.

Theory and variables

Albert Bandura (1997) defined this form of internal dialogue as verbal persuasion; an inner persuasion that one is able and capable to master a given activity. This encouragement will mobilize greater effort and will sustain it longer, than if they harbor self-doubts and dwell on personal insufficiencies when problems arise. This, in turn, increases their chances of success. Their chances of success increase even more so, if the student possesses instances of what Bandura calls mastery of experiences. This source of self-efficacy, or confidence, will lead to a more favorable outcome. This is because it involves success through doing; that is, it is success in mastering a task or controlling an environment. During self-talk, individuals interpret feelings and perceptions, formulate attributions, give reinforcement, and instruction, which in turn affects self-efficacy beliefs. Individuals utilize self-talk under many different circumstances; for instance, creating affect or mood, giving personal feedback, changing bad habits, attention control, and controlling effort. If students already have experience in a given subject or task, their self-talk should prove to be more positive, as they have more confidence in their ability to complete or succeed in said task. When mastery of experiences occur, students' self-efficacy and self-talk become more positive, because of the habits they learn to create those mastery experiences. Self-talk is not an excuse to give up the willpower and effort to study, learn, or garner new information; but rather, in marriage with prior mastery of experiences and a learner's resourcefulness it should help formulate new habits that create a more positive self-talk experience.

With an operational definition of self-talk and the understanding that self-talk is influential in determining outcome for individuals, it would be prudent to further study the effects that self-talk can have on various populations. This includes students currently enrolled in higher education (Kolbe, 2003). Self-talk can vary from person to person, but is it able to be manipulated in a way to alter outcomes? Based upon perceived gaps in the literature, this research seeks to gain insight into how graduate level students at a university in the Midwest understand and perceive their own personal self-talk. It also will seek to identify any positive or negative self-talk patterns. It is important to

understand the difference of self-talk patterns (i.e.: valence or content) in order to be able to identify negative self-talk patterns in individuals, and also be able to offer future intervention strategies for those who regularly engage in negative self-talk patterns. Once these patterns of negative self-talk are identified, strategies to halt negative self-talk and replace it with positive affirmations may then be implemented.

This research will be conducted through a qualitative approach utilizing an item pool and journaling process. It will engage students currently enrolled at a Midwest university. This process will involve an introductory session to gain insight into students' knowledge behind self-talk. There will be a short item pool that the students will fill out in order to gauge their own personal self-talk. Following the introductory session, students will be asked to journal their self-talk for a period of three days, following which will be a short gathering to describe their experiences.