

**Tammy S. Wynard, MS**  
 Associate Professor of Health Sciences  
 Program Director, Trauma-Informed Practice Programs  
 North Central College  
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Degrees

Ongoing - Ph.D., Health Sciences, Northern Illinois University, Doctoral, DeKalb, Illinois, United States

2001 M.S., Applied Health Sciences, Indiana University, Bloomington, Indiana, United States  
 Concentration – School & College Health Education, Teaching Certificate  
 Dissertation: Thesis: Efficacy of Normative Education in the Health Classroom

1997 B.S., Illinois State University, Normal, Illinois, United States  
 Major: Community Health Education  
 Minor: Speech Communications  
 Concentration: Drug Education

Positions, Scientific Appointments, and Honors

<b>Position</b>	<b>Organization</b>	<b>Years</b>
Associate Professor of Health Science	North Central College, Naperville, IL	2021- Ongoing
Department Chair of Health Sciences, Assistant Professor	North Central College, Naperville, IL	2020-2022
Interim Program Director, Graduate Leadership Programs	North Central College, Naperville, IL	2020-2021
Program Director, Trauma-Informed Practice Programs	North Central College, Naperville, IL	2019- Ongoing
Department Chair of Kinesiology, Assistant Professor	North Central College, Naperville, IL	2016-2020
Teaching Physical Education and Health Education Coordinator	North Central College, Naperville, IL	2014-2018
Visiting Instructor of Health & Physical Education – Full-Time	North Central College, Naperville, IL	2011-2016
Master of Public Health Adjunct Faculty	Benedictine University, Lisle, IL	2008-2011
Health Education Adjunct Faculty	Aurora University, Aurora, IL	2006-2010
Health Education Adjunct Faculty	Northern Illinois University, DeKalb, IL	2005-2016
Health Education Teacher - Half-Time	Roselle Middle School, Roselle, IL	2005-2007
Well at Work Coordinator - Half-Time	Edward Hospital, Naperville, IL	2004-2005
Smoking Cessation Facilitator - PRN	Rush Copley Hospital, Aurora, IL	2004-2004
Health Education Teacher – Full-Time	West Aurora High School, Aurora, IL	2002-2004
Sexual Health Educator – Full-Time	DuPage County Health Department, Wheaton, IL	1998-2000
Tobacco Health Educator - Half-Time	DuPage County Health Department, Wheaton, IL	1997-1997

Honors

- 2020 Alpha Eta Society, National Honor Society for The Allied Health Professions Inductee, North Central College, Naperville, IL
- 2011 Illinois School Health Association, Honor Award Winner, Bristol, IL
- 2008 Illinois School Health Association, Honor Award Winner, Bristol, IL

- 2001 American School Health Association, Health Education Student Scholarship Recipient, Albuquerque, NM
- 1995 Eta Sigma Gamma, National Health Education Honor Society Inductee, Illinois State University, Normal, IL

### Contributions to Science

1. Early in my career, most of my professional responsibilities centered on training future and current public health and school health educators. I focused on increasing the effectiveness of health education teaching and incorporating innovative teaching strategies into the secondary or college classroom. I have been fortunate to present at local, regional, and national conferences since my undergraduate experience, as my professors cultivated the opportunity, interest, and commitment as an early professional. Presentations ranged from content-specific topics in health education to methodologies for teaching that I gained reading literature and attempting creative lessons where I gained insights through trial and error in my classrooms and from feedback from my peers and students. The listed presentations below highlight the interests and range of topics that have been a part of my repertoire.
  - a. **Wynard, T.** (2015, October). *All about TED: Ideas worth connecting to your curriculum* [Conference session]. American School Health Association, Orlando, FL, United States.
  - b. **Wynard, T.** (2014, October). *Class readiness assessment: Motivating students to come prepared by flipping the lesson expectations* [Conference session]. American School Health Association Annual Conference, Portland, OR, United States.
  - c. **Wynard, T.** (2013, October). *A buffet of teaching techniques for the higher education school health professional* [Conference session]. American School Health Association, Myrtle Beach, SC, United States.
  - d. **Wynard, T.** (2012, October). *Inoculating your mental-emotional health unit with happiness* [Conference session]. American School Health Association, San Antonio, TX, United States.
2. To bridge my teaching and research interests between health education and trauma-informed approaches, I collaborated with other health and physical education professionals to produce a Special Issue for the Journal of Physical Education, Recreation & Dance centered on trauma-informed approaches. My experience in trauma-informed practices and health education enabled us to have a shared goal of increasing the awareness of trauma-informed approaches in health and physical education, both for existing teachers and those in academia preparing future teachers. I was able to co-author two articles in the special issue based on my areas of expertise. In the same journal, I published an article on trauma-informed resources teachers could access for the 2020 pandemic school year. SHAPE (Society of Health and Physical Educators) America, which produces the Journal of Physical Education, Recreation & Dance, requested that we collectively present free, interactive webinars related to article highlights. This was intended to gain interest in the topic and encourage participants to obtain the Special Issue for further self-directed learning.
  - a. Ellison, D., **Wynard, T.**, Walton-Fisette, J.L. & Benes, S. (2020) Preparing the next generation of health and physical educators through trauma-informed programs, *Journal of Physical Education, Recreation & Dance*, 91(9), 30-40. DOI: 10.1080/07303084.2020.1811623
  - b. **Wynard, T.**, Benes, S. & Lorson, K. (2020) Trauma-sensitive practices in health education, *Journal of Physical Education, Recreation & Dance*, 91(9), 22-29.
  - c. **Wynard, T.** (2020) The quiver of the pandemic unknowns: Trauma-informed resources, *Journal of Physical Education, Recreation & Dance*, 91(7), 56-57.
3. Recently, I have centered my contributions to science on how to teach others about trauma-informed approaches and various health science centered topics. My experiences as a professor of future elementary and special education teachers and current professionals who work with children and youth have enabled me to ascertain insights into the effective pedagogy of teaching trauma-informed approaches, usually within a school setting. My research agenda continues to evolve, focusing on trauma-informed education and social constructs, which are directly linked to addressing the infrastructure we have designed in our country that perpetuates oppression,

marginalization, and, thus, trauma. I am also collaborating with a colleague on topics related to the intersection of social-emotional learning and trauma-informed approaches. In addition, I partnered with my allied health colleagues to submit a manuscript on public health and the application of interprofessional education in clinical work.

- a. **Wynard, T.**, Voss, M., McCann, N., & McCleave, N. (n.d.). A case study example to train interprofessional teams in addressing the social determinants of health in older adults. *Home Healthcare Now* (forthcoming)
- b. **Wynard, T.** (2024, March 19-21). *Inclusion of diverse voices: Incorporating social media posts* [Conference session]. Society for Public Health Education Annual Conference. St. Louis, MO.
- c. **Wynard, T.**, Glynn, N., & Allen, L. (2023, June 22-23). *Voices & voids: feedback from participants of trauma-informed trainings* [Online conference session]. Trauma-Informed Educators Annual Conference, Nashville, TN, United States.
- d. **Wynard, T.** (2020, March). *Constructing evidence-based teaching in higher education and professional development on adverse childhood experiences (ACES) and trauma-informed practices (TIPS): Influences from the literature and experience* [Online conference session]. Society for Public Health Education, Atlanta, GA, United States.
- e. **Wynard, T.** (2019, March). *Prioritizing adverse childhood experiences (aces) and trauma-informed practice education in professional preparation programs: Identified gaps and essential action needed* [Conference session]. Society for Public Health Education, Salt Lake City, UT, United States.