Please join us for an informative and entertaining panel discussion featuring the recent research of WCSU faculty including Dr. Joshua Cordeira, associate professor, Biology & Environmental Sciences Department; Dr. Stephanie Kuhn, assistant professor, Education & Educational Psychology Department; and Dr. Jeff Schlicht, professor, Health Promotion & Exercise Sciences Department. Dr. Missy Alexander, provost and vice president for Academic Affairs, will moderate.

During Dr. Jeff Schlicht’s presentation, *Exercise as Medicine*, he will discuss the relationship between exercise and primary and secondary disease prevention. He will also review the latest physical activity guidelines from the federal government, which include the prescription that small doses of exercise are beneficial. Dr. Schlicht will describe how WCSU’s membership in the American College of Sports Medicine’s *Exercise is Medicine™* on Campus outreach program works. This outreach program is a partnership between the Department of Health Promotion and Exercise Sciences, Health Services, Counseling Services and Recreation.

Dr. Joshua Cordeira will discuss *Voluntary Wheel Running Reduces Weight Gain in Mice by Decreasing High-fat Food Consumption*. Exercise is recommended to reduce weight gain and prevent obesity-related disease. Yet, individual responses to exercise are varied and not always successful. To model the human condition, Dr. Cordeira fed mice high-fat food and gave them exercise. Wheel running for 30 minutes on five days each week (consistent with recommended levels of physical activity for adults) produced small, but sustained decreases in food intake and meal size, significantly reducing weight gain. Using mice to investigate the physiological mechanisms mediating the health benefits of exercise can help to improve intervention strategies for humans.

Dr. Stephanie Kuhn’s presentation, *The Use of Self-Monitoring Interventions to Support Inclusion for Adolescents and Young Adults with Autism Spectrum Disorder*, reviews recent studies that examine the use of technology-based self-monitoring interventions for increasing adaptive behavior and decreasing inferring behaviors. These interventions have been demonstrated as effective in high school settings with students with disabilities and are applicable in post-secondary educational settings. This presentation will provide an overview of the technology-based self-monitoring interventions, considerations for implementation, and directions for future research and use in the university classroom.