

THE PULSE

Annual Magazine of the College of Health & Human Services



Convocation Fall 2019



College of Health
& Human Services
Andrews University

CONTENTS



- 3** Dean's Message
- 4** Interdisciplinary
- 6** Architecture & Interior Design
- 11** Communication Sciences & Disorders
- 18** Medical Laboratory Sciences
- 22** Nursing
- 30** Population Health, Nutrition & Wellness
- 36** Rehabilitation Sciences
- 47** Research



Issue 2 2019 / September 2019

Managing Editor Deby Andvik / **Associate Editor** Charissa Boyd / **Designer** Diane Myers

Front Cover Photo: Dave Sherwin / **Back Cover Illustration:** Andrew von Maur

andrews.edu/CHHS / chhs@andrews.edu



We are living in an exciting time with a high demand for professionals in health care, wellness, and design. In order to meet that demand, Andrews University has responded with the development of the College of Health & Human Services (CHHS), which consists of nationally recognized programs in Architecture and Interior Design; Communication Sciences & Disorders; Medical Laboratory Sciences; Nursing; Population Health, Nutrition & Wellness; and Rehabilitation Sciences. All

our programs are accredited, and the state licensure passing rates of our graduates as well as their employment rates are above the national average. It is a great privilege for me to serve as the Dean of the College of Health & Human Services and to work with an outstanding team of faculty and staff.

Some of the reasons for starting the College of Health & Human Services were to create synergy among existing programs; develop new programs according to the strategic plan of the university; promote interdisciplinary education, research and practice; shore up existing partnerships; and create new partnerships with academic, health care, and design institutions.

The mission of CHHS is to provide excellence in education for health care, wellness, and design professions that foster collaboration, research, and service, thus promoting the healing ministry of Jesus Christ to restore in humanity the image of God.

Some of the highlights in the CHHS include: Renaissance Kids, an architecture summer camp for kids whose aim is “building with kids to build kids up”; a medical mobile unit designed and built by architecture graduate students; a speech-language pathology community clinic; MOUs for partnerships in nursing education with Bronson Health, Lakeland Health, and AdventHealth; placement among the top three most affordable online MPH programs in the U.S.; Michiana VegFest, an annual community festival that draws together several thousand people as they celebrate plant-based diets; an on-campus physical therapy clinic pilot project; and a new Master of Science in Medical Laboratory Science (MSMLS).

In order to sustain quality and increase enrollment, we need a state-of-the-art training and learning facility.

The mission of the CHHS building is to provide excellence in education that fosters collaboration, research, and service within a Christ-centered environment. The goals of the CHHS building are to facilitate interprofessional evidence-based education, sustain and expand learning experiences, utilize the most advanced technology to enhance learning and prepare graduates to function effectively in interdisciplinary teams, and to provide opportunities and resources for faculty and students to engage in interprofessional service. Some of the highlights of the CHHS building include intentional spiritual concepts in the planning; ADA compliance for all spaces, with digital monitors for signage on each floor; environmental friendliness; a state-of-the-art simulation center, which will reduce the need for clinical placements; innovative and cutting edge equipment; and a mini food court in the common lounge with healthy choices. Donations to the CHHS building are welcome at <https://vault.andrews.edu/vault/app/pages/advancement/login/development>.

Select “College of Health & Human Services Building Fund” in the drop down menu.

I take this opportunity to congratulate our most recent graduates of May and August 2019: 19 Bachelor of Science in Architecture, 17 Master of Architecture, 4 Bachelor of Science in Nutrition Science and Dietetics, 24 Bachelor of Health Science, 1 Bachelor of Science in Exercise Science, 6 Master of Public Health, 20 Graduate Certificate in Nutrition & Dietetics, 11 Bachelor of Science in Medical Laboratory Science, 11 Bachelor of Science in Nursing, 5 Doctor of Nursing Practice, 16 Bachelor of Science in Speech-Language Pathology and Audiology, 20 Master of Science in Speech-Language Pathology, 34 Doctor of Physical Therapy, and 5 Doctor of Science in Physical Therapy.

At Andrews University, we welcome students from all over the world and know how to make them feel at home in a Christian environment where they seek knowledge, affirm faith and change the world around them from day one. Our small size classroom size and internationally diverse campus, where health and wellness, research, innovation and entrepreneurship are top priorities, make Andrews University an exceptional place to live and learn.

In this newsletter, you will learn about individual academic programs, major accomplishments of our faculty, students, and alumni, as well as our plans and goals for the future. We welcome your feedback and solicit your prayers and support.

Emmanuel Rudatsikira, DrP, MD



Human Simulation 2019: Interdisciplinary Patient Rounds and Discharge-planning Project

By Khonnah Weithers, MSN, RN, FNP-BC, CCRN
Assistant Professor, School of Nursing

On Feb. 7, 2019, more than 100 students and faculty from the Schools of Communication Sciences & Disorders, Nursing, Nutrition & Wellness, Population Health, Rehabilitation Sciences, and Social Work attended a viewing of a human simulation interdisciplinary video and a live interdisciplinary patient discharge-planning panel in Newbold Auditorium at Andrews University. The College of Health & Human Services and the School of Social Work worked together on the video project. Students majoring in Nursing, Nutrition Science & Dietetics, Physical Therapy, Speech-Language Pathology, and Social Work helped to write the script and acted the roles of health professionals in the video that was filmed on campus. The project was designed to facilitate interprofessional education and collaborative practice. The premise behind interprofessional partnerships is that providers and patients can better address the multiple factors that influence the health of individuals, families and communities when they communicate and consider each other's unique perspective.

Faculty from the various entities began planning the project in the fall of 2018. A collaborative script was drafted, with input from the students, and filming commenced early spring semester. Several students from each department played professional as well as student roles corresponding to their course of study. Retired physical therapy Professor Emeritus John Carlos and his wife, Grace, played the patient and wife roles.



Robert Halder, nursing student, stated, "During the filming process, I was able to see the way my clinical experiences were applied in the video. I was able to use the observations I made through shadowing the nurse manager from my nursing clinicals because I also saw the way nurse practitioners, physical therapists, and other health professionals worked together. I tried to integrate what I observed in the role I played in the film. It made me realize that collaboration and clear communication are a necessity. Working alone in the health-care field is extremely overwhelming, and therefore, it is important to work as a team to handle critical situations and to seek guidance from other health professionals, which was evident in this human simulation." Another student commented, "While filming for the Human Simulation Project, I was able to appreciate the work required from each interdisciplinary team and how each field contributes to achieve the best patient outcomes. I also learned how important communication is in order to collaborate and deliver safe and efficient quality care. Teamwork was demonstrated in many ways from the beginning until the time of discharge, with nursing, speech pathology, nutrition, physical therapy and social work."

College of Health & Human Services Alumnus of the Year

By Karen Reiner, PhD, MT(ASCP)
Associate Professor
Department of Medical Laboratory Sciences

To commemorate the 30-year anniversary of the first Medical Laboratory Sciences graduating class of 1989, the Alumnus of the Year Award was presented to Melphine Harriott by the College of Health & Human Services during the Aug. 4, 2019, commencement ceremony. This award recognizes distinguished alumni who have achieved excellence and brought recognition to their profession.

Melpine Harriott works as the director for clinical microbiology at Ascension Michigan Laboratory Services. She has a BS in clinical laboratory

science from Andrews University, an MS in basic medical science, and a PhD in immunology and microbiology from Wayne State University in Detroit, Michigan. She is also an educator and research scientist. Harriott has worked as an assistant professor, teaching undergraduate students at Andrews University and graduate medical students at several medical schools in Michigan and Illinois. Her research has focused on microbial biofilms. She is the author of several scientific papers and two books, *Microbiology in Your*



Pocket and Thieme Test Prep for USMLE: Medical Microbiology and Immunology. Most recently, she completed a Clinical Microbiology Fellowship at Vanderbilt University Medical Center in Nashville, Tennessee, and passed both the American Board of Medical Microbiology and the Specialist Microbiology exams. She is married to Dr. Alwyn Harriott (98), a general, bariatric, and trauma surgeon, and

they have two children, Liam (eight years old) and Anneliese (three years old). She enjoys spending time with her family, running, and teaching *Cradle Roll and Adventurers*.



Poverty Simulation Workshop



Summer 2019 workshop with physical therapy and MDiv students. Other programs that participated in the Fall & Spring workshops include Nursing, Speech-Language Pathology & Audiology, Nutrition, Exercise Science, Business, Communication, and Student Missions.

“The simulation opens your eyes to a world that may be unseen to many but affects all who choose to serve.”

“I know the reality of poverty, and this is very good simulation that demonstrates or reminds us how to consider families in such situations.”

“I really enjoyed this seminar. I found it to be insightful and a real eye-opener because it opened my eyes to the issues plaguing our communities. I was filled with emotions. My heart ached for those living in poverty, and those abandoned by their families.”

“I found that you really don’t know what someone is going through until you, yourself, have gone through it. While, yes, this was a simulation, you felt the realism of it all.”

“The poverty simulation was an invitation to pause and remember, to see what currently is, and to dream, plan, and strategize about what we are going to do in the future. It also challenged me to think about my story and the journey of my communities and to reflect on potential areas of growth.”

2018 Health & Fitness Expo

By Gretchen Krivak, MS, RD, CGFI, EIM-1
Assistant Professor, School of Population Health, Nutrition & Wellness

In 2018, the Andrews University Health & Fitness Expo planning committee decided to hold the Expo in the community, rather than at its original location on campus. Along with the YMCA of Southwest Michigan, the City of Niles, and Be Healthy Berrien, a collaborative effort was made to plan the event. The Expo was held at the Niles-Buchanan YMCA on Sunday, Oct. 14, 2018, from 12–3 p.m. and was free to the public. Participants enjoyed a variety of exciting activities, including interactive booths with kids’ activities and games, vegetarian food samples, cooking and fitness demonstrations, holistic health and well-being presentations, and more. Attendees also had the opportunity to win a variety of prizes, donated by the vendors, which were raffled off throughout the event. Vendors at this year’s event included the 5 schools of the College of Health & Human Services, a variety of other campus entities, and 17 community organizations. We are thankful for all the support and especially to the 19 local businesses who helped sponsor our event. To learn more, visit: <https://www.andrews.edu/chhs/healthexpo/index.html>.



ARCHITECTURE & INTERIOR DESIGN



Paula Dronen, JD, BS, BSI
Associate Professor, Assistant Dean,
School of Architecture & Interior Design

The School of Architecture & Interior Design has joined the newly formed College of Health & Human Services as of the 2019-20 academic year. With this transition, we look forward to advancing the mission of the university and building relationships that will compliment and strengthen programs for God's honor and glory.

It will be exciting to use the new design/build workshop, and we are grateful to God that it has almost come to fruition. It will be awesome to have the woodshop and design/build space under one roof since it will allow the hands-on components of the curriculum to run more efficiently. Carey Carscallen will be serving in a new role as Coordinator of Missions, and we anticipate that in this role, he will continue to share his gift of craftsmanship and heart of service as he leads students to a better understanding of construction. The new facility is, as Ellen White wrote in the book *Education*, a testament to the "understanding that the period of learning and the period of doing are not separate and distinct time periods."

"For everything there is a season, and a time for every purpose under heaven." - Ecclesiastes 3:1

As we embark on this transition, we pray for God's wisdom and understanding, to promote stewardship, rigorous scholarship, and creative problem-solving in their disciplines, and to encourage students to

- Shape places that foster whole human health;
- Explore time-honored and innovative solutions in their works;
- Seek joy, beauty, and moderation in a lifelong pursuit of learning; and
- Serve mankind in accordance with a professional and Christian vocation.

All this for the glory of God until the risen Christ comes again.

PROJECTS

Medical Mobile Unit to the Congo

Associate Professor Carey Carscallen traveled to the Congo to assemble a medical mobile unit that was designed and built by architecture students in their graduate year of the architecture program. The medical mobile unit serves a community in the Congo that does not have regular access to medical care.





Architecture Missions Group/ Practicum

By Ian Greene, MArch, Class of 2019

This year, the Architecture Missions Group, led by Assistant Professor Martin Smith, contributed to the development of numerous projects, such as the design of a new church for the Halifax SDA Church in Nova Scotia, Canada; an extension for the Paw Paw SDA Church in Paw Paw, Michigan; an extension to the Kosrae SDA School in Kosrae, Micronesia; and an overall site and building design for the San Ramon SDA complex in San Ramon, Bolivia.



San Ramon, Bolivia



Kosrae, Micronesia



Halifax, Nova Scotia, Canada

"I was able to help others in need through Architecture Mission Design and also gained real experience due to the firm-like culture of the class. I was involved in numerous projects, where I developed skills in site design, building design and construction document productions. I was a part of various site visits, client meetings and Owner-Architect-Contractor (OAC) meetings where I gained knowledge on what lies ahead after student life."

Ian Greene

Design/Build Studio

by Martin Smith, BArch

Assistant Professor, School of Architecture & Interior Design

In the 2019 Topic Studio, the fifth-year students engaged in several unusual projects:



Airstream Travel Trailer Renovation: The students had a client who needed a mobile tiny house. After researching tiny house zoning restrictions, the decision was made to renovate an Airstream travel trailer. The client also had strict requirements for providing a non-toxic environment. A 1967 Airstream Caravelle was purchased, and students set about researching how to construct a non-toxic living space. Any

materials with adhesives or chemical treatments had to be researched and vetted with the client. The trailer was also designed to be totally off-grid with solar power.

Tiny House Design: Students designed a new tiny house of approximately 400 square feet to be constructed by next year's class. The project is to provide a home for individuals who are making the transition from a homeless situation. It also had to be designed in a manner that can be constructed in the workshop and then assembled on the building site.



Mobile Dental Clinic: A 14-foot standard cargo trailer was designed and constructed to be used as a mobile dental clinic in the remote areas of Guatemala. Students had to solve the



Architecture

design problem of operating a dental exam room within the restrictions of the trailer dimensions as well as be mindful of the weight of materials in order to keep the tow weight manageable for the local conditions.

Design Shipping Containers for Student Missionaries: Another project that may be constructed in the future was to design for student missionaries several prototype housing units using shipping containers. Students designed dwelling units in a modular way that could house from two to eight missionaries.

Renaissance Kids

by Mark Moreno, MArch, BS

Associate Professor, School of Architecture & Interior Design

Mark Moreno, who leads Renaissance Kids, an architecture summer camp for kids, celebrated 13 years of “building with kids to build kids up!” this summer. In June, Mark lectured at the 56th International Making



Cities Livable Conference in Portland, Oregon, on the topic, “Livable Cities for All...and by all,” which focused on the central theme that we can and should empower our youth to believe they too can make a positive change in the world. The summer 2019 theme was “Compelling Dwellings.” The 136 kids made multiple doghouses, birdhouses and a playhouse as an extension of last year’s theme, “Home Is More Than a House.” All of these items, with donated appliances from Whirlpool, local artwork and more, sold for \$8500 at auction to raise money for “Tiny Houses for Big Change” to support Saint Augustine’s Episcopal Church in Benton Harbor, Michigan, for a person in need.



TOURS

European Study Tour

By Andrew von Maur, MADU, BArch
Professor, School of Architecture & Interior Design

The annual European Study Tour follows the third year of architectural studies and challenges mind, body, and spirit. This year’s experience began on top of the Areopagus of Athens, where we could reflect on that assurance which the Apostle Paul spoke of so long ago in the shadow of the Acropolis (Acts 17:31). This is actually where the purpose of this study tour comes together: to study architecture in light of God’s purpose for us. A week in Greece introduced us to classical antiquity in the age of Pericles, Byzantine folk architecture on Patmos, and neoclassical urbanism on Syros — but it also engaged us with the prophecies of Daniel 2 and the Revelation of Jesus Christ, as well as questions about the state of the dead in the place where Greeks first claimed the soul’s immortality. Architecture is not about architecture.



After an academic year spent mostly indoors, it was rejuvenating to be outside every day, all day, walking for miles, seeing beauty and diverse cultures, and engaging each other with common purpose for five weeks. In a way, this study tour is about restoration. After a week in Rome, we were refreshed by the intentional landscape and townscape of rural Pienza, Tuscany. During a week in Paris, we encountered the transformational work of 17th century Huguenot architects, who introduced us to airy squares, health-giving waterfronts, and new civic architecture to promote liberty and public life. In Wittenberg, Germany, we witnessed the

restoration of God’s Word — both in museums and manifested in Reformation architecture. And during our final week in Stockholm, we were able to learn how contemporary architects are using timber to promote the restoration of the environment and our human health.

Wherever we went, we drew. Of course drawing is not about drawing, but about thinking. Michelangelo once said that one does not draw with the hand but with the mind. So drawing invites us to be thoughtful and social. Some of our most cherished memories include drawing with each other while talking about life, its meaning, our Creator, and our testimonies.



Waldensian Tour

Associate Professor Kathleen Demsky (Director of the Waldensian Tour), along with 18 others, walked in the footsteps of those ancient people of faith in the northern Alps of Italy (June 5-13, 2019)

Beyond Walls 2019

By Rhonda Root, MFA, MAT, BA
Professor, School of Architecture & Interior Design

Rhonda Root, Ariel Solis, and adjunct professor Brian Manley, along with seven architecture students, participated in the Beyond Walls Project in Jordan during the summer of 2019. The students worked alongside Islamic students to produce a mural for a 100-meter-long exterior school wall in Amman. Jordanian Professor Hana Hijazi, who teaches in the College of Traditional Islamic Art & Architecture, and her Islamic students shared with our students traditional Islamic art techniques specializing in creating geometric Islamic designs.



“Being involved in Beyond Walls has been a true blessing. Makes me happy to finally have the willingness and the ability to share my talents with/for others and serve people who need it the most. Drawing basic Islamic art with local people, students, and faculty has made my time in this wonderful place truly memorable. I couldn’t be more grateful for the opportunity given.”

Joel Soto

“Working with the university students in Jordan, we got to learn about Islamic art and how they design. We were also able to share our thought process and how we designed. Working closely with them, we learned so much about their culture. We were also able to share our culture and show them Christ’s character through our actions.”

Reu Avellona



Architecture

Guatemala Mission Tour

by Ariel Solis, MArch, BSA

Assistant Professor, School of Architecture & Interior Design

From July 25 - August 12, a group of students, a faculty member from Southern Adventist University, and Ariel Solis traveled to Guatemala as part of the mission-oriented summer tour “Community Project in Architecture.” For many years, this class has traveled to Bolivia, but this year God led the class to a Mayan community in the northwest mountains of Guatemala.

The School of Architecture & Interior Design has partnered with a Guatemalan nonprofit organization, Changing Lives, which is a member of Outpost Centers International. This organization works within these Mayan communities. The summer’s class was involved in different activities, including helping with the construction of a small hydrotherapy area for a clinic (Vida Sana), helping a local conference with the design of a local church, designing a master plan for a future Adventist primary school in a Mayan community, and building eight brick stoves for families who live in one-room houses and have problems with smoke from daily cooking.

If you are interested in being part of this mission class in the future or would like to sponsor a brick stove for a Mayan family, please contact our school or Professor Solis at solis@andrews.edu.



“My first mission trip ever, Guatemala turned out to be a very life-changing experience for me. I went knowing we were going to help build a clinic and some stoves. For the past four years, I was being trained and theoretically learning how to effectively design and construct buildings, but it was not until I took part in the very act of building — mixing concrete, leveling the ground, measuring and putting blocks on blocks when building the clinic’s walls — that I understood what it really takes to construct in terms of energy, time, materials and expenses. We learn how to become problem solvers in architecture school virtually. Spending time in an area that has real needs was a big lesson to me. This time the saying ‘make sure to start with a Why’ made sense, and I realized how easy it was to find a ‘what,’ ‘how,’ and ‘where’ when there was a clear ‘why.’”

Joel Soto, BSA Student, Class of 2020.

“As soon as we got to Momestenango, we experienced culture shock. We were out of our comfort zones. Being in a place without our daily commodities was a tough lesson. I prayed a lot for patience and positive attitude because the project we were working on was bigger than ourselves. The people, cheerful and welcoming, helped us with everything, and we were able to build a really strong friendship. We served a local indigenous community who lived in mud houses with dirt floors, no windows, barely any sunlight and air ventilation, and the struggle for water was real. What impressed me the most is that they shared the little food they had. Guatemala was a rewarding and blessed experience for me.”

Gwendoline Albright Ndikumangenge, MArch Student, Class of 2020.

AU Architecture Projects & Graduates Honored at CNU 27

by Andrew von Maur, MADU, BArch

On June 14, 2019, eight Andrews University School of Architecture graduates were recognized for excellence in four different projects at the CNU 27 Charter Awards ceremony. The Congress for the New Urbanism (CNU) is an international nonprofit organization working to build vibrant communities where people have diverse choices for how they live, work, and get around. CNU’s annual congress promotes the idea that well-designed cities and neighborhoods are crucial for our health, economy, and environment. The CNU Charter Awards, given annually since 2001, are the world’s preeminent awards for urban design, placemaking, and community building. The 2019 awards ceremony was held at the Muhammad Ali Center in downtown Louisville, Kentucky, where the CNU hosted over 1,500 participants. The following projects and graduates of Andrews University were recognized at this international event:

1. Our graduate Urban Design Studio was recognized with a CNU Merit Award for its work in assisting the flood-prone communities of El Caño Martín Peña in San Juan, Puerto Rico. Representing the AU team were Erlend Andvik, Anna (Brown) Krüger, Víctor Perez Andino, Melanie Reed, and Andrew von Maur. In addition, national leading practitioners such as Andrés Duany, Elizabeth Plater-Zyberk, and Tom Gallas reviewed the project for in-depth feedback.
2. Plan Viva Laredo, prepared by Dover Kohl & Partners for



Laredo, Texas, was recognized with a Charter Award. The Dover Kohl team on stage included 2007 architecture alumni Kenneth Garcia and Jennifer Garcia.

3. Torti Gallas & Partners received a CNU Charter Award for its work at The Parks at Walter Reed in Washington, D.C. The team included 2018 architecture alumna Melanie Reed.
4. Placemakers, LLC received a CNU Charter Award for its Plan 2040 in Doña Ana County, New Mexico. Its team included Professor of Architecture Andrew von Maur and 2006 architecture alumnus Michael Weich with DPZ.

COMMUNICATION SCIENCES & DISORDERS

The 2018-19 academic year was a time of change, growth and blessings for the former Department of Speech-Language Pathology & Audiology, now the School of Communication Sciences & Disorders (SCSD). I am excited to share the blessings that have impacted students, faculty, staff and the school as a whole.

In August 2018, the third graduate cohort received their master's degrees in speech-language pathology, with a 100% national examination pass rate, a 100% on-time graduation rate, and now almost one year later, 100% employment rate. God is so good. Our 2019 anticipated graduating class achieved a 100% pass rate on the American Speech-Language-Hearing Association's national exam. We were also able to celebrate this spring when 15 of our undergraduate students completed their degrees.

As a part of our strategic plan, it is critical that our faculty be highly trained and prepared for the ever-changing medical/health-care and education industries we prepare our students for. At the time of last year's publication, we welcomed Jenica Joseph, who has proven to be a wonderful addition to our faculty team. Joseph is currently applying to PhD programs as a means of furthering her personal and professional goals, while supporting the university and the SCSD in the area of academic excellence. Brynja Davis and Tammy Shilling are also currently undertaking the rigors of PhD studies. The faculty's drive for excellence does not stop there. Suzanne Mondak attended trainings through the Lindamood-Bell program that not only assist our clients but also support our students in their development of evidence-based skills and practice. Darah Regal was honored by students in the area of research mentorship. There is nothing more rewarding than when students are able to acknowledge your work and commitment as an educator.

D'Jaris Coles-White is in the process of developing a course on autism assessment and intervention, and we are excited to announce plans to begin an Assistive Technology (AT) Certification Program. Such a program will offer certification to professionals such as speech-language pathologists, psychologists, physical therapists, occupational therapists and special education teachers. The certification will allow them to assess AT needs, offer consultations, and provide ongoing functional support to those with various disabilities.

For the last five years, Lara Scheidler-Smith served as the off-site clinic director for the Master of Science (MS) in Speech-Language Pathology program. On Aug. 30, 2019, we bid her farewell as she began the next chapter of her professional career. Scheidler-Smith has helped students secure hundreds of clinical placements, from California to North Carolina to Wisconsin. We thank her for her commitment and her professional expertise for the last five years.

The SCSD has also been blessed to have administrative staff such as Wenona Hays and Tamlin LeRoux who support the school's clinic and academics. As our admissions coordinator, Hays has spearheaded our transition to the national application and admissions system, as well as personally obtained training in medical billing and coding. Her initiative has proven to be beneficial to our program as well as other programs within the College of Health & Human Services.

Additionally, the SCSD is planning a clinical service project to the Llandilo School of Special Education in Jamaica. Speech-language pathology services are critically needed for their students with multiple disabilities. The SCSD faculty and students plan to travel to Jamaica in early June 2020 to initiate educator, parent and health-care trainings and workshops, as well as provide direct intervention for students with a variety of speech and language impairments. It is our plan that this will be the beginning of a sustainable relationship between the SCSD and the Llandilo School.



By Heather Ferguson, PhD, CCC-SLP
Associate Professor, Chair, School of
Communication Sciences & Disorders

This review of the last year would not be complete without giving God all of the praise for a very successful accreditation site visit with the American Speech-Language-Hearing Association's Council on Academic Accreditation. On April 1 and 2, a team of site visitors reviewed the graduate program in speech-language pathology. Their initial report found that the MS in Speech-Language Pathology program meets all six of the council's standards. We were especially pleased when they disclosed that there were no areas for improvement. The final report was made available on Aug. 15, 2019, awarding the Andrews University MS in Speech-Language Pathology program full accreditation. This report is available for public review. We could not be more excited about the anticipated full program accreditation.

We celebrate our students, faculty, staff, clients, parents and community supporters. Without their prayers, care, nurturing and insight, we simply would not be.

SPEAK OUT!® & The LOUD Crowd® Come to Andrews

Interview with D'Jaris Coles White & Jenica Joseph

by Ralna Simmonds, MA, Graduate Assistant, School of Communication Sciences & Disorders

The Parkinson Voice Project's mission is to safeguard the voices of those affected by Parkinson's and other neurological diseases, with a vision to partner with caring speech-language pathologists to reproduce distinctive therapy programs worldwide.

SPEAK OUT! is a specially designed program for patients with Parkinson's disease affected by associated voice disorders, and it is the first step in the Parkinson Voice Project's two-part therapy approach. It is a structured program featuring 12 individual speech therapy sessions that gradually move the clients closer to greater speech fluency under the guidance of a speech pathologist. At the end of the individual lessons, clients segue into the maintenance arm, dubbed The LOUD Crowd, which uses a group therapy approach, with the same goal of giving patients their voices back. The

exercises are similar for The LOUD Crowd but are more flexible than in SPEAK OUT!

D'Jaris Coles-White, professor in the School of Communication Sciences & Disorders, became involved with the Parkinson Voice Project when Sue Mondak, clinic director,

shared information with colleagues in the school regarding a grant writing opportunity. Coles-White subsequently wrote the grant, which was successful, and later went to Dallas for training on how to deliver SPEAK OUT! and The LOUD Crowd. Following this training, she received certification and a code which allowed other faculty to be educated in the method and also receive certification. The students taking the requisite courses were subsequently provided access to the training via a specialized code. Incredibly, this training is free of charge, as are the services offered by the Andrews clinic. The Parkinson's Voice Project, which provides the training and certification, began in 2008 and funds its services purely on donations. Therefore, when clients com-

plete SPEAK OUT! and The LOUD Crowd, they are asked to make a donation based on the value they attribute to the service in a "pay-it-forward" system. In this way, they are making resources available to the next set of clients free of charge as well.

Jenica Joseph, assistant professor in the School of Communication Sciences & Disorders, became involved with the Parkinson Voice Project in 2010 while working at the Swain Center in Santa Rosa, California. Upon joining the faculty at Andrews, she was instrumental in setting up and supervising The LOUD Crowd in the fall of 2018.

Coles-White, who has been involved since 2018, notes that professionally, the program has allowed her to gain continuing education credits, but more significantly, she feels fulfilled by helping Parkinson's patients regain their voices so that they can be better heard and more clearly understood.

Joseph notes the value to her professionally is the ability to continuously contribute to the Parkinson's community. On a personal note, Joseph's grandfather had Parkinson's, and it was a matter of the heart to help him achieve the best quality of life despite his disease. She observed that the impact on students includes the greater development of their skills with adults and the added benefit of on-the-job training via patient feedback.

The students who participate in these programs have the unique opportunity to learn firsthand what living with Parkinson's is like. Additionally, receiving this specialized training and certification enhances not only their skills but also their résumés.

The clients speak glowingly of their experience in the programs. They say the therapy sessions are cognitively stimulating and entertaining. They enjoy interacting with the students, are able to work

harder, and appreciate holding each other accountable. One client, when asked about the program, said, "It's like game night!" One satisfied client added emphatically, "It's better than 'Big and Loud'" ("Which is a comparable therapy offered in another context," shared Coles-White). Another client, who loves to sing, recounted that despite not yet achieving full vocal range, there has been gradual and meaningful improvement as a result of the voice exercises and warm-ups done in therapy.

Coles-White noted that the program is excellent and comprehensive, one that she would not adjust in any way, but expressed the need for greater publicity so that patients with Parkinson's can be aware of the free resource that is available in their community. With a second grant that has been successfully secured, she anticipates achieving wider publicity by forging partnerships with medical personnel and facilities in the area in order to generate more referrals. In addition, she hopes to develop a partnership with the Berrien County Parkinson's Support Group, as well as to strengthen word-of-mouth advertising and generate traffic to the school's website. Joseph mentioned that changes have been made to the time and day therapy is offered so as not to conflict with clients' other Parkinson's support activities, but no changes have been made to the programing itself.

Joseph attended the Parkinson Voice Project's Lead With Intent Symposium in June 2019. SPEAK OUT! will resume in the



Loud Crowd session in progress with student clinicians Robin Lacson and Sarah Mueleman and clients John Hrycko and Mary Schultze.

fall, and The LOUD Crowd will continue each Tuesday from 1-2 p.m. "We are also looking into additional opportunities as the programs continue to grow," Joseph stated.

Please help spread the word. SPEAK OUT! and The LOUD Crowd are available at the Andrews University Clinic at no cost to people who have been diagnosed with Parkinson's disease with associated voice disorders.



Complete Push-In Experience

By Krystina Nauta, MS
Class of 2019

Krystina Nauta was a student in the 2019 cohort of the Master of Science in Speech-Language Pathology program and graduated in August. In this article, Nauta shares the experience of her nine-week, school-based internship. She reflects on her interprofessional experiences, in-depth hands-on training and evidence-based practice.

My experience at the Brookside Learning Center has exposed me to a variety of opportunities for interdisciplinary interaction via collaboration with the school occupational therapist, physical therapist, teachers, paraprofessionals, social worker, psychologist and principal. I have been exposed to a complete push-in model, which enabled me to work closely with the teachers and paraprofessionals. Beverly Vicker, in her 2019 article titled “The 21st Century Speech Language Pathologist and Integrated Services in Classrooms,” explained, “The classroom teacher has expertise in curriculum, classroom management, and group instruction while the SLP (Speech Language Pathologist) has knowledge about individual language and communication development, language/communication disabilities, and individualized intervention strategies. It is the marriage of the two sets of complementary professional skills that can add power to an integrated services model.” Discussing behavioral and academic needs with the teachers and paraprofessionals helped me target each child’s individual speech and language needs, allowing for the creation of helpful individualized materials to assist each child’s classroom

instruction. We put together visual schedules, core boards for communication, and implemented sign language.

During this internship, I participated in two evaluations for autism spectrum disorder (ASD). The evaluation process at Brookside has several components and includes the school social worker, psychologist, and speech-language pathologist. In-class observation was completed by each discipline separately during the first step of this process. Next, the social worker, psychologist, speech-language pathologist and I came together to complete the Autism Diagnostic Observation Schedule (ADOS). The psychologist ran the ADOS while we wrote our observations; I also created a language sample. At the end of the ADOS, the child went back to class, and we scored and discussed the test findings together. The last step in the evaluation for ASD was the home visit. As a group, the social worker, psychologist, speech-language pathologist and I went to the home to observe the child and ask the parents questions. Once all aspects of the evaluation were completed, we regrouped to discuss whether diagnosing the child with ASD was appropriate.

Another important experience of my internship was co-treating with the physical therapy intern a preschool student who had been diagnosed with cerebral palsy (CP) and was wheelchair bound. When I worked with this child individually, she was usually in her customized wheelchair to help with her posture, which was weak due to low muscle tone. Although her chair was helping her, she lacked sufficient breath support, so I focused on creating proper breath support, managing her augmentative and alternative communication (AAC) device, and also improving her expressive language. Fran Redstone reported in 2005 on her study, “Seating Position and Length of Utterance of Preschoolers with Cerebral Palsy” in which she found that when children with CP sit in an upright position, they are able to produce 95% of utterances in one breath. The results also showed the children with CP successfully imitated 48% of utterances while sitting upright rather than 18% of utterances while being reclined. Therefore, in our co-treatment, the physical therapy intern worked on seating posture while I facilitated language expression. By the end of the session, the child was tired,

but I was able to get a full 10 utterance opportunities out of her with adequate breath support and voice volume.

When I asked the physical therapist about what she gained from co-treating with speech-language pathologists, her response was interesting. She reported that she is very thankful to work with speech-language pathologists because it helps give the child a voice to either say something hurts or something he or she is working on is too difficult. The physical therapist said that in college, she was not taught to co-treat with speech-language pathologists; however, she is very grateful to have the opportunity to do so at Brookside because it really does help her therapy sessions go more smoothly.

I also worked alongside the occupational therapist at Brookside Learning Center. Many students at Brookside do not eat because they do not like the texture of the food. I collaborated with the occupational therapist to encourage the children to try foods. One of the suggestions from the occupational therapist was to have the children practice kissing their food. For example, I worked with a little boy who was trying a piece of fruit. I took a peach for myself and gave him one. We kissed the fruit, then put the fruit between our teeth, and finally licked the fruit. To encourage him to actually participate, we asked that he complete the work before he got his chocolate milk.

In addition to the typical services offered, Brookside also takes the class for students with moderate cognitive impairment horseback riding every Thursday. My former Grand Valley State University professor, Beth Macauley, has been implementing speech therapy with hippotherapy for 30 years. In my undergraduate courses, she explained that she works with patients of all ages, from toddlers to the elderly who have had strokes or traumatic brain injuries. In a Horestalk article written about her therapy and how hippotherapy impacts speech, Macauley stated, “We have a theory: the consistent and repetitive motion of a horse walking or trotting stimulates the nervous system of the person on the horse and facilitates increased physical and cognitive function. Since the nervous system is given a coordinated, integrated framework from which to function, it can focus on

continued on page 15



Hear to Speak

Interview with Lauren Hastings, MS, Class of 2006
by Ralna Simmonds, MA

Heather Ferguson, PhD, CCC-SLP It gave the School of Communication Sciences & Disorders great pleasure to interview Lauren Hastings. It is always exciting to learn about the professional endeavors of our former students. Ralna Simmonds conducted the in-depth interview with Hastings. This interview details Hastings' academic endeavors, professional advocacy interests, and future plans, both professionally and philanthropically. When Lauren attended Andrews University, there were three faculty members, a sole undergraduate degree offered, and a strong family atmosphere among the students and faculty. It is encouraging to see what an alumna of Andrews University continues to do in and for the profession.

What have you been up to since leaving Andrews?

After graduating from Andrews University in 2006, I obtained my Master of Science in speech and hearing science at Tennessee State University (TSU). After completing graduate school, I stayed in Nashville, Tennessee, for four years, working in the school system and in skilled nursing facilities. In 2014, I moved home to Atlanta, Georgia, and worked in school and outpatient settings for two years. My father's health started to decline in 2016, so I decided to start my private practice, Hear to Speak. My practice is mobile, and I render speech therapy in the natural environment (daycare, private school, or home) in the South Fulton area of Atlanta, Georgia. The majority of my clients are under the age of five, with developmental delays and feeding issues.

What is NBASLH, how did you get involved, and what is your role?

NBASLH stands for the National Black Association for Speech, Language, and Hearing. I was first introduced to this association by my graduate advisor at TSU. She was the volunteer coordinator for their annual convention and strongly encouraged us to participate in



Lauren Hastings

the association. After graduate school, I maintained my membership but did not attend the annual conventions. In 2015, I decided to get actively involved in the association. I joined the public relations committee, where I assisted in maintaining the Facebook page. In 2018, I was nominated and voted to be on the board of directors, which is a three-year term. Additionally, I was assigned to be the Exhibitor and Sponsorship Coordinator for the convention.

What are your future professional and personal plans?

My future plans include obtaining office space for my practice so that I can serve more children on the southside of Atlanta. I want to hire an occupational and behavioral therapist as well because there is a lack of clinicians in the area. Additionally, I plan to return to graduate school to pursue my doctorate. My ultimate goal is to become a highly sought-after specialist for pediatrics with communication deficits. My personal goal is to open a special needs daycare on the southside of Atlanta with all services, including nursing, respiratory therapy, speech therapy, occupational therapy, physical therapy, and behavioral therapy. I have a passion for multicultural families and low-income communities. They need our expertise and people who will take the time to educate them to increase their confidence in advocating for their children.



Comfoodication?

Interview with Jordan Mondak, MS, Class of 2018

by Ralna Simmonds, MA

It was a delight for me to interview Jordan Mondak about his life after graduating from Andrews University and his YouTube channel — Comfoodication. Jordan is a 2018 MS graduate working in California.

How has a degree in speech-language pathology & audiology from Andrews prepared you to do well in the industry?

Andrews prepared me very well to go into the working world. I just recently started my first job in Riverside, California, at a pediatric clinic and feel confident and comfortable just five months in, thanks to my time at Andrews. The setting is very similar to the on-campus clinic at Andrews where you see the child one-on-one and interact with the family on a weekly basis. Having that clinical experience at Andrews made the transition to my current job much easier. Not only am I a better therapist because of Andrews, but I have also grown into a person who cares deeply for community. The faculty always encourage the students to get outside of the classroom and gain experience through volunteer opportunities, whether it be mission trips, after-school programs, or nursing home visits. I felt like the school's goal is more than just creating good therapists—they want to create world changers.

How did the idea and title for Comfoodication come about? Why food?

I've always had a passion for food, whether it be cooking it, eating it, finding great restaurants, or watching shows about it. The idea actually came about while watching one of my favorite shows, "Diners, Drive-Ins, and Dives." I thought, "How cool would it be to travel the country to find great restaurants and



Jordan Mondak

meet new people?" I knew I wanted to combine this concept with my field of work (speech-language pathology) and had an idea to interview people I know with various disabilities at their favorite restaurants. Being an SLP, I get to meet a lot of incredible people who often get overlooked because of their disabilities, and I wanted to inspire and educate others by sharing their stories.

How do you determine who to speak with?

The people I have interviewed so far have all been people with whom I'm fairly close. People need to trust you when opening up about their personal lives, and so I choose people whom I have known for a while. The interviewees are also people who don't let the label society puts on them stop them from being themselves. I love it when the people I interview open up about their passions and talents because the world needs to look more at what they can do instead of what they can't do.

What is the goal of Comfoodication, and how do you know when the goal has been met?

When creating Comfoodication, my main goal was to share these videos with families who have loved ones with disabilities.

I know firsthand how hard it can be on a family to hear that their child has a diagnosis, and I wanted to share inspirational testimonials so that family members could have encouragement and hope amid a frightening time in their lives. It has also been a platform to educate others on how the brain of someone with a disability works. Bringing awareness is an important goal of mine, and it derived from a quote I once heard from Barry Prizant: "To help children with autism, we don't need to fix them. We need to understand them, and then change what we do." I want people to understand instead of judge.

If I can inspire and give hope to just one family who is devastated by a recent diagnosis by sharing one of my videos with them, then my goal will be accomplished.

How many speech disorders are there, and will you do an episode on each?

Speech disorder is a very broad term and can look different for every individual. Some have articulation impairments, language deficits (affecting their ability to understand and/or express language), fluency disorders (stuttering), social skill difficulties, cognitive deficits, and much more (Check out Episode #5 of Comfoodication to learn more). My goal is to try to get a variety of people who have overcome whatever deficit they may have.

What professional and personal value do you derive from your work and specifically Comfoodication?

Communication is something that we all take for granted. We assume everyone should be born with the ability to communicate verbally, and if someone can't, society looks at him or her as an outcast. Through my experience dealing with people who can't necessarily verbally express themselves, I've found there is

always some mode of communication a person can find to express him or herself, whether it is with an augmentative and alternative communication (AAC) device, sign language, pictures, writing, art, body language, etc., and I love as a speech therapist that I get to help someone find his or her "voice." With Comfoodication, I love getting to hear and share incredible stories about people who have already found their voices and about the obstacles and successes that come along the way.

Is there a gap (of whatever type) that you believe Comfoodication can/will fill?

I believe there is always room for growth in how we relate to and interact with one another. In a world that seems to be getting further away from personal connection, I want to show others that sitting down and taking the time to hear someone's story over some great food is what we as humans crave: to be heard and understood.

How do your guests feel about talking with you (and by extension, your YouTube audience) about living with their respective disorders?

As humans, we all like to share our stories, but a lot of people either don't get the opportunity to or no one takes the time to listen. Once I give them a platform and explain the goal of the interview, they are usually excited to share their story, knowing it could help another family or child going through a similar situation.

What is on the horizon for Jordan and Comfoodication?

God has blessed me with many talents, and I intend on using my gifts to give hope and encouragement to those around me through my job and Comfoodication. I will continue to let God lead in my life, and I'm excited to see where He takes me.

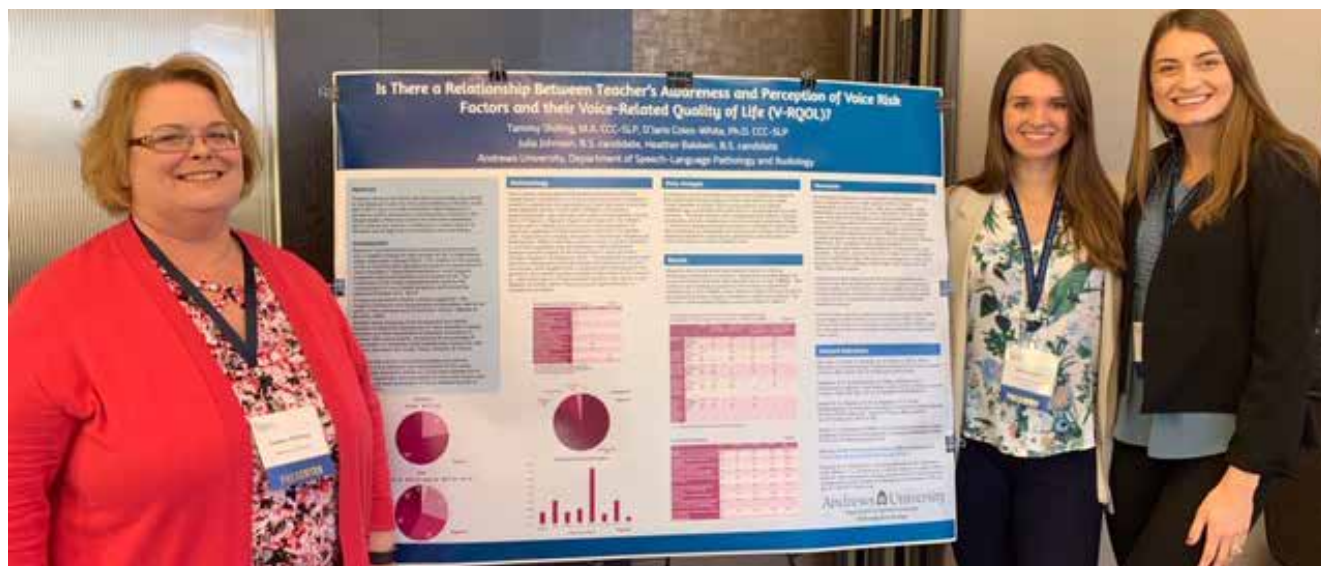
continued from page 13

bigger, more complex thoughts, words and movements." Not only is this important for speech and language, but it can also lead to a reduction in the anxiety, as exemplified in the case of one Brookside student. The student was recognized in the organization's newsletter for decreased behavior issues and anxiety since starting hippotherapy.

In the classroom for students with severe multiple impairments, speech therapy focuses on using AAC devices. One student in particular recently bought an AAC tablet with the Project Core program. We received permission from his mother to add and rearrange the icons on the AAC tablet and collaborated with

the teacher on proper vocabulary for her classroom and for his encounters with the physical therapist. We also conferred with his mother about vocabulary he could apply at home. I helped this student use his AAC device to communicate with his teachers and the entire classroom during morning meetings.

Overall, my experience at Brookside Learning Center has been phenomenal. I was exposed to many different ways of interacting with other disciplines. Co-treatments with physical therapy, occupational therapy and hippotherapy have proven to be of significant value for communication. I have learned that it is very important to work with parents, teachers, paraprofessionals and other therapists for the well-being of each student.



L-R: Tammy Shilling, faculty; Julia Johnson, junior; Heather Baldwin, junior

The Ladies of Research

By Tammy Shilling, MA, CCC-SLP
Associate Professor, School of Communication Sciences & Disorders

On March 21, 2019, four faculty members and three students from the School of Communication Sciences & Disorders went to Lansing, Michigan, to attend the Michigan Speech-Language-Hearing Association (MSHA) Annual Conference. Three of our students from the five-year track presented posters on their research projects to fellow professionals in speech-language pathology and audiology. Julia Johnson and Heather Baldwin completed a research project titled “K-12 Teachers’ Awareness and Knowledge of Voice Risk Factors.” They presented their poster with faculty member Tammy Shilling.

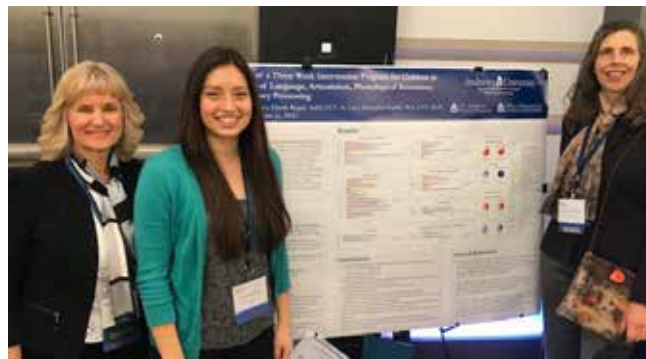
The other student, Zoey Caballero, presented her research project entitled “Efficacy of a Three-Week Intervention Program for Children in the Areas of Language, Articulation, Phonological Awareness, and Auditory Processing” along with faculty members Darah Regal and Lara Scheidler-Smith. The fourth faculty member, Brynja Davis, presented her research project and poster titled “Methods for Measuring Comprehension of Emotion in



Brynja Davis, Faculty

Stroke Survivors.” The two-day conference was a wonderful way for our students and faculty to represent Andrews University in the professional field and to gain experience in the presentation of research.

As one of the poster presenters, Johnson registered her perspective on the conference: “Attending the MSHA conference inspired and excited me for my future. It was a privilege to listen to and speak with leaders in my future profession. I was able to hear lectures from the authors of the textbooks that I use in class, which to me is an amazing opportunity. I was able to see the community that I will one day be a part of. Everyone was there to learn and help educate each other. I also loved being exposed to professional-level content. This information reassured me that my courses are preparing me for my future. Not only was I surrounded by researchers and leaders of speech-language pathology, but I was also able to talk with other working SLPs. The MSHA conference is a mecca of current information and positive role models. When I left, I felt that I had a better understanding of potential job options as well as reassurance that I have chosen the right career. I highly recommend attending the MSHA conference to any student.”



L-R: Darah Regal, faculty; Zoey Caballero, junior; Lara Scheidler-Smith, faculty



Student Initiates Vital Training for First Responders Regarding Individuals with Autism

By Darah Regal, AuD, CCC-A
Assistant Professor, School of
Communication Sciences & Disorders

Jacqueline Villegas, senior speech-language pathology and audiology student, met with me during fall semester 2018 to discuss an independent project she was interested in pursuing. Jackie explained that she wanted to make a positive difference, use the information she had learned while obtaining her degree and leave Andrews a better place than when she came. As we discussed options, I was further impressed as it became evident that Jackie was not seeking academic credit or academic acknowledgment. The area of need she desired to improve involved police officers' communication skills with people who have difficulty communicating, specifically autistic or hearing-impaired individuals. News reports suggested to her that increased education was needed, and she wanted to help facilitate providing support through a workshop or presentation. Her curiosity concerning the level of education for police and first responders in dealing with people who have communication problems had been sparked, and she wanted answers. She had concerns about communication difficulties and possible misconceptions or misperceptions between police and people who are not able to express themselves or follow auditory instructions in a typical way.

At Andrews, Jackie had learned about potential communication challenges faced by people with speech and hearing disorders. As we discussed her possible proposals, it became evident that Jackie had a passion to follow the mission of Andrews: Seek Knowledge. Affirm Faith. Change the World. Jackie demonstrated a depth of maturity in her quest to use her knowledge and skills to influence her world.

We contacted Harvey Burnett, local police officer and chair of the Department of Behavioral Sciences, to propose the plan and to gather information. He expressed a strong interest in Jackie's proposal.



As Jackie asked Burnett questions, he expressed that specific training, especially in dealing with autism spectrum disorder, was not a typical experience for police and first responders in the Berrien County area. He offered suggestions for how to approach departments for support and gave specific names and phone numbers that Jackie could contact to determine the need and interest for a workshop or presentation.

Jackie contacted area police and first responder organizations and received varied responses. The Baroda-Lake Township Police Department was the most supportive, agreeing to implement an educational workshop. The municipality invited Jackie to coordinate the event. In her research, she found information on Scott Schuelke, a retired police officer, who developed a training seminar for police and first responders in the state of Michigan regarding how to positively interact with individuals with autism. She obtained all the information, including cost, amount of time needed for the workshop and a summary of the possible benefits for the community. Jackie offered to help fund-raise for the seminar; however, the police department paid for the event. The Herald-Palladium published an article on

March 30, 2019, promoting the training seminar and highlighting Jackie's involvement in coordinating the effort.

On April 29, 2019, a two-hour autism safety training workshop for police and first responders was presented at the Baroda-Lake Township Hall, in Baroda, Michigan. Over 30 police and other first responders attended the training. Many expressed appreciation for the new information and thanked Jackie for coordinating the event. At the training seminar, police officers and first responders brainstormed ways to increase awareness, offer the seminar in other area districts, and implement the newly suggested approaches for engaging people with autism.

For example, Officer Schuelke suggested a novel protocol for responding when an autistic child is reported missing. It was recommended that instead of going directly to the family home, first responders should initially locate the body of water or pool nearest the child's last known location, due to a common fascination with water among individuals with autism. Most drowning deaths for children between ages six and eight involve children with autism. Schuelke gave a specific example of how this change in protocol likely saved a young boy's life recently. A police officer, responding to a report of a missing autistic child, located him walking toward a local pond. When asked where he was going, the child responded that he was going swimming; however, it was wintertime in Michigan. This tip seemed to be new information to many present at the meeting. One officer commenting on how many bodies of water there are in Berrien County, noted that if this information saved even one child with autism, the seminar was a success.

Thank you, Jackie, for your passion, persistence and dedication. You have made a positive impact in our community. Thank you, Harvey Burnett, for assisting, advising and attending the seminar.

MEDICAL LABORATORY SCIENCES



By Karen A. Reiner, PhD, MT(ASCP)
Associate Professor, Chair,
Department of Medical Laboratory Sciences

Greetings from the Department of Medical Laboratory Sciences (MLS). We are delighted to celebrate our 30-year anniversary and invite you to join us for special events taking place during this year's Homecoming Weekend, Sept. 26-29. God's blessings have been evident in the growth of the department and in its continuing success offering excellent MLS education in the context of a Seventh-day Adventist Christian setting. Additional faculty office spaces and two brand-new student laboratories have allowed us to increase the capacity of the Clinical Year Program from 24 to 32 students. The new facilities have provided space for a lab prep room, a dedicated research room, and automated laboratory equipment. We are also expanding our graduate program offerings and are excited to introduce the Master of Science in medical laboratory science as an online program beginning this fall. Last October, the MLS program was awarded reaccreditation by the National Accrediting Agency for Clinical Laboratory Science for the maximum time period — 10 years! Graduates from the MLS program at Andrews University continue to enjoy prompt placement in the workforce and recognition for the quality of education received at Andrews University. We praise God for His blessings and thank you for your continued support.

Medical Laboratory Science Program Reaccredited

By Hannah Gallant
Student Writer for University Communications

Karen A. Reiner, PhD, MT(ASCP)

The Andrews University Medical Laboratory Sciences (MLS) Clinical Year Program, offered by the Department of Medical Laboratory Sciences, has successfully received reaccreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Recognized by the Council for Higher Education Accreditation, the NAACLS is a "premier international agency for accreditation and approval of educational programs in the



clinical laboratory sciences and related health-care professions."

The clinical year portion of the MLS program received 10 years of continuing accreditation from NAACLS, the maximum number of years that can be awarded for continuing accreditation of an MLS program. The report presented

by the site visit team stated that all standards had been met and there were no areas of concern.

NAACLS accreditation is public recognition for meeting the nationally established quality standards for MLS education. It speaks to the quality of MLS graduates from the Andrews University MLS program and confirms they have met the educational standards deemed necessary for successful entry into the MLS profession.

NAACLS is located at 5600 North River Road, Suite 720, Rosemont, Illinois, 60018-5119.

To read the full new release:
<https://www.adventistreview.org/church-news/story13350-andrews-university-receives-key-clinical-lab-accreditation>



Clinical Year Students Present at Annual MLS Research Symposium and MASAL

By Karen A. Reiner, PhD, MT(ASCP)

The annual Medical Laboratory Sciences Research Symposium was held on March 7, 2019, in the Halenz Hall Amphitheater at Andrews University. This event showcases student research performed as part of the clinical year curriculum. Students work with faculty mentors on research projects that apply and integrate knowledge in the medical laboratory sciences and related health fields. The five research groups, listed below in order of presentation, shared their projects at this year's symposium. One group (denoted with an *) also presented their research at the Michigan Academy of Science, Arts, and Letters Annual Conference held at Alma College, in Alma, Michigan, on March 1, 2019.

Antagonistic Effects of Castor Oil and Garlic Oil on Clinically Significant Bacteria

Student Researchers: Haley Davis, Opeyemi Fabiyi, Toshalee Scarlett-Fisher

Research Mentor: Melissa Poua

Religiosity as a Construct on Attitudes Toward Vaccinations and Anti-Scientific Worldview

Student Researchers: Oluwabukola Ajasa, JoAnn Johnson, Lady Sinuhaji

Research Mentor: Karen Reiner



Synergistic Effect of Zingiber officinale and Intermediate Antibiotics Against MRSA*

Student Researchers: Eunice Hansen, Harley Quispe, Soyeon Won

Research Mentor: Daniel González

Kombucha and Urinary Tract Pathogens: A Competitive Growth Analysis

Student Researchers: Yvan Avellona, Nikila Gutierrez, Jared Marsh

Research Mentor: Melissa Poua

Antimicrobial Properties of Picea mariana

Student Researchers: Mackada Howell, Aihuan Li, Michael Lipari

Research Mentor: Timothy Newkirk

Alumni Testimony

By Victoria Thona, BSMLS

Class of 2015

During my time at Andrews University, I was extremely fortunate to be part of a program that truly cared about the success and growth of their students. The faculty were helpful, caring, and devoted to creating a family-oriented atmosphere, where students were comfortable expressing their concerns, whether personal or academic. I was apprehensive about being stuck with the same people in the same classroom for an entire year, but I came out with strong friendships and future mentors whom I continue to have in my life today. The Andrews Medical Laboratory Sciences (MLS) faculty are a strong, cohesive group of kindhearted individuals who helped me accomplish all my endeavors and have helped me

become a confident lab professional in all relevant areas — my personal favorite being hematology. The program really gave me a family support system away from home and allowed me to strengthen my faith and personal relationship with God. I will always be grateful for the knowledge I gained, which has enabled me to become the best medical lab scientist I can be, and I continue to seek more opportunities to better myself as a health-care professional. I came out of the program with a purpose to serve the community in health care, and I am proud to play a crucial role in patient care through the diagnostic process. Overall, I am ultimately grateful for such a blessed learning experience (and so much more). To this day, I have nothing but praise for my family at the Andrews University MLS Department and their impact on me and my personal growth.



Victoria Thona



MLS Department Celebrates National Laboratory Professionals Week

By Karen A. Reiner, PhD, MT(ASCP)

This year, once again, we joined approximately 300,000 practitioners of clinical laboratory science in the United States in celebration of Medical Laboratory Professionals Week (MLPW). Throughout the week of April 21-27, the department boasted new décor, and students, alongside faculty, enjoyed identifying cells, playing an immunology-themed memory game and pipette battleship, and making microbiology media art. The Medical Laboratory Sciences club helped to facilitate the major events of the week, which also included sponsoring a blood drive for South Bend Medical Foundation. Some faculty and staff completed a 5K Lab Week Run. MLPW, under the auspices of the American Society for Medical Technology, now called the American Society for Clinical Laboratory Science, provides the profession with a unique opportunity to increase public understanding of and appreciation for clinical laboratory personnel. In 2010, the organizers decided to brand the event by using the same theme each year: Laboratory Professionals Get Results.

Next year's MLPW will take place during the week of April 19-25, 2020.



Alumni Spotlight

By Karen A. Reiner, PhD, MT(ASCP)



James Joseph Brown

Sometime last year, I had the opportunity to reconnect with Joe and was inspired by his story. I share highlights of our conversation in this article with the hope that it will also inspire you.

James Joseph Brown, or Joe, as he likes to be called, graduated from the Andrews University Program for Clinical Laboratory Sciences in 2009, now the Medical Laboratory Sciences (MLS) program. It all began with a campus visit during which he met MLS Professor Emeritus Al McMullen. Joe did not have a clear direction for a major at the time and decided to give MLS a try. Soon, he discovered that he enjoyed his MLS classes. However, he was young and a little unmotivated, which prompted a conversation with Marcia Kilsby, former program director. Joe says that during that conversation, Kilsby told him that she could see potential in him and that she pictured him being a lab manager or lab director in the future. Joe went on to complete his clinical practicum at the South Bend Medical Foundation and was offered a position before graduation. Joe accepted the position and sought to take any learning opportunity that came

his way, soon becoming well acquainted with laboratory compliance and regulatory procedures. He welcomed new assignments and projects and eagerly accepted mentorship, which helped him learn new skills.

After a time, he became section lead of the South Bend Medical Foundation in the Quality Systems Department and was involved in regulatory and accreditation of the blood center, and then moved into a managerial position. Then in 2018, he was offered the laboratory director position at Spectrum Health Lakeland, formerly known as Lakeland Health Systems.

When asked how to be successful and grow as an MLS professional, Joe responded with this advice: "Most places don't hire for something they are not already doing, ... so take advantage." Joe attributes his rapid growth as an MLS professional to his willingness to learn new skills. To MLS students, he advised, "Get organized, ... (address) competing priorities, ... treat your clinical practicum as a 16-week interview." For new MLS professionals, he suggested, "Get involved, ... attend conferences, ... think beyond today."

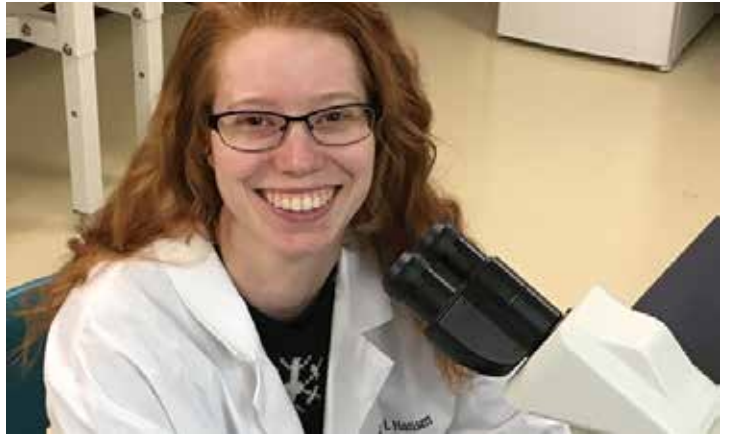


MLS Student Recipient of API Scholarship

By Karen A. Reiner, PhD, MT(ASCP)

Eunice Hansen, a senior medical laboratory science student at Andrews University, was one of five students, out of more than 300 nationwide applicants, to receive a \$2,000 scholarship from American Proficiency Institute (API). API is one of the largest proficiency testing providers in the world, serving over 20,000 laboratories. The organization offers innovative solutions and technical excellence for the proficiency testing needs of hospital and reference laboratories, physicians' offices, clinics, and point-of-care testing sites.

Applicants are asked to write about their reasons for entering the clinical laboratory science profession and their future career vision. Ms. Hansen made an impression when she explained her interest in medical laboratory science with the following poem:



Eunice I. Hansen

Did you go to college? Who paid for your degree?
 Was it your parents, a loan, federal grants or even thee?
 The majority would say one of the first three.
 But what about the one percent of students like me?

Responsible for financing colleges since day one,
 Completed the FAFSA form but received none.
 Wrote tons of essays for scholarships, yet never won.
 Working as many hours possible but still not done.

Growing up the youngest of three,
 Life was not always fun, but I stayed me.
 For, I knew a difference I was made to be,
 My brothers can testify the difference indeed!

When it comes to friends I don't have many,
 But if you need a friend, I can be there in twenty.
 A hard worker, with a heart to help any,
 When there is time, I like to volunteer a plenty.

A quiet student fascinated with science experiments,
 Intrigued with genetics and DNA inheritance.
 Spends hours studying biology and its evidence,
 Enjoys creating chemistry puns with the elements.

Medical Laboratory Scientist I'm desiring to be.
 Measuring, testing, discovering and analyzing is key,
 To running the tests which help doctors provide relief,
 Making a difference and that difference begins with me!

How long has MLS been my aspiration you ponder?
 Let's say many, many years for this humble scholar.
 I may not have the highest GPA, but I give you my honor,
 I graduate August of 2019 because I study until I conquer!

Bestow upon me, the knowledge and techniques,
 That I may develop medical lab science expertise.
 The first in my family, a bachelor's degree achieved,
 Please grant me a scholarship, if in me, you do believe!

Link to full article in Campus News: <https://www.andrews.edu/agenda/51686>

NURSING



By Jochebed B. Ade-Oshifogun, PhD,
RN-BC, CNE
Associate Professor, Chair,
School of Nursing



Carol Rossman



Diane Tramel



Melinda Nwanganga

Time, they say, is the enemy of humanity. The 2018-19 school year rolled by so quickly, and the faculty and staff of the School of Nursing are grateful for another productive God-led year. This is the year that the Nursing Department transitioned to become the School of Nursing. During my travels this year, I found myself in quiet moments on the plane, contemplating what God has achieved through us this past school year. I have to admit that none of this would have happened without our hard-working faculty, staff, and students. It has indeed been a journey, and we are not at our destination yet. I can't wait to report more of God's goodness in the years to come.

During this past year, three new faculty members joined our team. Carol Rossman, our Doctor of Nursing Practice (DNP) program director, came to us with a Doctor of Nursing Practice from Oakland University in Rochester, Michigan. She has national certification as both a family nurse practitioner and a pediatric primary care nurse practitioner. She brings with her 25 years of nursing education experience. Her awards from Sigma Theta Tau International Honor Society of Nursing include "Excellence in Nursing Practice" in 2015 and "Excellence in Leadership" in 2017. Diane Tramel also received her Doctor of Nursing Practice from Oakland University in Rochester, Michigan, graduating in 2017. She has eight years of teaching experience in higher educational settings. She has also served as a dean of nursing. Melinda Nwanganga received her Doctor of Nursing Practice from Valparaiso University in Indiana. She is an alumna of the Andrews University nursing program ('03). Nwanganga is a board-certified family nurse practitioner with experience managing adults with chronic diseases.

The last two years were busy for the School of Nursing, with some programs receiving their initial accreditation and others their reaccreditation by the Accreditation Commission for Education in Nursing. We thank God for a successful initial accreditation of the online Doctor of Nursing Practice program, with both family nurse practitioner and nursing education foci, as well as our new online Bachelor of Science in Nursing (RN-BSN) program. We were also pleased to receive reaccreditation of our pre-licensure BSN program.

We are proud to showcase our National Council Licensure Examination (NCLEX-RN) pass rate, which was 100% in both 2017 and 2018. Our sophomore enrollment increased to 37 students in the 2018 admission year, and our graduation rate increased to 75%. Our pre-licensure students brought spirituality to their nursing care, embodying the spirit of Jesus Christ during a recent mission trip to Belize. It was a privilege to travel with the senior students as they ministered to the schoolchildren and served the patients at La Loma Luz Adventist Hospital. A number of students described the blessing they received from blessing others, and they were happy to offer care to those in need.

The online RN-BSN program that launched in 2017 saw its first six graduates this summer. The program is expanding its reach via memorandums of understanding (MOUs) with Bronson Health, AdventHealth and Lakeland Health (Spectrum Health). The MOUs outline these institutions' commitment to financially support their nurses' enrollment in Andrews University's online nursing program. A significant motivation for this collaboration is the need for baccalaureate-prepared nurses highlighted by the Institute of Medicine and Robert Wood Johnson Foundation's vision for nursing in the year 2020.

Seven members of our first cohort of DNP students graduated this academic year. The words "project" and "project defense" floated around the school for the last several months. Our DNP graduates worked tirelessly to produce interesting scholarly projects, and they are in the process of publishing some of their work. We are proud of our graduates' performance on their family nurse practitioner board certifications, with a 100% pass rate.

The School of Nursing's increasing focus on global outreach is taking us to locations like Ghana and Hong Kong to expand our collaboration in terms of education and research. The school is focused on aligning its global reach with Andrews University's global mission and vision. Kudos to the hard work of faculty, staff, and students on this endeavor.



DNP Mentorship and Nursing Research Symposium

By Grace Chi, PhD, MS, RN
Professor, School of Nursing

rium at Andrews University. As former president (2016-2018) of the Eta Zeta Chapter and current Awards Chair (2018-present), I enjoy supporting the scholarly activities of the Nursing Honor Society. Community personnel, local nurses, and students from the College of Health & Human Services were all invited to attend both podium and poster presentations. The main focus of the two podium presentations was on nurses' burnout levels and turnover rates, and the poster presentations covered a variety of different topics, including natural therapies (music or aromatherapy) and work with diverse populations.

As a DNP Scholarly Project Chair, I encouraged my DNP student, Marvelyn Thompson, to use this opportunity to disseminate the findings of her scholarly project as a poster presentation. The study was focused on the effects of guided imagery on pain and opioid consumption for patients with chronic back pain. The results indicated that guided imagery is useful in decreasing chronic back pain. Thompson also noted a trend toward decreased opioid consumption although this shift was not statistically significant. Therefore, the results were encouraging. This was Thompson's first experience presenting a poster at a scholarly conference. She was enthusiastic about sharing her study findings with the audience who, in response, expressed that the poster information was informative, useful and professional. In the end, it was a wonderful evening of learning for nurses, nursing students, and community members.

As a professor, throughout the learning process, I motivated and guided students in understanding clinical scholarship, disseminating findings, and advancing knowledge. I hope that my role and my efforts, combined with the students' efforts, can amplify their potentials for academic success as well as professional growth.

The American Association of Colleges of Nursing, in their 2006 article titled "The Essentials of Doctoral Education for Advanced Nursing Practice," emphasized the important objectives of a professor in a Doctor of Nursing Practice (DNP) program: to help students advance knowledge, understand clinical scholarship, develop analytical methods for evidence-based practice, and establish interprofessional collaboration for improving patient outcomes.

To be an effective professor, I need to bear in mind that each doctoral student possesses unique clinical experiences and flourishes in varying learning environments. I take this into consideration when guiding students in their individual scholarly projects. I assist students in designing logical projects, encourage the study of thought-stimulating concepts, help students perform tasks beyond their current level of achievement, and provide feedback for continual improvement. A student's clinical expertise becomes a major asset when exploring new territories of evidence-based knowledge, and yet I also encourage students to seek new learning opportunities.

One example of such student development is centered on research. On April 22, 2019, the Eta Zeta Chapter of Sigma Theta Tau International Honor Society of Nursing and Bronson Healthcare held their Spring Research Symposium in Newbold Auditorium

Alumni Spotlight

By Miriam Morgan-Skinner, DNP,
FNP-C, BSN, RN-BC
Class of 2018

I graduated in December 2018 with a Doctor of Nursing Practice. A few months later, I sat and successfully passed the Family Nurse Practitioner certification examination.

My scholarly project focused on readmission rates of postsurgical patients. The study revealed infection in incisions and wounds as the leading cause for readmission. As a result, I created a policy which was implemented within the organization that participated in the study. At the time

of the implementation, the organization was comprised of three major hospitals. It has since grown and now encompasses four times the original number of hospitals, allowing the policy to make an impact on a wider patient population.

My interest in incisions and wounds led to an employment opportunity as a wound care and bariatric nurse practitioner. This position allows me to actively participate in treating infections through holistic care and education. In this role, I will further my education through a wound board certification



Miriam Morgan-Skinner

program and do additional research in this area. I fully attribute my recent employment and opportunity for growth as a researcher to my relationship with God, my family's support, and my experience in the School of Nursing. I was held to high standards and was molded to be a better scholar and clinician by my chair, committee members and faculty. I was able to seek knowledge which has changed my life, to affirm faith through a deeper devotional and prayer experience, and now I am off to change the world through patient care.



DNP Graduates Improve Patient Outcomes in Disease Management

By Carol Rossman, DNP, APRN-BC
Professor, School of Nursing

The Doctor of Nursing Practice program celebrated the graduation of three students in May and another in August. These students successfully defended their scholarly projects and completed at least 1000 clinical hours in their graduate programs. They are now ready to take their certification boards as family nurse practitioners. Each of these students created an individual scholarly project that demonstrated improved patient outcomes in health care. These projects were created, implemented, data analyzed, reported, and evaluated by clinical experts in the field for sustainable programming. These projects included:

The Effect of a Nutrition Education Program on Nutrition Literacy in Ghanaian Adults of the Michiana Ghanaian SDA Church – *Evelyn Osei*

Effects of Guided Imagery on Pain & Opioid Consumption for Patients with Chronic Back Pain – *Marvelyn Thompson*

The Hemoglobin A1C of African American/Blacks with Diabetes Mellitus Type 2 Using Low-Fat Diabetes Plate Education – *Ednah Makori*

Effectiveness of Educational Intervention on Diabetic Knowledge & HbA1c Levels on Kenyan Adults with T2DM – *Sabina Bett*



L-R: Evelyn Osei, Marvelyn Thompson, Ednah Makori

We celebrate with our DNP graduates. They are truly world changers in the health care of their communities of interest! Congratulations DNP grads!

Students Develop Community Nursing Skills and Promote Health at Local Sites

By Melinda Nwanganga, DNP, FNP-BC
Assistant Professor, School of Nursing

Community nursing involves caring for individuals, families, and groups where they live, work, or go to school in order to promote health through organized community efforts that benefit each citizen. Andrews University undergraduate nursing students in their senior year learn about the nurse’s role in the community health environment. Students attend weekly clinicals in a variety of community settings. At the Sister Maura Brannick Health Center, they participate in caring for uninsured residents in St. Joseph County, Indiana. As part of the Program of All-Inclusive Care for the Elderly (PACE) of Southwest Michigan, they examine a multidisciplinary approach to keeping elderly clients in their homes. At the Whirlpool Employee Health Clinic, students experience a range of occupational health practices. Through the Maternal Infant Health Program at Intercare Community Health, they observe home visits with mothers with newborns. In the Berrien County Jail, they witness how nurses care for inmates. The objective of these experiences is to understand the needs of the community, how to engage with community members, and how to advocate for them.

During the semester, students were also able to participate in community nursing in conjunction with the Harbor of Hope SDA Church in Benton Harbor, Michigan. In a health and wellness program initiated by Imasiku Mubita, nursing students worked alongside members of Harbor of Hope to obtain health metric measurements and provide education on topics such as blood

pressure, cholesterol, blood glucose, body mass index, and body fat percentage. Participants were then invited to attend cooking and exercise classes provided by Andrews University’s School of Population Health, Nutrition, & Wellness.

Through these experiences, students experienced community nursing firsthand while following Christ’s example. As described by Ellen White in “Ministry of Healing,” Jesus’ footprints were found “beside the sickbed, in the hovels of poverty, in the crowded alleys of the great cities, and in every place where there are human hearts in need of consolation.” (p. 35). Going into the community and caring for people, wherever they are and no matter what their circumstances are, allows us to partake in the ministry of Christ.

Student Quote:

“My community clinical observation on Jan. 24, 2019, took place at Sister Maura Brannick Health Center in South Bend. As I reflect back on my observation, I remember being overwhelmed to learn how a single nurse with a vision to provide quality health-care services for those without insurance in her community has had such an outstanding outreach health-care program in this community, especially for those who are underprivileged. Today, because of her effort, love, and affection, the Sister Maura clinic is now a well-known community-based health-care center and has involved so many different people — from nurses to doctors, specialists, medical assistants, interpreters, and volunteers — who all have the same passion and love. Most of the physicians in this clinic are devoting their times and services freely to the people of this community, regardless of their race, ethnicity, gender, color, whether they are documented or undocumented immigrants; no matter what, everyone around this community is welcomed (Robert Halder).

Class of 2019 Intercultural Mission Trip: Belize

By Shawna Henry, MSN, RN
Associate Professor, School of Nursing

Every year, the Andrews University senior nursing students embrace the serving nature of the profession by participating in a mission trip. This trip is part of the course Intercultural Mission Service in Nursing. The emphasis of the course is on service to people from various cultures. “Gifted to Serve” was the theme of this year’s trip.

In collaboration with WeCare Mission Trips of the Center for Youth Evangelism, the students traveled to Santa Elena in Belize, with the goal of fulfilling the course objectives. However, what started out as a mere school project quickly developed into a meaningful service opportunity. The students immersed themselves in their call to serve. Their activities included working alongside the staff of the La Loma Luz Adventist Hospital, taking inventory of hospital supplies, and interacting with local school children in health education activities. The students also participated in worship activities in one of the local churches, and Ade-Oshifogun, department chair, certified approximately 25 teachers in CPR.

The joy of serving helped the team discover that not only were they gifted to serve, but they were also gifted by the blessing of service.





Andrews University Nursing Students Partner with Community High School Students

By Shawna Henry, MSN, RN

Jochebed B. Ade-Oshifogun, PhD, RN-BC, CNE

Khonnah Weithers, MSN, RN, FNP-BC, CCRN
Assistant Professor, School of Nursing

In a typical classroom, students aspire to become engineers, doctors, lawyers, or teachers. In low-income urban settings, many students have difficulty visualizing themselves achieving professional success. Such is the case for many students at Benton Harbor High School. In response to this challenge, the School of Nursing decided to initiate a mentoring program called “The Empathy Project” to develop the skills of these high school students in order to help them envision and attain their future career goals.

Carlisle Sutton, Director of Community Engagement, Integration, and Service at Andrews University, under the guidance of university provost, Christon Arthur, developed the mentoring program as a way for the university to engage with the community and to develop our students into world changers. The goal of “The Empathy Project” was to evaluate the effect of community engagement activities on Benton Harbor students and on the nursing students’ level of empathy. A mentoring program between university students and high school students would not only offer a service to the Benton Harbor community but would also provide the university students with the many benefits that come with service learning. Because nursing is a service-oriented profession, it was an ideal program to use as a pilot mentoring initiative that could later be employed by other university departments.

Sutton approached the School of Nursing, and together they developed a plan to engage high school students who might have an inclination toward a career in the health professions. The planning team, which consisted of Sutton, along with Chair Jochebed B. Ade-Oshifogun and professors Khonnah Weithers and Shawna Henry, developed the Andrews University Nursing Community Partnership. The program was designed to facilitate a mentoring experience between nursing students and high school students and also to arm high school students with practical health-care skills and knowledge that they could use and share with their community. The plan required significant student support in order to be successful, and Andrews University Student Nurses Association (AUSNA) president, Johanna Erickson, and her team enthusiastically embraced the idea and helped recruit student mentors.



During the fall semester, 13 nursing students partnered with 11 Benton Harbor High School students. Participants received training in hands-only CPR and care for traumatic injuries. In the spring, senior nursing students, as part of their mission nursing class, continued the instruction by focusing on health practices meant to decrease the incidence of lifestyle diseases. The high school students learned about making healthy choices related to rest, activity, and nutrition.

Both groups were impacted by the meetings, which were held over a period of five weeks.

The high school students appreciated the time spent with their mentors. After the class on nutrition, one student expressed that she had never read a label before and was quite pleased she was now able to understand the information provided. During the end of program social, one of the Benton Harbor students made a memorable statement. After receiving her certification of participation, she said, “I am going to show this to the members of my family that thought I will not amount to anything. This is the evidence that I am on the right path, and I plan to go to college.”

Stuti Dass, a sophomore nursing student, shared, “We are building interconnecting relationships. Reaching out to the community made me feel like a disciple. Helping the kids learn a certain skill set that they could implement in their setting or situation, and in turn teach others around them, was a fulfilling experience. It helped me seize the opportunity given to me through AUSNA, to reach out to them using skills that I already had. This was such a wonderful program for us to be a part of, and I pray it continues.”

The School of Nursing plans to continue to develop the program in order to increase its impact on more high school and nursing students next year. The school solicits your prayers and support as it continues to meet the needs of the high school students and also develop mission-driven nurses. In the School of Nursing, we seek to fulfill our university mission to “Seek Knowledge. Affirm Faith. Change the World.”





Pinning Ceremony

By Jochebed B. Ade-Oshifogun, PhD, RN-BC, CNE

In May 2019, the School of Nursing held a beautiful ceremony commending our graduates. The nine pre-licensure nursing graduates were welcomed to the nursing profession as they declared the nursing oath while the four Doctor of Nursing Practice students were affirmed in their advanced practice roles. Our speaker was Barbara Harrison, Clinical Associate Professor of Nursing. She challenged the graduates to pursue their high calling — to serve their professions, patients, families and communities.

Five BSN students received awards during the pinning ceremony.



Johanna Erickson,
Excellence in Academics
(Hagerman Award),
with a GPA of 3.83.



Prerna Wilson-Pauliah,
Excellence in Leadership
(Taylor Award).
“Prerna consistently shows a positive attitude, which is inspirational to those around her. She is a good communicator. She also leads by example through her commitment and accountability.”



Hannah Smoot,
Clinical Excellence
(Nightingale Award).
“Hannah shows a genuine interest in learning and seeks opportunities to learn. She does not shy away from challenges. She is sensitive to the needs of her patients in all aspects of care.”



Cinthia Costa,
Restoration Award.
“Cinthia shows a sincere interest in people and is motivated to provide the best care to her patients. Her genuine spirit enables her to connect with patients well, and she consistently shows Christ-like empathy toward them.”



Noemi Almonte,
Image Award.
“Noemi embraces the profession of nursing. She demonstrates a positive image of nursing in her conduct, her interactions, and her drive to succeed. She is a good advocate for her patients, her peers, and for the profession itself.”



Changing the World: A DNP Student's Project

Submitted for the team:

Jochebed B. Ade-Oshifogun, PhD,
RN-BC, CNE

Dixon Anjejo, DrPH
Team Member, School of Public Health,
Nutrition & Wellness

Eric Rutto, MD
Team Member, Physician, Reale Hospital,
Kenya

Andrews University's mission to change the world is embodied within the School of Nursing's vision to engage globally. The School of Nursing embraces this vision in its teaching philosophies and instructional methodology. Our Doctor of Nursing Practice (DNP) students take this mission to heart. Their scholarly projects are making a difference not only in the United States of America but also around the world. One such example is the project conducted by DNP student Sabina Bett.

Bett saw the need of diabetic patients in one particular community in Kenya, and she determined to make a change for this population through education and awareness, no matter how many challenges stood in her way. Because of the international nature of her project, she

had to obtain Institutional Review Board and Ethics Committee approval at five levels — Andrews University; University of Eastern Africa Review Ethics Committee; the National Commission for Science, Technology and Innovation; the county government; and Reale Hospital. The cost of travel between the United States and Kenya was also a significant hurdle.

Bett studied the “effectiveness of an educational intervention on diabetic knowledge & HbA1c on Kenyan adults with Type 2 Diabetes mellitus,” using an experimental approach. She observed a significant difference in participants' levels of HbA1c after the three-month intervention period. She also found a considerable increase in diabetic knowledge, and self-efficacy levels were also increased post-intervention. The local county government was pleased with her project, which resulted in the project being featured on the local television channel in Kenya.

Bett believes education is the most effective strategy in defeating diabetes and its complications. There has been considerable post-study interest in her project. After the study, she educated more than 200 community members from Uasin Gishu County, Kenya. Through her scholarly project, Bett embodied the mission of Andrews University to change the world. As the chair of Bett's project, I firmly believe that world changers are made at Andrews University.





Eta Zeta Chapter at Andrews University Going Strong in Its 35th Year

By Khonnah Weithers MSN, RN, FNP-BC, CCRN
President, Eta Zeta Chapter of Sigma Theta Tau International

April 12, 2019, marked the 35th anniversary of the Eta Zeta Chapter at Andrews University. Eta Zeta is the 172nd chapter chartered by the Sigma Theta Tau International (STTI) Honor Society of Nursing, an esteemed fraternity of nursing scholars, which to date has over 530 chapters worldwide. It was formally recognized as a chapter at the Andrews University School of Nursing on April 12, 1984. Membership is by invitation only and offered to qualified undergraduate nursing students, graduate nursing students and community nurse leaders. During the spring of 2019, the Andrews University School of Nursing inducted nine new members into STTI and welcomed their membership into the Eta Zeta Chapter. These were students from both the undergraduate and graduate nursing programs who excelled academically and were in the top third of their class.

As in previous years, the Eta Zeta Chapter remains active in fulfilling STTI's mission of "advancing world health and celebrating nursing excellence in scholarship, leadership and service." At the upcoming STTI Showcase of Regional Excellence at the 45th Biennial Convention to be held in Washington, D.C. (Nov. 16-20, 2019), the chapter will be recognized for its work in fulfilling current STTI President Beth Tigges' Call to Action to "connect, collaborate, and catalyze." Eta Zeta answered this call through annual chapter events held during fall and spring

semesters. The chapter collaborated with Bronson Methodist Hospital in Kalamazoo, Michigan, and the Psychiatric Nurses Council of Southwest Michigan to provide a Fall Research Workshop on Nov. 27, 2018. The event, titled "FUSE: Developing Housing for Emergency Department Frequent Users," was very informative for the nurses and the 69 Andrews University nursing students who attended the event. Participants learned that barriers created by social determinants of health (addiction and

unmet psychiatric needs) can significantly

affect a patient's health. Furthermore, they came to realize how important it is to recognize the situation and what interventions acute care nurses may implement in collaboration with other agencies to meet the needs of the identified patient population. One comment from the program evaluation surveys mentioned that the "presentation taught me there's a program called FUSE which helps people who aren't able to afford themselves, and it's important to open ourselves to help them." Another participant noted, "It was very educational, addressing an issue (homelessness) that's rarely addressed. It was really eye opening."

In addition to the fall event, Eta Zeta also organized a Spring Research Symposium, with two podium presentations which highlighted how nurse burnout and moral distress affect the quality of care given to patients. One attendee stated that the topic presented "will assist in developing wellness programs in self-care for nurses" while a member of the nursing faculty commented that burnout in nursing is a topic well worth exploring with nursing students. In addition to the two podium presentations, there were also several poster presentations on a variety of nursing topics, including pain, opioid consumption, alternative pain management, sleep, and intimate partner violence. These were presented by both undergraduate and graduate students from the School of Nursing.

Eta Zeta continues to foster nursing scholarship by organizing scholarly events in support of nursing research and by encouraging nursing excellence through membership, participation, and leadership. Year after year, the chapter is fortunate to have chapter leaders and board members who work tirelessly with STTI to further global health. The chapter is grateful for the support of the Andrews University School of Nursing and its faculty.



Johanne Clermont
Boursiquot

Invited to Join Sigma Theta Tau: A Student's Perspective

By Johanne Clermont Boursiquot
BSN Student, Class of 2020

For as long as I can remember, the health-care field has always been my first professional interest. Going to school in the U.S. and getting a second degree have been my goals for some years, and when the door opened for me, I fully embraced the opportunity. My objective has been to become a licensed member of an honorable, highly-skilled and trained nursing team. The knowledge-based, evidence-based decision-making

skills and clinical competencies of the nursing profession provide a solid foundation for quality care.

The Sigma Theta Tau International (STTI) Honor Society of Nursing admirably exemplifies this profession, so I felt honored to be one of six students invited to join this year. The STTI Eta Zeta Chapter's president, Khonnah Weithers, organized the ceremony that took place on March 28, 2019. It was a way to meaningfully celebrate with the community at-large the benefits of a great education in a field that specializes in skillfully alleviating patients' distress. The cords, ribbon and certificate challenge all nursing students to continue to do our best and put God first in our careers, for we should seek knowledge, affirm faith and change the world.

POPULATION HEALTH, NUTRITION & WELLNESS



Padma P. Tadi Uppala, PhD, MPH
Professor, Chair, School of Population Health, Nutrition & Wellness

Greetings from the School of Population Health, Nutrition & Wellness (PHNW). We are excited to share the latest news and events happening in the School of PHNW. Here we explore and discover factors that determine one's health, to improve health and wellness to all. Population health comprehensively addresses why some

groups, such as Seventh-day Adventists, enjoy better health than others. Population health includes health outcomes, health determinants, health policies, and effective interventions. The health of a population is measured by health status indicators that are influenced by one's environment (social, economic, and physical), personal health practices, coping skills, biology, early childhood experiences, and health services. In the School of PHNW, we study all these factors in the discipline-specific programs of Public Health, Nutrition, Exercise Science and Wellness. PHNW is the hub of the Adventist health message, connecting the physical, mental and spiritual. We feel blessed to play a role in the spread of the Adventist gospel through the health message to a world impacted by disease. As the chair of the School of PHNW, my vision is to ensure that the School of PHNW is the global leader for prevention health sciences, through lifestyle modifications in the areas of public health, nutrition, and wellness.

Our school encompasses seven distinct programs: 1. Master of Public Health (MPH). 2. Master of Science in Nutrition and Dietetics (MS). 3. Dietetic Internship (DI) (Graduate Certificate in Nutrition and Wellness). 4. Bachelor of Science in Public Health (BSPH). 5. Nutrition Science and Dietetics (BS). 6. Fitness and Exercise Science (BS). 7. Wellness (BHS). We also train Andrews University Master of Divinity students utilizing a hybrid MPH/MDiv track. The Council on Education for Public Health (CEPH) has accredited the MPH and BSPH programs. The Didactic Program in Nutrition and Dietetics and the Dietetic Internship are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

We team up with local organizations such as the Spectrum Health Lakeland, the University of Notre Dame, the Southwest Michigan Local Food Council, Berrien County Health Department, and nationally with AdventHealth, Kettering Health Network, Spectrum Health, the Agency for Toxic Substances and Disease Registry, and Weimar Institute. Internationally, we collaborate with Hong Kong Adventist College and with the Adventist University of Central Africa. Our faculty contribute to academic excellence in teaching, research and community service. Our students continue to motivate and inspire us through their innovation and excellence in academic performance and research. Our goal is to help students realize their full potential as scholars and health professionals. We provide tools and training to our students to change the world through better health. Read more about what our students, faculty and staff do in the School of PHNW.

Faculty and Staff Best Kept Secrets



Jean Cadet
Haitian Physician & Award-winning Pathfinder Bible Experience Coach



Padma Pauline Tadi Uppala
Internationally Recognized Scientist & Tropical Plant Grower



Sarah Younker
Cross-fit Enthusiast & Olympic Weight Lifter



Sarah Macomber
Award-winning Soccer Captain



Sherri Isaac
Diabetes Change Champion & Colorado Mountain Hiker



Anejo Dixon
Road Tripper & Prayer Warrior



Gretchen Krivak
Outdoor Enthusiast



Tanya Thomas
Inspirational Preacher



Dietetic Internship Experience

Interview with Victoria Gerace
Dietetic Intern, Class of 2019

By Sherri Isaak, MS, RD, CDE, BC-ADM
Associate Clinical Professor, School of
Population Health, Nutrition & Wellness

Andrews University has a very competitive dietetic internship program. We received 60-70 applicants per year and select only 18-20 from that pool of applicants. Additionally, the Andrews Dietetics Internship has greater diversity than the national average. In addition, with up to 20 different hospital sites around the country (and nearly 200 other internship rotation locations) the dietetic interns are offered diverse options for their supervised practice during their internship.

Tell us about your experience in your dietetic internship through Andrews University.

The majority of my internship was a clinical rotation at AdventHealth Waterman in Tavares, Florida. I also experienced nutrition care at dialysis centers, community programs, nursing homes, not-for-profit wellness programs, eating disorders treatment centers and more.

One myth I hear frequently is that

registered dietitian nutritionists mostly “calculate diet plans.”

That’s not what we do at all. We look at the patient as a whole, focus on nutrition-related concerns, and intervene. For example, we assess malnutrition risk in many patients. One way we do this is by completing a nutrition-focused physical exam, during which we look and feel for physical manifestations of malnutrition, such as body fat loss and muscle wasting in certain areas. For example, we can categorize how long a patient has been consuming too little protein by the texture of their temporalis muscle.

What are some other things registered dietitians (RDs) do that most people aren’t aware of?

We look very closely at labs, such as renal and liver labs, for signs of nutrition-related issues. Clinical dietetics takes significantly more critical thinking than people might expect. We have to look at each patient’s medical history and current condition, as a whole, and make very specific recommendations for their care. For example, many patients who have diabetes also suffer from chronic kidney disease. Nutrition plays a huge role in slowing or accelerating the progress of these diseases, but they can be difficult to manage together.

You had the opportunity to experience some specialized rotations in pediatrics and eating disorders. Please tell us what made those rotations unique.

I was fortunate to be able to spend two weeks at an inpatient eating disorders clinic. One surprising thing was that patients are started at a much lower calorie level than you might expect, about 800 calories per day, due to refeeding. Refeeding syndrome is when the body has been starving for an extended period of time, and the balance of potassium, phosphorus and magnesium in the blood is altered. If too much food is reintroduced too quickly, it can cause severe drops in these electrolytes, which can be fatal. I also learned how long it takes for the body to regain a healthy weight. Some patients had been anorexic for so long that their bodies were using their organs for fuel. Their care plan included consuming 3,000-4,000 calories per day, and they still struggled to gain weight. My preceptor asked me to eat

with the patients at every meal and snack. I was constantly uncomfortably full, and it was good to be able to see what they experience from a food volume standpoint. I also enjoyed watching how involved the dietitian was with the patients. She helped them select their food choices and schedules for the week and created a calorie prescription to help them regain weight. Additionally, she taught a class on eating disorders and nutrition twice a week.

I loved my pediatric experience too. One of my favorite parts was working with the Healthy Choices Clinic at Nemours Children’s Specialty Care in Orlando. This was a clinic for kids with class 2 obesity or above who also had prediabetes, fatty liver disease, or other diagnoses. They had a dietitian, exercise physiologist, general physician and therapist on their care team. The intervention concentrated on nutrition-related behaviors and involved a lot of goal setting. We focused on simple nutrition changes and ideas, but it was completely different from what the participants were used to or currently doing. My favorite part was getting to know the families and helping them make long-term lifestyle changes.

Was it difficult to find a job after you completed your internship?

I accepted a position right after my internship as a clinical dietitian at Advent Health Waterman. I’m lucky to be working as an inpatient and outpatient dietitian. In the outpatient setting, I am teaching diabetes education classes in an American Diabetes Association recognized program. I’m also collaborating with other RDs to start a private practice called Lake Dietitians, specializing in diabetes and weight loss and educating patients through group classes, grocery store tours and one-on-one medical nutrition therapy.

Is there anything else you would like to share about your experience or the field of dietetics?

There are so many opportunities for specialty certifications, such as renal nutrition, sports nutrition, pediatrics, critical care, and diabetes. There really are so many great opportunities for dietitians.



MPH Program Receives High Rankings

By Dixon Anjejo, DrPH, MPH

Associate Professor, School of Population Health, Nutrition & Wellness

Nicole Walker, MPH

Program Graduate Assistant, School of Population Health, Nutrition & Wellness

In June 2017, the Master of Public Health (MPH) program at Andrews University received accreditation from the Council on Education for Public Health (CEPH) with commendation. This was only the beginning. In the past two years, the MPH program has caught the eye of online program evaluators, including SR Education Group and MPH Online.

Andrews University is well known for its outreach to foreign students, having one of the highest proportions of international students in the nation. After being named the most diverse national university in America in 2018 by U.S. News & World Report, it is no surprise that Andrews' MPH program was listed as No. 31 in MPH Online's Best MPH Programs for International Students. To rank the programs, MPH Online compared each program's proportion of international students (according to U.S. News & World Report), out-of-state tuition cost, job placement rate, and alumni salary (according to College Scorecard Data).

The SR Education Group has highlighted the Andrews' MPH program in several ranking categories. Coming in at No. 13, the MPH program is rated among their Best Online Nutrition Master's Degrees. Stepping up, the MPH program took the fifth position for Most Affordable Master's in Nutrition Online. And in their overall list of Most Affordable Online MPH Programs, the MPH program reached the No. 3 spot. The most recent award Andrews has received from SR Education Group is that of Top Pick. There is a long list of criteria to qualify for this award, including CEPH recognition, course content, and student development. The Andrews MPH program and the University of Michigan's School of Public Health were the only schools to represent the state of Michigan.

Andrews' MPH students are required to complete an Applied Practice Experience (APE). Far and wide, our students and graduates are making a difference in local churches, county public health departments, the American Cancer Society, medical professional societies such as the American College of Lifestyle Medicine, and NGO organizations such as FARMSTEW.

The mission of our MPH in Nutrition and Wellness is to prepare students to become skilled health professionals to prevent disease and restore health with evidence-based practices. We believe our students are equipped to address public health issues from a holistic perspective and are able to provide excellent service to the increasingly diverse communities.



Katie (Schuen) Palacios, MPH, Class of 2016, AdventHealth Manager for CREATION Life

"The MPH program provided me a holistic education, granting me the opportunity to make a difference for those I serve each day."



Dr. Christina Wells, Class of 2021, Physician at University of Illinois Hospital and Health Sciences System, Mile Square & Health Director for the Lake Region Conference. APE in Nigeria, Africa, with Operation Reach Back (ORB), a medical mission to Nigeria organized by the Chicago Heights Nigerian SDA Church, providing basic medical care and medications.





Cooking Demonstrations

By Gretchen Krivak, MS, RD, CGFI, EIM-1
Assistant Professor, School of Population Health, Nutrition & Wellness

This year students in the Community Nutrition class in the School of Public Health, Nutrition & Wellness offered a variety of cooking demonstrations throughout Berrien County, in Southwest Michigan. The first of these demonstrations was at the St. Joseph-Lincoln Senior Center, where students taught over twenty senior participants how to create healthy soups and salads. Participants commented that they loved the recipes and were excited to try them at home. At the end of every visit to the senior center, students are asked to return for another class as soon as possible.

The second demonstration was hosted by UltraCamp in Niles in their beautiful industrial kitchen. This entertaining event put a healthy spin on fall favorites for the 10 guests who attended. Participants especially enjoyed the samples that were given after each recipe was prepared. Many of them planned to try the recipes during the upcoming holiday season. In the spring semester, students helped Harbor of Hope SDA Church in Benton Harbor implement a community project. Every other week, the program included a cooking demonstration focused on a health topic that the participants were discussing. The first of these topics was hypertension. Students prepared healthful, low-sodium menu items for the participants to sample. Later sessions focused on heart disease, diabetes, and weight control, and included a cooking demonstration to cover each topic. During the last four meetings, the students flipped the classroom and allowed the participants to make the recipes in groups. Overall, those who attended all four sessions received 16 recipes for healthy living. One participant who attended had never heard of or tasted cilantro. It was a unique experience for the students to introduce people to foods they had never tried before. Ultimately, the students were able to work with a diverse group of individuals and learn presentation skills, as well as how to translate scientific nutrition principles into useful information for the general population.



NEW Online MS in Nutrition & Wellness!

By Sherri Isaak, MS, RD, CDE, BC-ADM

Beginning in 2024, the Registration Examination for Dietitians will have a new eligibility requirement — a graduate degree. To meet this need, starting in the fall of 2019, the School of Population Health, Nutrition & Wellness is offering an online MS in Nutrition and Wellness. This program has a unique emphasis on vegetarian nutrition, and it is offered at a 50% tuition discount. It is suitable for Registered Dietitians (RD) or graduates of an ACEND* accredited bachelors in nutrition and dietetics. ACEND accredited Dietetic Internship counts towards graduate credits.

It also offers an accelerated track option — Andrews University students with a 3.3 GPA or higher, who are completing the DPD program, may be able to take up to six graduate credits in their senior year.

* Accreditation Council for Education in Nutrition and Dietetics. For more information please visit andrews.edu/chhs/publichealth or contact Sherri Isaak MS, RD, CDE, BC-ADM or Gretchen Krivak MS, RD, CGFI, EIM-1 or at 269-471-3370 or e-mail publichealth@andrews.edu.



YMCAs, focusing on various health and wellness topics. Among these topics were metabolic conditioning, healthful cooking, rest, stress management, time management, mindfulness, at-home fitness, interpersonal relationships, and motivation. All of the learning experiences were interactive. Each week, participants left with a weekly challenge to implement a few healthy habits into their everyday routine.

Overall, the program was a success. The students learned how to run a program in the real world, where participation and consistency are difficult to maintain. They also learned how to work with individuals from a variety of backgrounds. The participants who came regularly gave positive feedback about the program and enjoyed many of the topics discussed.

YMCA Community Program

By Gretchen Krivak, MS, RD, CGFI, EIM-1

During spring semester 2019, students in the Community Nutrition course, along with their fellow students from the Community Health & Fitness course, created and implemented an eight-week community program called “A Wholesome You.” The students worked every week throughout the fall semester developing the curriculum, then they implemented the program from January through March. The weather made transportation difficult, but eight participants attended consistently.

Starting in late January, the students held weekly one-hour meetings at the Benton Harbor-St. Joseph and Niles-Buchanan



Two First Cohort BSPH Students Receive \$19,000 Merit Scholarships

By Padma P. Tadi Uppala, PhD, MPH

Congratulations to Bachelor of Science in Public Health (BSPH) students Kristin Ferrer and Michael Krause, who received the \$19,000 BSPH merit scholarship for the academic year 2019-20.

Kristin is a double major in public health and biology and is on a fast track toward completing both degrees in five years. Here is what drew her to public health: “I chose public health as a major because I was

really interested in promoting and investigating health and wellness on a larger scale. I believe that public health can provide me with invaluable knowledge and skills that I can apply to my future career in medicine. Not only will I be able to care for my individual patients, but I will also possess the tools necessary to make a broader impact on the community. Additionally, with my interest in becoming a missionary doctor, a background in public health will allow me to positively impact the health and quality of life in poverty-stricken areas. Ultimately, I believe that having public health as a major will allow me to make a greater difference in my future career.”



American Women in Benton Harbor, MI’ with Dr. Padma P. Tadi Uppala, presenting in the community and collecting and analyzing data. The opportunity to present at the Michigan Academy of Science, Arts, and Letters (MASAL) proved to be an exciting and rewarding experience for me. Participating in this oral presentation with Dr. Uppala at MASAL required me to work on my presentation skills, communication skills and social professionalism while also allowing me to represent Andrews University in the Health and Human Services Department division of the MASAL research presentations, where we were the only Seventh-day Adventist presenters.”



BSPH Sophomore Student Presents Research at Michigan Academy of Science, Arts, and Letters in March 2019

“My name is Victoria S. Rios-Rivas, and I am currently a sophomore in the BSPH program at Andrews University. In the fall semester of 2018, I worked as a research assistant on the study ‘Prevalence of Metabolic Syndrome Among African



Michiana VegFest 2019

By Julianne Wilkins

Nutrition Science & Dietetics Student, Class of 2020

Sherri Isaak, MS, RD, CDE, BC-ADM

Michiana VegFest is an exciting annual community festival that promotes and celebrates plant-based diets. Over 3,000 people attended the festival at the Century Center in South Bend, Indiana, in April. The festival included numerous presentations on plant-based diets and environmental sustainability, hundreds of vendors, cooking demonstrations, and even free food samples! This year, Andrews University was given the opportunity to participate in the festival through a conference presentation and their own booth.

Professor Sherri Isaak gave a powerful presentation entitled “The Ultimate Diabetes Prevention Diet.” She emphasized the role of a plant-based diet rich in whole grains, fruits, vegetables and nuts for diabetes prevention and management. Isaak discussed some specific benefits of eating a plant-based vegetarian diet, including enhanced insulin sensitivity, improved lipids, decreased body weight, increased glycemic control, a reduced risk for complications related to diabetes, and potentially restored beta cell function.

Two nutrition and dietetics students, Katie Kent and Julianne Wilkins, along with Isaak, created a booth to showcase the numerous options for plant-based milk, such as soy, oat, almond and rice. The students offered an almond milk demonstration at the booth, utilizing a NutraMilk machine, which revealed to the attendees how easy it could be to make their own milk at home. Throughout the demonstration, many people were impressed by the simplicity of the process. One group of spectators even discussed making some as soon as they got home! In addition to the demonstration, Kent and Wilkins gave free samples of various types of milk so that community members could find their

favorite dairy alternatives. Attendees were surprised by the delicious flavors of the numerous choices. One of the most popular samples by far was the oat milk. Kent and Wilkins also educated participants about food labels and the nutritional differences between each of the alternative milks they showcased.

The Michiana VegFest was an amazing experience for both the students and Isaak. They loved reaching out to inform the community about plant-based diets, and they are eager to take part in future VegFests.



Professor Isaak and the dietetic students within the School of Population Health, Nutrition & Wellness created the Diabetes Prevention Plate as a guide to lowering one’s risk of diabetes (revised from the American Diabetes Association’s Diabetes Plate Method).



Raising awareness about FARMSTEW at Michiana VegFest. FARMSTEW is an organization that seeks to empower communities and girls by providing training in Farming, Attitude, Rest, Meals, Sanitation, Temperance, Enterprise and Water. FARMSTEW currently operates in Uganda, South Sudan, Zimbabwe and America. (left to right) Nicole A. Walker, MPH (Dietetic Intern, Class of 2020), Jodee Fairbanks (Community & International Development Student, Class of 2020), and Deby Andvik.



REHABILITATION SCIENCES



Kim Ferreira, PhD, MSPT, PT
Associate Professor, Chair, School of
Rehabilitation Sciences

Growth brings change. One of the major changes for us this year is our transition from a department to a school. Thus, I greet you this year with our new name: School of Rehabilitation Sciences. Increasing admissions in our on-campus transitional Doctor of Physical Therapy program, steady growth in the Doctor of Science in Physical Therapy (DScPT) program (with a new concentration in women's health), consistent full capacity in the Doctor of Physical Therapy (DPT) program, rising pre-PT enrollment, and the addition of an Occupational Therapy (OT) doctoral program with pre-OT as well has earned us the qualifications necessary to become a school. The name change is not just semantics — it represents a vision for the future built upon the dedication of many faculty and staff over the past 30-plus years as well as the support of university administration.

Our 30-year celebration during Homecoming Weekend was well attended and a great success. Alumni were able to enjoy a day of free continuing education, reconnect with classmates, and make new friends. Attendees renewed and made new commitments to offering mentorship to our students and new graduates and contributing to the School of Rehabilitation Sciences Alumni Endowed Scholarship Fund, which is awarded to several DPT students annually in memory of DoYoun (Step) Chung (97/98).

The school has undertaken a number of recent initiatives. We have started an on-campus clinic pilot project and are reviewing integrated clinical education models to better prepare our students for clinical education experiences. In the fall of 2019, we launched a concentration in women's health, paired with the DScPT degree. This is the first of its kind in the profession! Continuing with this approach, concentrations in health-care administration, leadership, and university and college teaching are being developed. Finally, if God's timing coincides with our plan, the first cohort of the Doctor of Occupational Therapy program will begin studies in the fall of 2023. We love to reconnect, so please keep us informed of your life milestones. I hope that you enjoy this edition of our newsletter. Don't forget to follow us on social media to keep up to date.

FAMILY SPIRIT

Student Highlight from Our On-campus Transitional DPT Program

By Rahul Chaitanya Shah, t-DPT
Student, Class of 2020

I completed my bachelor's degree in Pune, India, and I was very keen on pursuing my studies further. I found out about Andrews University through the American Physical Therapy Association's website and was immediately interested in the on-campus transitional Doctor of Physical Therapy program. Since this meant moving to a new country, interacting with different people and learning new cultures and practices, I wanted to be sure of my decision. I talked to a few people already in the program



Rahul Chaitanya Shah

and received a very positive review of the program and the university in general. The curriculum included topics that drew my interest, so I applied for the program and got my acceptance letter within a few weeks. Upon arrival, I found many people here at Andrews to be extremely generous and

kind, helping international students like me feel at home in this new place. The faculty and staff in the School of Rehabilitation Sciences introduced me to the faculty, staff and students in our department, and I soon started networking and getting to know people. The professors have made new topics easy to understand and have been approachable and ready to help with any questions and problems that I come across. Another advantage of studying at Andrews University is that I have have seen growth in myself spiritually and academically. Additionally, Andrews University has various events and co-curricular activities that have kept me on my toes. At this university, I have developed interpersonal skills, critical thinking and knowledge. I am pleased with my experience so far, and I am looking forward to my future semesters here at Andrews University!



Student Testimonial

By Mette Coleman, PT, CMPT
DSc candidate

The postprofessional physical therapy program at Andrews University has not only provided me with the opportunity to grow clinically as a physical therapist, but as a DSc student with more than 20 years of clinical experience, I feel inspired, challenged, and excited to learn. The collaboration between Andrews University and the North

American Institute of Orthopaedic Manual Therapy delivers a unique combination of academic rigor and clinical reasoning, while developing safe, effective, and proficient orthopedic manual therapy skills in their students. The faculty is eclectic, dedicated to teaching, giving back, and they share their expertise and engagement with humility and enthusiasm.

Class of 2020 Student Highlight

Interview with Gibran Hunt
Doctor of Physical Therapy Student,
Class of 2020

by Taylor Johnson
Doctor of Physical Therapy Student,
Class of 2020

Typically each DPT cohort includes a few students who have a little more life experience from prior careers and being parents. Gibran Hunt is one of those “seasoned” classmates.

Q: What inspired you to go into physical therapy (PT)?

A: I wanted to finally do what I truly loved. I have always been passionate about health, fitness, manual therapy, nutrition, exploring the world that surrounds us, living life to the fullest at any age, and, especially, providing a helping hand. I grew weary of (what I deem) the shallow thought process of making a name for myself. I wanted to choose a career path where I could make a difference in lives physically, mentally, socially, and spiritually each and every day. I dreamed of becoming not just a physical therapist but a progressive clinician of varied talents utilizing the gifts God has given me to build a healthier and stronger community.

Q: Why did you choose to do physical therapy instead of remain in your prior careers?

A: I worked in the field of education as a certified teacher, administrative coordinator, missionary, and university professor in various fields while abroad in Seoul, South Korea. The field of education



Gibran Hunt

is a powerful arena for creating change and influencing the mind, but my heart desired more. I remember upon returning to the U.S., I had planned on working in the area of computer informatics at the Center for Disease Control and Prevention or a public health agency since my undergraduate degree was in computer science, I had a master's in public health, and I had solid connections. Indeed, it would have been a safe financial career choice, but, man, did it sound boring to me! I really wanted to delve into health care and continue to incorporate the tools I had acquired being a teacher, as well as be an influence for change within the local community. Physical therapy was the one career I got excited about and knew instantly was right for me. I knew it afforded me the opportunity to be creative and flexible, to build meaningful relationships, and to fulfill the longings of my heart.

Q: What advice do you have for people who are thinking of changing careers to physical therapy?

A: I think changing careers can be quite daunting initially but also extremely rewarding in many ways. It is of great importance to consider the pros and cons of choosing a career in PT. For me, I had to consider if this was right for my family first. I try not to make unilateral decisions, and honestly, my wife had to give me the green light for the pursuit of this career. Second, discern if this career path is feasible for you financially, including analyzing the financial implications of attending PT school. Third, understand why you are considering PT as a career. Ultimately, it should be about helping individuals to improve/restore function and building healthier communities and not about selfish interests. Lastly, I would suggest getting a second opinion from a trusted source. For some, it may be praying about your career path, asking God directly if such a path is in harmony with His will. For others, it may be having a heart-to-heart with a friend or professional whom you trust.

Q: What are your plans for after you graduate?

A: Upon graduating, I would like to explore work in orthopedics, emphasizing manual therapeutic procedures, but the wanderlust in me desires travel PT. Ultimately, I would like to open not simply a PT clinic but a small health sanitarium that involves naturopathic treatment, physical therapy, education principles based upon NEWSTART, and good, wholesome food since I have been blessed with a wife who is a chef. In all, I'm trusting in God to lead me in the path where He wants me to go and have committed my life to serving Him.



Student Testimonial

By Hina Shaikh

On-campus Transitional Doctor of Physical Therapy Student, Class of 2019

During my third year of physical therapy school back in India, I made the decision to take my education even further so that I could enhance my knowledge and skills in order to become a better physical therapist. This led me to pursue the postprofessional Doctor of Physical Therapy program at Andrews University in the fall of 2017. The curriculum at Andrews has been designed based upon a very keen analysis of the gaps in the professional education of foreign-trained physical therapists. This is what I needed in an on-campus program. The academic advisors and the department chair have always encouraged me to achieve my academic and professional goals. They have worked with me individually, establishing a plan for my courses and clinical practicum that would fulfill the

program requirements in time.

Ever since I began taking classes, I noticed that physical therapy practice is quite different in the U.S. The program has prepared me to face these variances in practice. I feel more confident in my ability to provide holistic care to my patients and to refer them to the appropriate medical provider whenever required. In addition to growing professionally, I have also grown personally, through the constant recognition and feedback that I received from the faculty as well as the Indian community members at Andrews. Moreover, I have been able to maintain a healthy balance between my education and my work in a way that gives me enough time for myself and my family. Also, I am an active member of the Indian community in Berrien Springs, which has made this journey a memorable one.

Currently, I am in the last phase of this program, expecting to graduate in December 2019. Andrews University, as



a whole, has treated me with love and respect and has given me the opportunity to uplift myself as a strong individual and to advance in my chosen profession.

School of Rehabilitation Sciences Celebrates 30 Years of Service

By Kim Ferreira, PhD, MSPT, PT

During Homecoming Weekend 2018, the School of Rehabilitation Sciences celebrated 30 years of training and nearly 1,500 graduates. Events included free continuing education programs on Thursday, a brunch and alumni discussion panel on Friday, and a celebration over lunch on Sabbath afternoon.

The successes of the school were celebrated during the weekend events by several of the program's "founding fathers," including former Chair Bill Habenicht and faculty Keith Gaden and John Carlos, Jr. Thursday included two free continuing

education options. Sherry McLaughlin (MSPT '90) explained the physical therapist's role in wellness with her course titled "An Ounce of Prevention: Solving a Piece of the Wellness Puzzle." The second option was an anatomy refresher taught by Assistant Professor Ryan Orrison (MSPT '97). This included time in the classroom and our state-of-the-art anatomy laboratory.

On Friday, there was a panel discussion during which four physical therapy (PT) alumni — Sherry McLaughlin (MSPT '90), Nicole Edwards (MSPT '98), Stacy Tarrh (DPT '06) and Anthony Pribila (DScPT '12) — inspired fellow alumni, faculty and students as they shared about their innovative private practices. There was also a discussion about establishing a mentorship program for new graduates by partnering them with alumni from the PT program.

On Sabbath, Bill Habenicht presented a history of the program and how God has and is continuing to bless its efforts. The 30-year celebration was a success, with approximately 100 graduates attending throughout Homecoming Weekend. Alumni reconnected with one another and renewed their commitment to their alma mater. If you missed the celebration and want to share a career update and your interest in mentoring a new graduate, please contact Kim Ferreira at kimferreira@andrews.edu.





School of Rehabilitation Sciences Welcomes New Faculty and Staff

By Kim Ferreira, PhD, MSPT, PT

Over the past year, we have had the privilege of welcoming several new faculty and staff to serve on our team. In late May 2018, Michelle Allyn started in a new faculty position. She possesses 25 years of clinical experience with an emphasis in orthopedics and manual therapy as well as clinical instruction and mentorship. Allyn anticipates graduating with her Doctor of Science in Physical Therapy (DScPT) degree with a concentration in orthopedic manual therapy from Andrews University



Michelle Allyn

in 2020. Her teaching responsibilities include Therapeutic Interventions, Health Promotion and Wellness, Pathophysiology, and Differential Diagnosis. Her passion for the profession and teaching is contagious.

Gail Elliott joined the team in August 2018 and brings nearly 30 years of clinical experience as well as several years of work as a laboratory assistant in an entry-level program and in the North American Institute of Orthopaedic Manual Therapy curriculum. While her clinical focus was primarily orthopedic manual therapy, she has also enjoyed working in management, women's health, and clinical instruction. Elliott expects to complete her DScPT degree with a concentration in orthopedic manual therapy from Andrews University



Gail Elliott

in 2020. Her teaching load includes PT assessment, therapeutic exercise and professional compendium. She loves teaching and is a great encouragement to students. We are fortunate to have both Elliott and Allyn on our team, and they were blessed to start at nearly the same time — they have become fast friends and are a great inspiration to one another!

Kirsten Baldwin joined our staff in October 2018 as the operations assistant. A few of her duties include building management, creating and maintaining



Kirsten Baldwin

class and laboratory schedules for all of the degree programs in the school, facilitating any event related to food and celebration (and we love to eat and celebrate!), and most recently, managing social media. She has an associate degree in business, an interest in graphic design, and a special love for plants, which has brightened the office.

Gala Mbaiwa is our newest staff addition. She began in July 2019 as the postprofessional operations coordinator and advisor. She recently graduated with a master's in organizational management from Andrews University and also holds a master's degree in strategic management and a bachelor's degree in business administration. Mbaiwa worked as a graduate assistant in the Postprofessional



Gala Mbaiwa

Program office for a year, which makes the transition to her new position much easier since she already knows many aspects of the job. In addition to her degrees and work experience, Mbaiwa also brings an international perspective to her work, having been an international student herself. This will greatly benefit the on-campus transitional Doctor of Physical Therapy program, which is designed for international students.

It Takes a Village

By Bill Scott, MSPT, PT

Assistant Professor, School of Rehabilitation Sciences

Since 1995, David Village has been a fixture in the School of Rehabilitation Sciences. He previously held the position of general medicine coordinator, teaching General Medicine, Pathokinesiology and Geriatrics and coordinating classes in orthotics, prosthetics, cardiopulmonary, and pediatrics. Over the past five years, he has served as the assistant dean of the School of Health Professions (now the College of Health & Human Services). Village recently announced that as of Jan. 1, 2020, he will be retiring, after 25 years of teaching at Andrews University. Village was a part of the first graduating Physical Therapy class from Andrews University in 1988. He then moved to Dayton, Ohio, where he practiced for seven years in the Kettering Health System. In 1995, he sensed God calling him to move to Andrews University and become a teacher. “I came to Andrews University because the Lord was very clear to me that I was supposed to be here. I was a physical therapist (PT), not a teacher. I was overwhelmed at first, but I knew He would guide me through. There was a huge learning curve when I started teaching. I was fortunate to have an extremely supportive faculty who mentored and commiserated with me.”

Reflecting on his time here at Andrews University, Village mused that every day there are joys and challenges with this job, but he loves the energy and humor that come from working with students. “Each class had its own personality, which makes this place a fun place to work. I have had so many wonderful experiences with students while teaching here, in and out of the classroom. I have one fond memory of when a couple of guys invited Lee Olson and me on a canoe trip to the Boundary Waters. We had a wonderful time with them and have always cherished that memory. I also remember walking with a student and talking about some clinical experiences with vestibular patients, and I said, ‘That sounds like a paper!’ We collaborated and produced a paper out of it. There have been so many rewarding experiences that I can’t mention them all.” Dr. Village has also enjoyed doing service projects in the community — assessing fall risk in the geriatric population and being on the Lakeland Health Board for Long-Term Care during their transition to their new Pine Ridge facilities.

Throughout his time at Andrews, Village’s mission has been



to educate and mentor students and to support those who are struggling. But to his surprise, over the years, he has been on the receiving end of support and blessing from students multiple times. “There were many times during advising meetings that students would ask if they could pray with me. I felt blessed and honored by those experiences.”

When asked what he will miss the most about being a teacher at Andrews University, Village said, “I will miss the students and the interaction with them every day. I hope that I can continue to be a part of the school in some capacity. Believe it or not, I will miss faculty council on Tuesday afternoons. I really enjoy my colleagues and the banter and fellowship we have had in faculty council. I will miss the feeling that I had a part in educating students. During my tenure here, I will have taught almost 900 physical therapy students, and I love seeing that they are touching lives all over the world in their roles as PTs, administrators and teachers. I am looking forward to seeing who takes my place and seeing how they take my courses to a higher level. My advice for the person who fills my position would be three things. The first is that you need to have a passion for teaching and be excited about what you are doing. Second, make sure that you have talents and joy in teaching the clinical aspect of your job; otherwise, you could become very frustrated. And the third item is to have happiness in being mission minded.” Village also mentioned that to become a faculty member, you must have an interest in research and in being a lifelong learner.

In his retirement, Village plans to go on more backcountry canoe trips and to continue helping his friend with a documentary film on the life of Sam Campbell. He hopes to spend more time with his two daughters, Alisson and Audra. “I also hope that I will be asked to contribute to Andrews University and be involved in some capacity in the dean’s office or in teaching physical therapy.”



Special congratulations to Gregory Almeter for receiving the Heart@ Andrews Award. This award is given by President Andrea Luxton to members of the faculty and staff who are nominated by their peers and students for their demonstration of heartfelt service. Almeter loves to teach and share his expertise with his students. Most importantly, he demonstrates the love of Christ and a passion for serving Him. Congratulations, Gregory Almeter, for this well-deserved award — we are blessed by you!



Andrews University Alumni: Giving Back and Setting the Bar High

By Bill Scott, MSPT, PT

The Andrews University Physical Therapy Alumni Association offers scholarships each year for several deserving first- and second-year physical therapy (PT) students. These scholarships are made possible by donations from individuals as well as revenue from continuing education courses held on campus by the PT Alumni Association. Six students received \$500 each from the Physical Therapy Alumni Scholarship Fund. Recipients were Morgan Laux, Jasmine Henry, Ayren Parrish, Lauren Johnston, Andrea Laskowski, and Michael Kovach.

We are able to support quality students like Morgan Laux because of alumni like you who exemplify our mission to empower students who dream of becoming excellent physical therapists. We are excited for the work that our alumni are doing in the clinic each day, changing lives and living by our core values of “Family Spirit, Servant Heart, Inquisitive Mind.”



Morgan Laux



Jasmine Henry



Ayren Parrish



Lauren Johnston



Andrea Laskowski



Michael Kovach

My Journey to a Doctorate in Physical Therapy

Morgan Laux, DPT
Class of 2020

I truly believe that God intentionally places people and opportunities in our paths. My love for PT began six short years ago during my senior year of high school. That year, I had a one-hour block for any extracurricular course I desired, and I chose mentorship. I chose to spend one hour every morning in the special education department with their wonderfully feisty group of teens, doing whatever they needed. Two students in particular, both diagnosed with muscular dystrophy and both bound to wheelchairs for most of the day, sparked the fire inside of me to make a difference in the lives of kids like them. We did homework, played games, and talked about life, but my favorite activity to do with these bright-eyed, wide-grinned friends of mine was to get them out of their wheelchairs and walk with as much independence as possible. Those few moments of pure bliss and excitement, to be up on their own two feet, were more than enough to drive me straight into the career of physical therapy.

Fast forward one year, and I was making one of the easiest decisions I have ever made, declaring my major as pre-physical therapy at Ball State University. Fast forward again another three years, and I was facing the second easiest decision I have ever made — choosing Andrews University as the institution where I would learn exactly what I needed to know in order to help those kids I'd been thinking about every day for the past four years. I had to decide between Andrews and two other public institutions located in Indiana, but the decision came quite naturally to me. Over the course of my undergraduate career, I spent countless hours observing physical therapists in many types of clinics. I observed two Andrews alumni and met several Indiana University graduates along the way. My personal experiences with the PTs I encountered were all positive, but one practitioner stood out. This particular Andrews graduate demonstrated an abundance of knowledge and passion for the field, so much so that the other PTs who were not Andrews graduates could not compare. I made my decision to study at Andrews based on personal experience of the knowledge that is provided by their dedicated team, as well as their Christian values and morals that are held to a high regard.

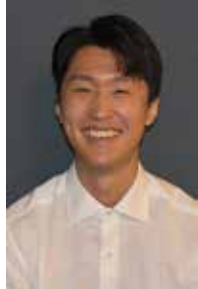
I believe my dedication to bettering the lives of others is not something I have learned over the years but is an inherent characteristic. In my career, I will aspire to treat all of my patients with respect and equality. Remembering that all of my patients are also my brothers and sisters in Christ, I will strive to provide therapy from a holistic and Christian approach. Each of my patients will receive equal and empathetic care, and I hope that they will consistently feel heard and cared for. I desire to impact the lives of not only my patients but also their families and loved ones. I want to help as many individuals as possible to recognize and achieve their full potential, physically and in other areas as well.

Student Highlight

By Rachel Silver

Doctor of Physical Therapy Student,
Class of 2021

Justin Ham ('21) was initially drawn to physical therapy (PT) through a lifelong love of sports and a sense that PTs tend to have a healthier work-life balance than the other health professionals he had observed.



Justin Ham

Prior to studying at Andrews, Justin lived in Korea and Canada. After his

first year of college, Justin served in the South Korean army for 21 months. His faith convictions were tested almost immediately. Justin was asked to stand guard on the first Sabbath he spent in training. He refused.

For Justin, as a private first class and brand-new to the army, refusing an order was a harrowing experience. He was not met with sympathy and ended up going to jail.

"It was like the courtroom scene in the movie 'Hacksaw Ridge,'" Justin recounted. "Not that I would compare my experience to that, but they asked pretty much the same questions."

Justin's family got in touch with someone who was able to help, and he was granted allowance and relieved of having to stand guard on the Sabbath.

Being allowed to leave for the weekend is usually a privilege based on achievement, so this permission was unusual for someone new to the army. "My family and I really saw the hand of God in that situation," Justin said. "He worked it out and showed that help was there."

Faith also played a role in Justin's choice of PT school. Adventist education was important to his family, so Andrews stood out as an option. His grandmother joked that, out of all the Adventist PT schools, Loma Linda, in California, had too many earthquakes, and AdventHealth, in Florida, had too many hurricanes, which meant Andrews was the best choice. Justin said he hopes to eventually find work in sports PT, "but God could always take me somewhere else."

DEVELOPING AND SHARING OUR SERVANT HEARTS

HERBIE & PT Student-Run Service Clinic

By Kim Ferreira, PhD, MSPT, PT

With a desire to serve and a need to practice, students in the class of 2017 approached the physical therapy (PT) faculty with the idea of holding a one-day student-led service clinic. We were excited to give them the chance to lead and practice their skills and yet not sure how well they would follow through on the idea since their schedules were extremely full of classes and studying. Well, the students not only pulled off a great opportunity for the community to receive pro bono PT services, but they also started a tradition that has been embraced by each cohort since then. Every fall and spring semester, our students organize and conduct a service clinic that serves approximately 30 to 60 clients. The class officers work together to assign tasks and distribute the load among all the volunteers; they recruit faculty, local alumni and classmates to staff the clinic.

This clinic experience, although only one day per semester, has many benefits. It has increased the community's awareness of our physical therapy program, benefited those who do not have insurance or are underinsured, improved interpersonal and basic assessment skills of first-year Doctor of Physical Therapy students, refreshed second-year students' clinical skills prior to clinical experiences, and developed the leadership "muscles" of our third-year students as they act in a mentor role for the first- and second-year students. The clinic also allows our local alumni to share their expertise and be a part of our program and has also given the faculty a chance to practice their clinical skills. And most importantly, all of the volunteers have been blessed by the opportunity to serve. This is a tradition

we plan to continue, and we hope to expand the program to serve the community more regularly, which will benefit both the students and the community. We are currently piloting an on-site clinic two evenings per week. Advertisement has only been by word of mouth, and we are already beyond capacity; there is clearly a need for this service. We invite you to join us in prayer for this endeavor as we seek to serve the community and better prepare our students for clinical experiences.

HERBIE (Healthcare & Evangelism Reaching Beyond Including Everyone) clinic is another avenue of service for our students, faculty and local alumni. Several years ago, physical therapy and nursing students started volunteering for this pro bono medical clinic in Benton Harbor, Michigan, run by Dr. Sherry O'Donnell. Once per month, the clinic provides medical and pharmaceutical care for individuals without insurance. Once students began to volunteer, they became passionate about the cause and wanted to do more. At their prodding, faculty began accompanying them so that we could offer PT evaluations and treatments as appropriate. Due to space limitations, we were only able to serve a few patients. In July 2018, the HERBIE clinic moved to Niles, Michigan, and is now housed in a permanent space in the United Methodist Church's community center. This new space is much larger and has the capacity for a room dedicated to PT services.

We now regularly staff the HERBIE clinic with students, faculty and local alumni when it runs each month. This clinic has provided a wonderful opportunity for us to serve, practice our skills, share the love of Jesus and extend His healing touch. Our service is not without influence: students from the Department of Medical Laboratory Sciences have begun volunteering and now offer basic laboratory services, and the School of Social Work has expressed an interest in getting involved as well.

If you would like to learn more about volunteer opportunities, please contact our office.



Alumni Serving Alongside Us

By Kim Ferreira, PhD, MSPT, PT

In March 2019, our physical therapy (PT) mission trip took place in Beirut, Lebanon, in partnership with Glenn Russell's Friendship Team, Middle East University, the It is Written medical team and the Middle East and North Africa Union. A few PT alumni joined us to share their expertise. We are indebted to them because they so graciously took time out of their schedules, gathered countless PT supply donations, patiently mentored students, and selflessly worked for long hours to serve those in need.

Erin Brinkley ('03) has a servant heart indeed. She has participated in many other mission experiences and worked internationally in numerous countries. "I had the privilege of joining the mission trip to Lebanon with the Friendship Team and PT students. This was a life changing experience for all, enriched by Pastor Russell's insight into Lebanese culture and the obstacles faced by refugees displaced by war. The people we worked with were kind and gracious. Mobile clinics were established in schools, churches and refugee camps. Our students exceeded expectations by meeting the added challenges to care, including language barriers, limited resources, spontaneous schedule changes and lengthy days. This experience has exponentially developed each student's compassion, clinical skills, problem solving skills and life experience. I am so proud that Andrews University was able to send these mature and respectful students as representatives of our country. I hope other therapists will join in this compassionate effort abroad."

Chantal Williams-Lopez's ('17) enthusiasm for service is contagious. Two years ago, she inspired service in her classmates and one of her professors, which resulted in the first PT mission trip to Lebanon. For Chantal, "the week was packed with demonstrations on correct posture and healthy lifestyle choices for students, ergonomic assessments of work stations, and treatment for Syrian and Iraqi refugees. At the beginning of the week, the students approached their patients timidly, questioning them extensively and second-guessing their own abilities to treat. Toward the end of the week, they were approaching each patient with a desire to learn and a decreased fear of making mistakes."

Williams-Lopez shared that the pinnacle of the week was going to the U.N. Syrian refugee camp in the Beqaa Valley. "There was such an overwhelming feeling of hopelessness. Despite the hardships these refugees had gone through, these beautiful souls continued to demonstrate incredible hospitality. Every single tent we went to opened up their home and offered whatever was available, whether fruits, nuts or tea, and shared the little they had to show that we were brothers and sisters — it was a very sobering moment. They had given up everything yet were still able to smile through their pain. Watching the students' interaction with each family was endearing. The students poured their hearts into serving each patient, not caring that they were strangers. With every smile and touch, they communicated from a deep place within their heart, despite the language barrier, 'I am here with you.' This trip was more than just a preclinical experience — this was real, and it helped them further develop their abilities to empathize with those in need, just as Jesus himself placed his hands on the rejected, the poor and the



abandoned and told them, 'I am here with you. Do not worry.' There was a desire to give more and a desire to return and continue to be Jesus' feet and hands."

Andrew Sorensen ('12) was excited to join us for his first mission trip experience. "God blessed in countless ways. Each PT student who was on the trip was used in a unique way. I saw connections being made between patients and students every day. We had young local interpreters who showed empathy and respect as they assisted us and the patients. We worked in makeshift clinics located in churches, schools and a refugee camp. It was amazing to see God working; the patients were so appreciative and kind, despite their many obstacles. Our leaders, Dr. Ferreira and Dr. Russell, were absolute blessings in coordinating and assigning the unique individuals on the trip to the best suited roles. It was a wonderful experience that I would love to be a part of again. God moved through PT students, practicing therapists, leadership, local churches, community residents, patients, children, and many more. I believe that God was and still is on the move."

Christina Goosey ('18) participated in a mission trip to Haiti while in PT school and was enthusiastic about taking another trip as a new graduate. "Lebanon was a beautiful experience in more ways than one. The countryside, the cedars of Lebanon, the culture — the whole experience left a deep impression on my heart and mind. Before going on the mission trip, I had many preconceived ideas about what Lebanon would be like. I assumed the people would be cold and need copious amounts of coaxing to open up to our aid. I thought all the Syrian refugees would live in rows upon rows of tents. I couldn't have been more wrong. We were met with wonderful hospitality and warm greetings in English all along the streets of Beirut, and the refugees who lived in Beirut had settled into the culture, holding apartments and jobs for several years. We were able to serve the refugees, and students and staff of several schools by providing PT services and education on good posture at school, home and work. As a recent Doctor of Physical Therapy (DPT) alumna, my role was to supervise the DPT students as they evaluated and treated patients, allowing me to help not only the patients but also to mentor the next generations of PTs. The trip highlight was serving the refugee women by providing a spa day, complete with sugar scrubs for their feet and full body massages. The look of complete serenity on their faces afterward was payment enough. I am so humbled to have had the chance to serve and commune with the refugees and local people of Lebanon. Truly, there is nothing more gratifying than being God's hands and feet — to impart His healing touch to the world."

Mission to Lebanon

By Rachel Silver

In March 2019, a group of Andrews Doctor of Physical Therapy students, faculty, and alumni traveled to Lebanon to provide service clinics in partnership with the Adventist Development and Relief Agency, It Is Written, and local Adventist schools and churches. The team also included Andrews students from other departments who ran evangelistic meetings and children's programs.

By some estimates, about a third of the people currently in Lebanon are refugees, primarily from Syria. We saw a number of patients who were double refugees: first from Iraq to Syria, and then from Syria to Lebanon. Regardless of their previous professions, many refugees have no option but to work in low-paying, physically strenuous jobs, which contributes to chronic pain. The stress of displacement, poverty, or separation from family can contribute to mental illness, exacerbate physical issues, and drive people toward unhealthy coping mechanisms like smoking. In addition to these risk factors, refugees often have little or no access to health care.

The physical therapy (PT) crew saw patients for low back and sacroiliac joint pain, neurological concerns, women's health issues, neck pain, wound care, and dysfunctional gait. Similar to residents of the U.S., many people there suffer from both inadequate nutrition and diabetes or prediabetes due to a poor diet. Smoking is widespread in Lebanon, a common coping strategy for severe stress. In addition to providing PT treatments, we referred patients to a stop-smoking program. We were also able to provide a spa day for the women in the community and health education at local schools. In the process of delivering physical therapy, we often found that our patients wanted to have their stories heard. Listening, while always key to quality health care, is an especially important way to meet people's needs and extend God's love in situations of heightened emotional stress.

The settings in which we worked presented challenges: How do you provide effective physical therapy in the context of limited resources? When you have only one brief session to evaluate and treat your patient? When their access to medical care is unreliable, so they arrive with an X-ray from months ago? When you do not have the equipment or assistive devices they need?

As a first-year PT student, I gained a new appreciation for physical therapists' ability to think through multiple ways of



approaching a problem. This kind of versatile, flexible critical thinking is crucial when working in a situation with substantial constraints. For example, you might be unable to definitively diagnose a patient, but you can still assess functional deficits and provide a few simple, functionally-oriented interventions to improve his or her quality of life. You might not be able to follow up with a patient, so you keep the home exercise program simple and easy to remember and include steps for the patient to expand on the exercise. Strong assessment skills and an extensive knowledge of biomechanics allow for effective improvisation. It is important to think on your feet, be flexible, and bear in mind that compassionate listening may be just as important as your intervention. And of course, every day should begin with prayer.

None of our clinical work would have been possible without the young people who interpreted for us. Most of our interpreters were teenagers from Syria, refugees themselves, who demonstrated incredible patience and compassion while working with patients. An interpreter must convey meaning, not simply words, and we were all impressed with these teenagers' quick understanding of unfamiliar medical terminology and concepts. It was a blessing to get to know our interpreters in the short time we worked together.

We left with a sense of wanting to do more. After seeing the scope of the need, it was natural to want to go back with more resources, more knowledge, and more time. The School of Rehabilitation Sciences organizes mission trips to Lebanon and other places every year, and involvement is a great way to reach out to those in need. You meet incredible people and see God's grace in action every day. Through service learning on mission trips, students deepen their sense of purpose in their profession, as well as their personal relationship with God.

Teaching Wellness

By Tenneil Ratteray

Doctor of Physical Therapy Student, Class of 2020

During summer semester 2019, we were required to create and participate in a service project that would promote health and wellness in individuals who may be at risk of injury or disease. As a group of five Doctor of Physical Therapy students, Jasmine Henry, Ashera Hunt, Philip Jardine, Nicholas Little and I decided to design a wellness program catered to the children at the Boys & Girls Club in Benton Harbor, Michigan. We chose to focus on this particular group of individuals after researching the health statistics of this community. The prevalence of obesity and poor health is extremely high in Benton Harbor. This may be due to

the lower socioeconomic status of many families who live in this community. We designed the program around the NEWSTART guidelines developed by the Weimar Institute. NEWSTART is an acronym which stands for nutrition, exercise, water, sunlight, temperance, air, rest, and trust in God.

We worked with twenty six- to eight-year-olds who were very eager to spend time with us. We started by administering a pretest to assess their knowledge of basic health principles in relation to the elements of NEWSTART. The pretest was given in picture form and read out loud so that it could be easily understood by every child. The children were then split into groups, where they learned about the eight aspects of NEWSTART. After rotating around the eight stations, one for each aspect of NEWSTART, they were given a posttest,



Front row: Ashera Hunt, Jasmine Henry, Tenneil Ratteray
Back row: Philip Jardine, Nicholas Little

identical to the pretest, so we could adequately assess what they had learned. The average score on the first test was 5.4, while the average score on the posttest was 7.1 (out of 8 points). This was a very impressive increase in score after only one 60-minute session. They were enormously receptive to the information, and it was evident that they enjoyed learning about these health principles. The administrators at the Boys

& Girls Club were especially grateful for our services. They expressed a need for volunteers from Andrews University, and we are considering how we can help consistently in the future. This would allow us to build a strong connection with the Benton Harbor community.

This experience has inspired me to become more involved in sharing the knowledge I have acquired as a physical therapy student so that I can truly make a difference in the lives of children and their families in communities in need. My classmates were also positively impacted by this experience. Ashera Hunt said, “It was extremely eye-opening to provide education regarding holistic health to a community that is so close to us geographically yet often doesn’t have the privilege or access to the information we had the opportunity to provide.” Jasmine Henry was reminded that “while it is important for me to learn as much as I can through this institution, it’s even more important for me to share it with others.” Nick Little felt it was a privilege to serve children in a community that is underserved and often misunderstood. He stated, “This experience has enriched my life, and I am hopeful to have made a difference that lasts.” And finally, Phil Jardine, who previously served as a substitute teacher in Benton Harbor, said, “Volunteering at the Boys & Girls Club is a great opportunity to interact and provide educational information with kids who, unfortunately, have not had the same opportunities and education as many of us have. I really enjoyed spending time with the kids, playing games, and getting to know them in just a short amount of time. It was amazing to see the kids engaging in our information and activities. The Boys & Girls Club was very accommodating and encourages any opportunity for further success for the students.”

INQUISITIVE MINDS

Research Updates

By Bill Scott, MSPT, PT



The American Physical Therapy Association’s “Guidelines for Clinical Education and Physical Therapist Clinical Education Principles” lay the framework for the development and enhancement of clinical education for academic programs. They do not, however, include a specific description of what clinical instructor competence looks like. Kim Ferreira’s scholarly qualitative study titled “Achieving Clinical Instructor Competence: A

Phenomenological Study of Clinical Instructors’ Perspectives” was recently published in the *Journal of Physical Therapy Education*. This study conducted by Ferreira, along with Melissa Tovin, Shari Rone-Adams, and Aaron Rindflesch, attempted to describe the meaning of competence and the experiences of achieving competence as perceived by both credentialed and non-credentialed clinical instructors (CIs) within the physical therapy profession. The study found that the journey to competence, though unique to each CI, included commonalities. Empowerment emerged as the overarching theme. Participants’ descriptions of the meaning of competence included the roles of skilled clinician, teacher, mentor, reflective learner, collaborator and effective

communicator. Through this study, Ferreira hoped to inform CIs of the variety of pathways to achieving competence as a CI and to share a concrete definition of what competence is in the field of clinical education. With an understanding of competence, clinicians can give students quality mentorship and consistent direction during their clinical experiences.

Functional assessment tools are relied upon more and more in the clinical setting because objective data has become a necessity for best practice and insurance reimbursement. The reliability and validity of such tests and measures must be proven in order for them to be considered the “gold standard” in practice. Lee Olson’s study titled “Functional Reach Test Using a Pole Versus the Traditional Fixed Ruler” was published in the *Journal of Acute Care Physical Therapy*. The purpose of the study was to evaluate the reliability of the Functional Reach Test (FRT) using both the traditional ruler and the mobile pole. The FRT requires attaching a yardstick to the wall for measuring how far a person can reach while maintaining balance. There are settings where that may not be feasible, such as home care, or in acute care. Olson proposed performing the FRT using a measuring tape and a mobile pole. This modification would make it a portable and viable option for fall risk evaluations in settings where a fixed ruler is not an option. The results of this study demonstrated that there was moderate to excellent intertester reliability between the traditional and mobile versions of the FRT.



2019 UNDERGRADUATE RESEARCH MENTOR AWARD



The following quotes are from tributes given by undergraduate students mentored by the faculty award recipient.

“Dr. Regal is an excellent mentor and research guide, and I believe she is truly in the right field. During my time with her, she pushed me to submit and present our project at both the state and national level. She has such a passion for students and audiology, choosing to specialize in such a needed area of audiology — central auditory processing.”

“Working with Dr. Regal has been one of the highlights of my undergraduate experience. She has always encouraged me to do my best and has given me sound guidance through the different steps of my university journey. I had the privilege of having Dr. Regal as the advising professor for my research project. She was willing to explore ideas with me and encouraged me to work with a clinic off campus for my research project. Even though my research was more independent, she helped me to stay on track and was an amazing support throughout the process. I want to thank Dr.

Regal so much for everything that I have learned from her and for the amazing mentor that she has been to me.”

“I had a great experience doing research with Dr. Regal. She gave me the tools I needed to figure things out on my own. I always knew that she was there to support me and assist me, but I had the independence to really know that it was my project, and I could claim and feel proud of my work.”

“Doing research with Dr. Regal was a remarkable experience. I learned so much from her, and I truly appreciate how she pushed me to struggle with the hard aspects of the research process on my own. She knew I would learn so much more that way, and she was right. Her commitment and love for her clients is clearly demonstrated in her work and inspired me throughout the whole research process. I am so grateful for the massive amount of time and interest in me that she invested. I cannot thank her enough for that. Her influence during our research has given me so much more confidence and passion for helping people, and I hope that God blesses the years of research to come.”

“Working with Dr. Regal has always been a joy, both in class and outside of it. Doing research with her has been no different. Dr. Regal is incredibly knowledgeable about the research process, and for someone like me, who has never conducted research before this time, that was extremely helpful. She has been patient with me despite all of my questions and understanding despite all of my shortcomings. I have loved working with Dr. Regal over the course of my research, and I look forward to working with her more in the future.”

“Dr. Regal has been very influential in shaping my career goals and encouraging me to pursue the areas in which I find the most interest. She is open and approachable and has a heart for students. From the day that I approached her about doing some kind of research with her, to presenting it at a national conference, she was with me every step of the way encouraging me to do my very best and to share with others what I was interested in. She showed me the importance of asking questions, questioning my own findings, and seeking out answers and methods on my own. I can easily say that my time spent with Dr. Regal doing research at Andrews University was by far some of my most well spent time. Without her guidance, I very well may not be on the career path I am today or have found my own passion for investigation and research. Not only has she been an excellent mentor, but she has also been a good friend.”

2018–19 PEER-REVIEWED PUBLICATIONS

Bold italics = graduate student co-author,
italics = undergraduate student co-author

School of Architecture & Interior Design

Kathleen M. Demsky. *Environmental Design Research Association Annual Bibliographic Publication: EDRA 50.* Andrews University Architecture Resource Center: Berrien Springs, MI, 2019.

Rhonda Root. One illustration, Jonathan S. Greer, John W. Hilber, and John H. Walton. *Behind the Scenes of the Old Testament.* Baker Academic: Grand Rapids, MI, 2018, page 452.

Rhonda Root. One illustration, Robert G. Hoyland and H. G. M. Williamson. *The Oxford Illustrated History of the Holy Land.* Oxford University Press: Oxford, United Kingdom, 2018, page 35.

Andrew von Maur. *Ubuntu in Umbumbulu: Opportunity in the Hills of eThekwin.* Andrews University: Berrien Springs, MI, 2018.

Andrew von Maur. *Oases for Ministry: A Proposal for Colegio Adventista Túpac Amaru, Juliaca, Perú.* Andrews University: Berrien Springs, MI, 2019.

Department of Medical Laboratory Sciences

Alice Unah Lee, Heidi Linton, **Marcia Kilsby**, and Davic C. Hilmers. A program to treat Hepatitis B in North Korea: A model of antiviral therapy in a resource-poor setting. *Gut and Liver* 12(6), 615-622, 2018.

School of Nursing

Joan Aina and **Jochebed B. Ade-Oshifogun.** Factors contributing to increased patient wait times in selected wound care patients: A retrospective study. *International Journal of Studies in Nursing* 3(2), 44-50, 2018.

Jochebed B. Ade-Oshifogun, Augusta Y. Olaore, and Joan Aina. Factors affecting marital disruption amongst Nigerian immigrants in North America (NINA): A Pilot Study. *Asian Journal of Social Science Studies* 4(2), 25-31, 2019.

T. O. Ade-Oshifogun, Jean A. Cadet, & **Jochebed B. Ade-Oshifogun,** (2019). A Cross Sectional Study of Medical Students' Perception of Their Educational Environment in Ghana. *Journal of Education and Development*, 3(2), 14-24

School of Population Health, Nutrition & Wellness

Lori Maria Walton, Veena Raigangar, Mini Sara Abraham, Cherisse Buddy, Magaly Hernandez, **Gretchen Krivak**, and Rose Caceras. Effects of an 8-week pelvic core stability and nutrition community programme on maternal health outcomes. *Physiotherapy Research International*, e1780, 1-14, 2019.

Alfredo Mejía, Helen Harwatt, Karen Jaceldo-Siegl, Kitti Sranacharoenpong, Samuel Soret, and Joan Sabaté. Greenhouse gas emissions generated by tofu production: A case study. *Journal of Hunger & Environmental Nutrition* 13(1), 131-142, 2018.

School of Rehabilitation Sciences

Lee Olson and **Ali Zareh.** Reliability of the functional reach test using a mobile pole versus the traditional fixed ruler. *Journal of Acute Care Physical Therapy* 10(1), 31-35, 2019.

Caryn Pierce, Lori Walton, **Elizabeth Oakley,** Rose Caceres, Hilary Sadow, and Kirstin Yoder. Playing-related musculoskeletal pain among college-level music students before and after an informative lecture by a physical therapist. *Orthopedic Practice* 30(4), 554-558, 2018.

2018–19 GENERAL PUBLICATIONS

Bold italics = graduate student co-author,
italics = undergraduate student co-author

School of Architecture & Interior Design

Douglas Clark, in collaboration with Lawrence Geraty, Larry Herr, Oystein LaBianca, and Randall Younker, and with contributions from Stefanie Elkins-Bates, Jillian Logee, Brian Manley, John McDowell, Kristina Reed, **Rhonda Root**, Marc and Sharon Ullom. Four Illustrations. The Madaba Plains Project comes of age: MPP@50. *Spectrum* 46(3), 69-84, 2018.

Thomas Lowing. Small firm business models. *AIA Trust Managing Your Risks Newsletter*, October 2018.

School of Nursing

Grace Chi and Jerry Chi. Biblical principles for business ethics: Balancing love and justice. *Seventh-day Adventist Educators Blog*, April 8, 2019.

Grace Chi and Jerry Chi. Differences between American and Christian cultures. *The Last Day Shepherd's Call* 97(1), 12-15, 2019.

Grace Chi and Jerry Chi. Economic liberalism and social liberalism. *The Last Day Shepherd's Call* 97(2), 12-15, 2019.

School of Population Health, Nutrition & Wellness

Gretchen Krivak. Fight cancer with diet and exercise. *Lake Union Herald*, August 2018, 7.

Padma P. Tadi Uppala, **Sherine Brown-Fraser,** **Liezel Bibit,** **Sozina Katuli,** and **Dixon Anjejo.** The role of spirituality in managing mental health. *Andrews University FOCUS*, Winter 2019, 14-15.

School of Rehabilitation Sciences

Padma P. Tadi Uppala, Sherine Brown-Fraser, **Liezel Bibit,** **Sozina Katuli,** and **Dixon Anjejo.** The role of spirituality in managing mental health. *Andrews University FOCUS*, Winter 2019, 14-15.

2018–19 PRESENTATIONS, PERFORMANCES & EXHIBITIONS

Bold italics = graduate student co-author,
italics = undergraduate student co-author

School of Architecture & Interior Design

Andrew von Maur. Project manager, public and private stakeholder participatory planning process for Colegio Adventista



Túpac Amaru, Juliaca, Perú. September/October 2018.

Andrew von Maur. “Design lessons from architecture.” Creation Sabbath. Village SDA Church, Berrien Springs, MI. October 26-27, 2018.

Andrew von Maur. Student Merit Award: El Nexo Martín Peña. Congress for the New Urbanism. San Juan, Puerto Rico. March 19, 2019.

School of Communication Sciences & Disorders

Bruna Barbosa, D’Jaris Coles-White, and Darah Regal. “Analysis of language errors in speakers who are bilingual under quiet and background noise conditions.” American Speech-Language-Hearing Association Annual Convention. Boston, MA. November 15-17, 2018.

Wayne L. Buckhanan, Anneris Coria-Navia, and **Tammy Shilling.** “The flipped classroom approach in higher education.” Andrews University Teaching and Learning Conference, Berrien Springs, MI. March 29, 2018.

Zoey Caballero, Darah Regal, and Lara Scheidler-Smith. “Efficacy of a three-week intervention program for children in the areas of language, articulation, phonological awareness, and auditory processing.” Michigan Speech-Language-Hearing Association Annual Conference. East Lansing, MI. March 22, 2019.

Nia Darville and Tammy Shilling. “A comparative analysis of the incidence of voice disorders among black and non-black Seventh-day Adventist preachers.” Michigan Speech-Language-Hearing Association Annual Conference. Kalamazoo, MI. March 22-24, 2018.

Nia Darville and Tammy Shilling. “A comparative analysis of the incidence of voice disorders among black and non-black Seventh-day Adventist preachers.” National Black Speech Language and Hearing Association Annual Conference. Washington, D.C. April 13, 2018.

Nia Darville, Tammy Shilling, D’Jaris Coles-White, and Heather Ferguson. “An analysis of the effects of cultural preaching styles on the voice.” American Speech-Language-Hearing Association Annual Convention. Boston, MA. November 15-17, 2018.

Brynja K. E. Davis and Margaret L. Greenwald. “Impaired comprehension or expression of emotion after stroke: Considerations for Aphasia intervention.” Michigan Speech-Language-Hearing Association Annual Conference. Kalamazoo, MI. March 22-24, 2018.

Heather Ferguson and Tammy Shilling. “Interactive journals and student engagement in higher education.” Andrews University Teaching and Learning Conference, Berrien Springs, MI. March 29, 2018.

Heather Ferguson and Tammy Shilling. “Promoting student engagement through interactive learning opportunities.” North American Division Teachers’ Convention. Chicago, IL. August 6-9, 2018.

Heather Ferguson. “Mindset, academic motivation, and academic self-efficacy as correlates of academic achievement in undergraduate CSD students.” American Speech-Language-Hearing Association Annual Convention. Boston, MA. November 15-17, 2018.

Heather Ferguson. “Phonemic awareness and sound production.” Benton Harbor Charter School Academy, Benton Harbor, MI. December 17, 2018.

Julia Johnson, Heather Baldwin, and Tammy Shilling. “K-12 teachers’ awareness and knowledge of voice risk factors.” Michigan-Speech-Hearing Association Annual Conference. East Lansing, MI. March 21-23, 2019.

Darah Regal, Lara Scheidler-Smith, and Nicole Weis. “Efficacy of a three-week language, literacy, phonological awareness & auditory processing program for school-aged children.” American Speech-Language-Hearing Association Annual Convention. Boston, MA. November 15-17, 2018.

Tammy Shilling. “Developing internationally-minded students through the international baccalaureate curriculum in the Netherlands.” Andrews University Teaching and Learning Conference, Berrien Springs, MI. March 28, 2019.

Tammy Shilling. “K-12 teacher awareness and perception of voice risk factors.” Andrews University Teaching and Learning Conference, Berrien Springs, MI. March 28, 2019.

Nicole Weis, Darah Regal, and Lara Scheidler-Smith. “Efficacy of a three week intervention program for school-aged children in the areas of language, literacy, phonological awareness and auditory processing.” Michigan Speech-Language-Hearing Association Annual Conference. Kalamazoo, MI. March 22-24, 2018.

Alexandra Wiist, Autumn Zurek, and Darah Regal. “AZBIO sentence accuracy for English as a Second Language (ESL) adults in quiet and background noise.” Michigan Speech-Language-Hearing Association Annual Conference. Kalamazoo, MI. March 22-24, 2018.

Department of Medical Laboratory Sciences

Daniel F. M. Gonzalez, Eunice I. Hansen, Harley H. Quispe, and Soyeon Won. “Synergistic effect of Zingiber officinale oil and intermediate antibiotics against MRSA.” Michigan Academy of Sciences, Arts, and Letters Annual Conference. Alma College, Alma, MI. March 1, 2019.

Marcia A. Kilsby. “Lessons learned in setting up solar powered laboratories.” American Society for Clinical Pathology Annual Meeting. Baltimore, MD. October 3, 2018.

Marcia A. Kilsby. “Solving challenging antibody identifications with confidence.” American Society for Clinical Pathology Annual Meeting. Baltimore, MD. October 3, 2018.

Marcia A. Kilsby. “Effective leadership strategies in the multicultural workplace.” American Society for Clinical Pathology Annual Meeting. Baltimore, MD. October 5, 2018.

Marcia A. Kilsby. “Making a Difference, The ChemWell 2910 in North Korea,” original photograph. Photography contest winner. Awareness Technology, Inc. Palm City, FL. 2018.

Katherine Koudele, Melissa Poua, Timothy Newkirk, and Karen Reiner. “The correlation between the milk somatic cell count and the differential leukocyte count in the blood of cows that have a positive ELISA test for antibiotics in the bovine leukosis virus.” Michigan Academy of Science, Arts, and Letters Annual Conference. Alma College, Alma, MI. March 1, 2019.

Karen Reiner and Timothy Newkirk. “Comprehensive review tool to enhance readiness for BOC.” Clinical Laboratory Educators Conference. Baltimore, MD. February 22, 2019.

School of Nursing

Jochebed B. Ade-Oshifogun and Gisela Schmidt. “A study of student nurses’ perception of educational environment: Using Dundee Ready Education Environment Measure (DREEM)



Inventory.” Sigma Eta Zeta Chapter, Spring Research Symposium. Berrien Springs, MI. April 16, 2018.

Jochebed B. Ade-Oshifogun, Augusta Y. Olaore, and Joan O. Aina. “Marital satisfaction among Nigerians living in America.” Michigan Academy of Science, Arts, and Letters Annual Conference. Alma College, Alma, MI. March 1, 2019.

Grace Chi, Dennis Cheek, and Jerry Chi. “The effect of music relaxation video on college students’ anxiety and physical vital signs.” Sigma Eta Zeta Chapter, Spring Research Symposium. Berrien Springs, MI. April 16, 2018.

Jerry Chi and **Grace Chi**. “The impact of executive servant leadership on organizational citizenship and organizational cynicism: A test of structural equation modeling (SEM).” International Accreditation Council for Business Education US National Conference. Las Vegas, NV. April 9-11, 2019.

Liliane Nyamuziga and **Jochebed B. Ade-Oshifogun**. “Relationship between shift-hours worked (12 hour vs. 8 hour) and nurses’ burnout: Study across acute care units in a community hospital.” Sigma Theta Tau International Honor Society of Nursing, Eta Zeta Chapter, Nursing Research Symposium. Andrews University, Berrien Springs, MI. April 22, 2019.

Padma P. Tadi Uppala, *Victoria S. Rios-Rivas*, **Jean Cadet**, Sozina Katuli, **Jochebed B. Ade-Oshifogun**, Dixon Anjejo, *Melody Page*, *Michael Uppala*, and Sherine Brown-Fraser. “Prevalence of metabolic syndrome among African American women in Benton Harbor, Michigan.” Michigan Academy of Science, Arts, and Letters Annual Conference. Alma College, Alma, MI. March 1, 2019.

Marvelyn Thompson and **Grace Chi**. “Effects of guided imagery in pain and opioid consumption in patients with chronic back pain.” Sigma Theta Tau International Honor Society of Nursing, Eta Zeta Chapter, Nursing Research Symposium. Andrews University, Berrien Springs, MI. April 22, 2019.

School of Population Health, Nutrition & Wellness

Rayford Alva, Brian Yuen Yau Wong, **John Tanner**, *Snow Y.L.X.*

Wan, **Padma P. Tadi Uppala**, and Ryan T. Hayes. “Inhibition of mutagenicity of PhIP (2-amino-1-methyl-6-phenylimidazo[4,5-b]pyridine) by Chinese medicinal herbs *Scutellaria barbata* and *Oldenlandia diffusa*.” American Association for Cancer Research Annual Meeting. Chicago, IL. April 14-18, 2018.

Sherine Brown-Fraser. “Foods that save money to buy fuel.” Lifestyle Medicine Symposium. Andrews University, Berrien Springs, MI. March 2, 2018.

Sherine Brown-Fraser. “Adventist health studies: Omnivore vs. vegetarian vs. vegan diets, Lifestyle and health outcomes.” Michiana VegeFest. Notre Dame University, South Bend, IN. March 25, 2018.

Sherine Brown-Fraser. “Adventist health studies: Omnivore vs. vegetarian vs. vegan diets, Lifestyle and health outcomes.” Northern Indiana Academy of Nutrition and Dietetics Conference. Andrews University, Berrien Springs, MI. April 17, 2018.

Sherri Isaak. “What everyone should know about diabetes.” Lifestyle Medicine Symposium. Andrews University, Berrien Springs, MI. March 2, 2018.

Sherri Isaak. “Diabetes and vegetarian diets.” Northern Indiana Academy of Nutrition and Dietetics Conference. Andrews

University, Berrien Springs, MI. April 17, 2018.

Gretchen Krivak and **Carol Burtneck**. “Foods that fuel.” Lifestyle Medicine Symposium. Andrews University, Berrien Springs, MI. March 2, 2018.

Gretchen Krivak, Garth Woodruff, S. Forrest, *Hannah Mbungu*, *Kechler Orcel*, **Soraya Fish**, and **Sherine Brown-Fraser**. “A mixed-method multiple case study of three business models for local healthy food delivery systems in underprivileged urban areas.” Food and Nutrition Conference & Expo. Chicago, IL. October 21-24, 2018.

Hyun Kwon, **Padma P. Tadi Uppala**, Elmer Ccopa Rivera, and Rodney Summerscales. “Development of a cell phone-based electrochemiluminescence biosensor to detect breast cancer biomarkers.” American Association for Cancer Research Annual Meeting. Atlanta, GA. March 29-April 3, 2019.

Alfredo Mejía, J. Mark Daniels, Joan Sabaté, **Sherine Brown-Fraser**, Griselda Uriegas-Mejia, **Padma P. Tadi Uppala**, **Carol Burtneck**, and **Sherri Isaac**. “Potential savings of greenhouse gas emissions through dietary choices.” International Congress on Vegetarian Nutrition. Loma Linda University, Loma Linda, CA. February 26-28, 2018.

Alfredo Mejía. “Foods that save fuel.” Lifestyle Medicine Symposium. Andrews University, Berrien Springs, MI. March 2, 2018.

Alfredo Mejía. “Potential savings of greenhouse gas emissions through dietary choices.” Northern Indiana Academy of Nutrition and Dietetics Conference. Andrews University, Berrien Springs, MI. April 17, 2018.

Colleen Staniszewski, *Michael Krause*, *Melody Page*, *Evin Liu*, *Justis M. McNeal*, *Morgan Winkfield*, **Padma P. Tadi Uppala**, and **Sherine Brown-Fraser**. “Mental health and risk for cancer among Berrien County youth in Michigan: A systems analysis.” Michigan Academy of Science, Arts, and Letters Annual Conference. Central Michigan University, Mt. Pleasant, MI. March 9, 2018.

Padma P. Tadi Uppala and **Sherine Brown-Fraser**. “Integration of biblical prophecies into current events in environmental health course receives consistently high ratings.” Andrews University Teaching and Learning Conference, Berrien Springs, MI. March 29, 2018.

Padma P. Tadi Uppala, Sozina Katuli, **Alfredo Mejía**, **Sherine Brown-Fraser**, Brian Yuen Yau Wong, Ryan T. Hayes, Maheswari Senthil, and Carlos Garberoglio. “Role of obesity and dietary chemopreventive nutrient intake and risk for breast cancer among ethnically diverse women.” American Association for Cancer Research Annual Meeting. Chicago, IL. April 14-18, 2018.

Padma P. Tadi Uppala. “Prevention of breast cancer through healthy lifestyle changes.” Strong Women of Faith: Cancer & Health Annual Meeting. Benton Harbor, MI. April 28, 2018.

Padma P. Tadi Uppala, Liezel Bibit, Sozina Katuli, and **Sherine Brown-Fraser**. “A critical analysis of the Mental Health First Aid educational intervention developed by the National Council for Behavioral Health to reduce the risk for suicide among the mentally ill.” Adventist Human-Subject Researchers Annual Conference. Andrews University, Berrien Springs, MI. May 16-19, 2018.

Padma P. Tadi Uppala, **Alfredo Maximino Mejía**, Sozina Katuli, **Carol Burtneck**, **Sherine Brown-Fraser**, Maheswari Senthil,

and Carlos Garberoglio. “A community-based participatory research study to assess energy sources and nutrient intake profiles of racially diverse women to reduce risk for breast cancer.” American Public Health Association Annual Meeting. San Diego, CA. November 10-14, 2018.

Padma P. Tadi Uppala, *Victoria S. Rios-Rivas*, **Jean Cadet**, Sozina Katuli, *Bea Ade-Oshifogun*, **Dixon Anjejo**, *Melody Page*, *Michael Uppala*, and **Sherine Brown-Fraser**. “Prevalence of metabolic syndrome among African American women in Benton Harbor, Michigan.” Michigan Academy of Science, Arts, and Letters Annual Conference. Alma College, Alma, MI. March 1, 2019.

Yanlingxue Wan, Ryan Hayes, *Joshua Li*, *Kristin Ferrer*, **Padma P. Tadi Uppalaa**, and Brian Yuen Yau Wong. “Inhibition of mutagenicity of 2-Amino-1-methyl-6-phenylimidazo[4,5-b]pyridine (PhIP) by aqueous extract (crude) and organic extract (pulegone) of *Calamintha nepeta*.” American Association for Cancer Research Annual Meeting. Atlanta, GA. March 29-April 3, 2019.

School of Rehabilitation Sciences

Alexander Enriquez, **A. Brown**, **Elizabeth Oakley**, and **Sozina Katuli**. “A comparison between the Kendall and the Hislop-Montgomery Rhomboid MMT technique on Rhomboid muscle recruitment using ultrasound imaging.” Michigan Physical Therapy Association Annual Chapter Meeting. Traverse City, MI. October 5, 2018.

Sozina Katuli, Synova Knutsen, Raymond Knutsen, Ronald Mataya, Oda Keiji, and Gary Frasier. “The association of the cumulative/lifetime duration of breast feeding and the development of post menopausal breast cancer: Results from Adventist Health Study - 2.” Adventist Human-Subject Researchers Association Annual Conference. Andrews University, Berrien Springs, MI. May 16-19, 2018.

Padma P. Tadi Uppala, **Sozina Katuli**, Alfredo Mejía, *Sherine Brown-Fraser*, Brian Yuen Yau Wong, Ryan T. Hayes, *Maheswari Senthil*, and Carlos Garberoglio. “Role of obesity and dietary chemopreventive nutrient intake and risk for breast cancer among ethnically diverse women.” American Association for Cancer Research Annual Meeting. Chicago, IL. April 14-18, 2018.

Padma P. Tadi Uppala, Alfredo Maximino Mejía, **Sozina Katuli**, Carol Burtnack, *Sherine Brown-Fraser*, *Maheswari Senthil*, and Carlos Garberoglio. “A community-based participatory research study to assess energy sources and nutrient intake profiles of racially diverse women to reduce risk for breast cancer.” American Public Health Association Annual Meeting. San Diego, CA. November 10-14, 2018.

Padma P. Tadi Uppala, *Victoria S. Rios-Rivas*, **Jean Cadet**, **Sozina Katuli**, *Jochebed B. Ade-Oshifogun*, *Dixon Anjejo*, *Melody Page*, *Michael Uppala*, and *Sherine Brown-Fraser*. “Prevalence of metabolic syndrome among African American women in Benton Harbor, Michigan.” Michigan Academy of Science, Arts, and Letters Annual Conference. Alma College, Alma, MI. March 1, 2019.

2018–19 FACULTY RESEARCH GRANTS

Kathy Koudele, **Tim Newkirk**, and **Melissa Poua** (Agriculture, Medical Laboratory Sciences), *The Correlation between the Milk Somatic Cell Count and the Differential Leukocyte Count in the Blood of Cows that have a Positive Milk ELISA Test for Antibodies to the Bovine Leukosis Virus*.

Padma P. Tadi Uppala (Population Health), *Establishing Community Partnerships with Minority Women to Study the Relationship between Metabolic Syndrome and TNBC*.

2018–19 UNDERGRADUATE RESEARCH SCHOLARS

Zoey Caballero (Darah Regal, Communication Sciences & Disorders), *Efficacy of a three-week intervention program for pre-school and school-aged children in the areas of phonemic awareness and auditory processing*. Summer 2018, Fall 2018, Spring 2019

Gillian Jurek (Darah Regal, Communication Sciences & Disorders), *Tinnitus: Initial evaluation results and their relationship to treatment required to habituate tinnitus in head injury and noise-induced hearing loss patients*. Fall 2018

2018–19 GRADUATE RESEARCH GRANT RECIPIENTS

Bruna Barbosa (Darah Regal, Communication Sciences & Disorders). *Analysis of language errors in speakers who are bilingual under quiet and background noise conditions*.

Drew Bourret (Elizabeth Oakley, Rehabilitation Sciences). *Are musculoskeletal physical therapists using diagnostic clinical prediction rules? Determining the facilitators and barriers to implementation*.



DPT Class of 2019 White Coat Ceremony



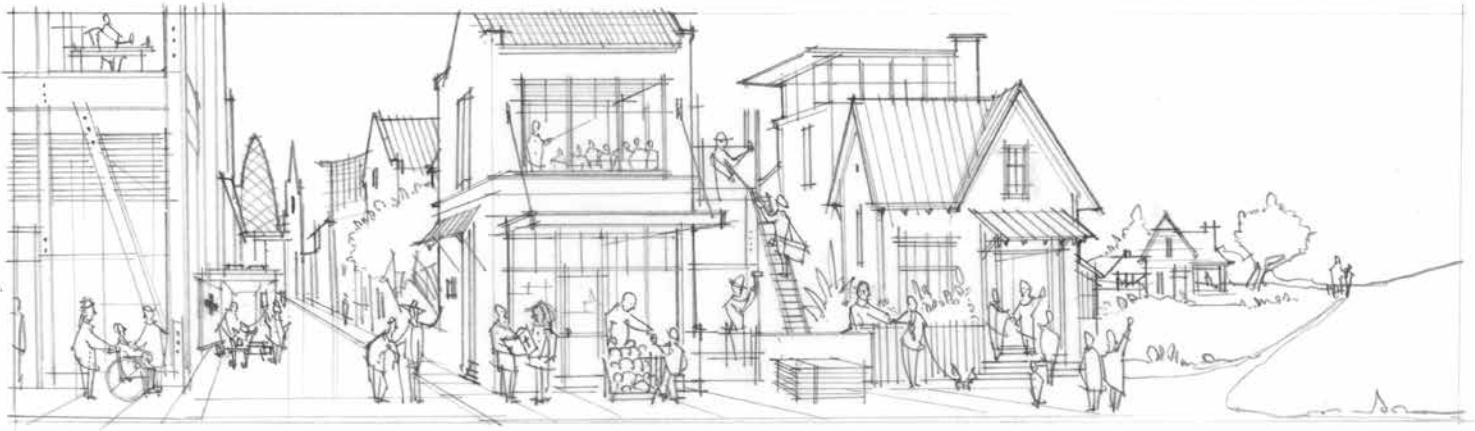
Medical Laboratory Science Certificate Ceremony



MS Speech Language Pathology Class of 2019 White Coat Ceremony

Seeking a Healing Ministry in Christ through Healthcare, Wellness, and Design

ROMANS 12



College of Health
& Human Services
Andrews University