

# THE PULSE

*Annual Magazine of the School of Health Professions*



August 2018 Graduation

# CONTENTS



3 Dean's Message

4 Interdisciplinary

6 Medical Laboratory Sciences

11 Nursing

17 Physical Therapy

26 Public Health, Nutrition & Wellness

35 Speech-Language Pathology & Audiology

39 Change Day



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**W**e are living in an exciting time in health care.

There is a high demand for health professionals everywhere. In response to the need for qualified professionals, Andrews University has responded with the development of the School of Health Professions (SHP), which started in 2012. While SHP is new, it consists of departments with nationally recognized programs in Medical Laboratory Sciences, Nursing, Physical Therapy, Public Health, Nutrition &

Wellness, and Speech-Language Pathology and Audiology. It is a great privilege for me to serve as the Dean of the School of Health Professions and to work with an outstanding team of faculty and staff.

Some of the reasons for starting the School of Health Professions were to create synergy among existing programs; develop new programs according to the strategic program of the University; promote interdisciplinary education, research and practice; shore up existing partnerships and create new partnerships with educational and healthcare institutions.

The mission of SHP is to provide excellence in education for healthcare professions that fosters collaboration, research, and service within a Christ-centered environment.

In the last six years, with God's help, we were able to develop new programs and implement new initiatives. The Masters of Public Health (MPH) program, offered at a 50% tuition discount, is the first and only CEPH-accredited online MPH program in Nutrition and Wellness in the country. The CEPH-accredited Bachelor of Science in Public Health (BSPH) is the only BSPH program in Environmental Health in the Seventh-day Adventist Education System. The online Doctor of Nursing Practice (DNP) and Bachelor of Science in nursing (BSN) Completion program, both offered at a 50% tuition discount, allow nurses to achieve their educational goals while they continue to work and live anywhere in the world. In addition to the traditional program, the MS in Speech-Language Pathology offers a 5-year master's degree for qualifying freshmen. The State Board pass and placement rates for our graduates range from 90% to 100% and from

95% to 100% respectively for our professional programs.

The new initiatives include a new clinical faculty tract, which has allowed us to recruit more faculty. Initiatives in areas of interdisciplinary research, education, and practice have resulted in on-going poverty simulation workshops for students and faculty and staff; increased publications and presentations at national and international conferences, as well as the development of four new interprofessional courses: Fundamentals of Spirituality and Ethics in Healthcare; Integration of Spirituality in Healthcare; Education Techniques for Health Care Providers; and Pathophysiology for Health Professions. In terms of infrastructure, we have new laboratories for Medical Laboratory Science, neuro anatomy laboratory, skills laboratory for Nursing; and a new wing for the Department of Speech-Language Pathology with classrooms, faculty offices, audiology testing booths, and a Speech-Language Pathology clinic with six therapy rooms.

I take this opportunity to congratulate our most recent graduates in May and August 2018: 62 Bachelor degrees, 17 Master of Science in Speech-Language Pathology, 4 Master of Public Health, 14 Graduate Certificate in Nutrition & Dietetics, 3 Doctor of Nursing Practice, 38 Doctor of Physical Therapy, and 6 Doctor of Science in Physical Therapy. At Andrews University, we welcome students from all over the world and we know how to make students feel at home in a Christian environment where they seek knowledge, affirm faith and change the world around them from day one. Our small 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 first newsletter, you will learn more 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.

God's blessings,

Emmanuel Rudatsikira, MD, DrPH

## Poverty Simulation Workshop

By Twyla Smith, MSW

Assistant Professor, Department of Social Work

In order to prepare our students to become excellent health-care practitioners, we ensure that they gain insight in diversity and acquire inter-personal skills so they can better relate to their patients and provide effective care. The School of Health Professions (SHP) Interprofessional Education Committee recommended that all SHP majors receive poverty simulation training (PSW) and SHP purchased a Community Action Poverty Simulation (CAPS) kit and began hosting simulation events on campus since summer 2017. CAPS is a tool that is designed to help participants gain insight and understanding about the complexity of poverty in an experiential setting and has been used in simulation events across the United States.

Professor Twyla E. Smith, MSW coordinates our poverty simulation workshop and is a facilitator for Community Action Poverty Simulation (CAPS) and a certified Bridges Out of Poverty presenter and has been facilitating CAPS events here in Berrien County since 2009. She has almost 25 years' experience in the Health and Human Service sector. Prior to joining the faculty as the Director of Field Education for the Department of Social Work, she was the Deputy Director of Southwest Michigan Community Action Agency (SMCAA) for 6 years and responsible for human resources, organizational and program development, resource development and outcomes evaluation. SMCAA is the largest non-governmental, not-for-

profit Health and Human Service organization in Southwest Michigan serving approximately 13,000 individuals and 6,500 families in Berrien, Cass, and Van Buren Counties.

The first PSW we hosted was offered during Faculty Institute summer 2017 as faculty training and one faculty commented "this exercise was phenomenally effective". During the 2017/2018 academic year students from Nursing, Physical Therapy, Public Health, Nutrition & Wellness, Speech-Language Pathology & Audiology, Social Work, Community & International Development, Teaching, Learning & Curriculum, Political Science, Graduate Counseling & Psychology have participated. One student said the simulation "provided excellent hands-on opportunity to experience the daily challenges of the underprivileged." During the 2.5 hours simulation, participants are assigned an identity and get to experience a month living in poverty through role-play. They are expected to maintain their bills, housing, care for their families and deal with the unexpected. Volunteers staff typical community organizations and interact with the participants as they navigate each 15-minute week. Organizations include but are not limited to a general employer, public school, department of human services, pawn shop, police department, grocery store. There is even a criminal on the loose!

We plan to continue hosting CAPS events on campus to help AU students from all disciplines gain insight and understanding about the complexity of poverty in an experiential, interdisciplinary setting. Plans are already in place to have students from Student Missions, Seminary Chaplaincy, Finance, and Communication participate in an upcoming simulation event. ■

## Health and Fitness Expo

By Gretchen Krivak MS, RD, CGFI

Assistant professor, Department of Public Health, Nutrition & Wellness

The Health & Fitness Expo began with the inception of the School of Health Professions (SHP) and soon became one of our alumni weekend traditions. Coordinated by the Department of Public Health, Nutrition & Wellness, the Expo is a collaborative effort between many departments to provide health & fitness information to the campus and surrounding community in a fun and interactive way. On-campus and community vendors set up booths in Johnson Gym and provided informational materials and interactive learning activities and also donated prizes which were raffled off to participants at the end of the free event. ■



## Cancer Research Symposium

By Padma Uppala, PhD, MPH

Professor, Environmental Health, Department of Public Health, Nutrition & Wellness

The School of Health Professions is hosting a Cancer Research Symposium on September 27, in Garber Auditorium. The conference will feature Dr. Benjamin Lau, a clinician, research scientist, and emeritus professor at Loma Linda University School of Medicine, as the keynote speaker. Lau is the author of more than 200 scientific publications and eight books. In his presentation, "Phytotherapy Maximizes Innate Immunity and Cancer Healing" Lau will discuss how phytochemicals from plants can boost innate immunity and heal cancer. Lau's presentation stems from his latest book, *Stop Cancer with Phytotherapy*. At the conclusion of the symposium, guests may attend a book signing with Lau in Chan Shun lobby.

According to research conducted by Lau and his colleagues,

phytotherapy—the use of plant chemicals for the treatment and prevention of cancer—has lasting benefits with no side effects when compared with surgery, radiation or chemotherapy.

The innate immune system is first line of defense against microbes and includes cellular and chemical barriers such as the skin, mucosal lining of organs and antimicrobial peptides. The antimicrobial peptides recognize molecular patterns present in many microorganisms and recruit phagocytic cells which destroy pathogenic microorganisms. Defects in innate immunity are associated with a predisposition to infections and autoimmune diseases. Several chemicals from plants such as thyme, turmeric, ginger, seaweed, plantain, Echinacea and Chinese medicinal herbs have been shown to boost the innate immune system. Lau will discuss his own experiments with several plant extracts as well as population studies in which phytotherapy was used to boost the immune system and heal cancer. Lau has mentored hundreds of students who occupy respectable positions across the globe. Currently, two of his doctoral mentees, Dr. Padma Tadi Uppala, Department of Public Health Nutrition and Wellness, and Dr. Bran Wong, Department of Biology, serve as faculty at Andrews University. ■

## SCHOOL OF HEALTH PROFESSIONS Alumnus of the Year

by David Village, PT, DHSc

Professor, Department of Physical Therapy

During the commencement ceremony on August 5, 2018, the School of Health Professions awarded its first Alumnus of the Year Award. This award recognizes distinguished alumni who have achieved excellence and brought recognition to their profession. To commemorate the 30-year anniversary of the first Physical Therapy graduating class of 1988, this year's award was given to PT alumna Cindy Krafft.

Cindy Krafft (MSPT '92), originally of Brookfield, Illinois, has dedicated her career to the home health field. In particular, Krafft works to improve the quality of care that older adults receive during home health rehabilitation. Within this arena, she is recognized as a key player in refining methods that streamline external documentation requirements. She has advocated for high levels of health care as an administrator, home health consultant, author, and speaker.

Krafft is currently the CEO of Kornetti and Krafft Health Care Solutions, a home health consulting company. The company provides tools to help facilitate fiscal security for agencies operating within the home health sphere. During the past ten years, Krafft has served in leadership roles such as vice



president, president, and federal affairs liaison for the Home Health section of the APTA. Krafft has authored numerous works within her field including *The How-to Guide of Therapy Documentation*, *An Interdisciplinary Approach to Home Health Care*, and *Handbook to Home Health Therapy Documentation*. Additionally, Krafft serves on the editorial board of the journal *Home Healthcare Now*.

Krafft has served for fifteen years as a nationally recognized educator on the topics of documentation, regulation, therapy utilization, and Outcome and Assessment Information Set (OASIS). In the same vein, she has lectured for the Andrews University DPT program for over ten years.

Cindy and her husband, Walter ('91), live in Illinois with their four children, Adam, Joshua, Nathan, and Sarah. She enjoys hiking, gardening, and mountain biking. ■

# MEDICAL LABORATORY SCIENCES



Karen Reiner, MT(ASCP), PhD  
Associate professor, Chair, Department  
of Medical Laboratory Sciences

The Department of Medical Laboratory Sciences offers an undergraduate 3 + 1 program which is comprised of three years undergraduate (pre-clinical) studies plus a one-year (three semesters) clinical year. The first Clinical Year Program cohort began in the fall of 1988 and the first MLS cohort graduated in August 1989. Accreditation by the National Accrediting Agency for Clinical Laboratory Science (NAACLS) was achieved in the spring of 1989 and the program remains accredited by NAACLS. The department also offers a graduate program leading to the Master of Science in Medical Laboratory Science (MSMLS).

The MLS Program functions with one support staff and five MLS full-time faculty members, one of whom serves as department chair, program director, and clinical coordinator. The program capacity increased from 24 to 32 in August 2014, after the completion of two new student laboratories.

MLS majors apply for admissions into the Clinical Year Program during the fall semester of their junior year. The admissions committee typically meets late February or early March. Students admitted to the last year of the degree program (Clinical Year Program) take coursework that combines a rigorous competency-based science curriculum with community-sponsored clinical training.

Program graduates are eligible to take the American Society for Clinical Pathology (ASCP) Medical Laboratory Scientist (MLS) national board certification examination and to pursue career opportunities in various laboratory settings, including hospital laboratories, clinics, forensic laboratories, and veterinary clinics; medical, biotechnology, industrial research, and public health laboratories; cytogenetics, cytotechnology, and histology.

## Students & Alumni Provide Laboratory Services for 6,000

By Jeongwoo Park, Sophomore MLS Major

Undergraduate and graduate MLS students joined MLS alumni and Professor Daniel Gonzalez in volunteering December 25-27, 2017, for the free Mega Clinic, Your Best Pathway to Health (YBPH) in Phoenix, Arizona. This non-profit, Seventh-day Adventist organization provides free health care and other services to underserved communities by bringing professionals from all over the world to volunteer their services and extend the healing and love ministry of Christ. Students worked in the laboratory collecting samples, running tests, entering data, routing samples to local and out-of-state reference laboratories, and sharing their faith in Christ with the patients. At the end of the event, 6,770 patients were served. "From setup to



teardown, there was always something to be busy with. With everyone rushing around, it is sort of chaotic, but an organized chaos...your effort is spent focusing on the patients before you. Although the days were long and both the patients and volunteers are tired, it is important to remember in all your interactions that you are here to serve and witness to others," says Joshua Li, a first-year MLS major. ■

## The Right Place at the Right Time

By Melody Collins, MLS Class of 2017

I distinctly remember walking into my advisor's office as a high school senior, surprising her with a meticulous Excel spreadsheet documenting the exact classes I would need every semester for the next four years of college to fulfill my medical laboratory sciences degree. I had done my research and said my prayers—this program would prepare me to serve as a medical missionary in a unique avenue of healthcare. I was beyond excited and ready to begin.

When I imagined myself as a medical missionary, I envisioned either carrying a mobile laboratory-in-a-suitcase down the Amazon River to visit local villages or wandering through the desert to a refugee camp. I pictured extreme conditions, rare diseases and all kinds of difficulties. Throughout my college years, this vision propelled me forward whenever personal motivation wavered and challenges arose.

I enrolled in the Medical Laboratory Science (MLS) program at Andrews University and endeavored to finish the four-year degree as soon as possible. However, God had different plans for my life. In a series of providential events, I found myself responding to His call to be an assistant dean at Weimar Academy, a small school in Northern California. Although nothing about the location or the position matched my vision of how I wanted to be a missionary, it was clear He was directing me there. While my classmates entered the senior year program, I packed a couple suitcases and flew to Sacramento to begin my year as a student missionary. There, in a dormitory with 12 girls under my care, I learned that



where there are people, there are needs, and where there are needs, there is a mission, and where there is a mission, there are missionaries needed. It was a transformative year of reconnecting with God and learning to surrender my plans.

Returning to academia after leaving college was not easy, but God fulfilled His promises and brought me through. When we were all sent off to our clinical practicum sites, a classmate and I were selected to be the first students from Andrews University to attend the Johns Hopkins Hos-

pital for rotations. After graduating, I returned to Hopkins to begin my first job as a medical laboratory scientist in their flow cytometry lab, where we specialize in diagnosing leukemias and lymphomas with lasers and fluorescent colors. In the close-knit environment created by our small team, we frequently have deep discussions about religion and the purpose of life. Some colleagues have even mentioned their desire for Bible studies. Once more, I have found myself serving as a different sort of missionary than I had ever imagined—it is a humbling experience.

In the past few years, I've learned that the right place, at the right time, seldom means that it is an anticipated plan under my personal control. Divine appointments are exactly what they are; they are scheduled into my life by a God who has better plans in mind for myself and for my neighbors. Looking into my monthly planner and seeing unfilled dates and unscheduled plans only means they will be filled in when they need to be. Until then, I'm seeking to keep serving God as a missionary wherever He calls me. ■

## MLS Welcomes New Staff

By Karen Reiner, MT(ASCP), PhD

In August 2017, the Department of Medical Laboratory Sciences welcomed Ysabel Ramirez to the team. She serves as accreditation and support specialist for the MLS department. Ramirez was born in Santo Domingo in the Dominican Republic. She graduated cum laude from Universidad Adventista de las Antillas, (formerly known as Antillean College) with her bachelor's degree in office administration. If you are on the Andrews University campus, be sure to stop by her office (Halenz Hall, 218) and say hello! ■





## Clinical Year Students Present at Annual MLS Research Symposium

By Karen Reiner, MT(ASCP), PhD

The annual Medical Laboratory Sciences Research Symposium was held in the Halenz Hall Amphitheater (Halenz Hall 107, Science Complex) on November 16, 2017. This event allows senior students in the Clinical Year Program to apply their knowledge acquired from major-specific classes and discover new findings pertinent to the medical laboratory sciences field. Six teams orally presented the following research projects:

**A Search for Accuracy in Hemoglobin Measurement in an Assay by Wavelength Modification.** Researchers: Christovia Culmer, Kczerne Maypa, Adia Russell. Mentor: Timothy Newkirk

**A Semi-Quantitative Measurement of Bovine Mastitis-Organisms in Composted Manure Bedding.** Researchers: Monique Allen, Z'undra Gilbert, Rhondi Gordon. Mentors: Timothy Newkirk, Katherine Koudele.

**Survival of Probiotic Bacteria After Exposure to an In Vitro**

**Digestive Environment.** Researchers: Ana Ruiz, Addisalem Yade, Abdulfattah Nezumuldeen. Mentor: Melissa Poua. Coordinator: Daniel F. M. González.

**Plasma Magnesium Levels as an Indicator of Clinical Inflammation.** Researchers: Hannah Narbarte, Jordan Parker, Deangela Samonte. Mentor: Daniel F. M. Gonzalez.

**Standardization of Clinical Laboratory Assays Panel for Metabolic Syndrome.** Researchers: Irisse Pagarigan, Sandra Tinoco. Mentor: Daniel F. M. Gonzalez.

**Antimicrobial Properties of Hybrid Synthetic Compounds Arylidene Thiohydantoins and Arylidene Pseudothiohydantoins.** Researchers: Cassandra Drew, Ulonna Nwachukwu, Sara Smith. Mentors: Tasha Simpson, Desmond H. Murray ■

## Student Missionary Experience

By JoAnn Johnson, MLS Clinical Year Student

My first impression of Pagudpud Adventist Wellness Center (PAWC)—spiritual, inviting and beautiful— is one that maintained itself throughout my whole time in the Philippines. Doctors, nurses and other staff treat patients with dignity and care. The church—almost the same size as the clinic —stands next to the clinic, a bastion of religion in the small town. Clean tile and cobblestone line the complex's floors and beautiful woodwork and hand-painted murals grace the walls. The complex stands in stark contrast to the rest of the village, which is mainly built with concrete, brick, or thatched materials and little decoration.

The surrounding community is rife with health problems — many children begin smoking at the age of 11. In addition, teenage pregnancy is common, as is diabetes, obesity and high blood pressure due to a diet of Western-style fast food. Patients commonly visited the clinic (and were sometimes transferred to the larger hospital in Laoag) due to heart disease. A diet high in saturated fat and sugar led to many health issues that could have been prevented through consumption of a wholesome, vegetarian diet. These public health issues indicate that an SDA-led nutrition and health seminar series would be welcome in the area.

As a medical assistant, I had the opportunity to ride in the ambulance to the neighboring hospital an hour away in Laoag, where we sent the most urgent cases. The difference in the sanitary conditions was staggering. At PAWC, staff thoroughly clean beds, floors, equipment and curtains before and after each patient visit. Trash, used needles and other waste are always safely contained. In contrast, Laoag emergency room beds had obvious dirt markings, and the floors and curtains looked as if they hadn't been cleaned in a long time. After observing the public health crisis and the hospital in Laoag, I realized the importance of PAWC's medical ministry in that region.

The most significant lesson God taught me during this trip is that He only works through us if we have an open mind and, most importantly, an open heart. The Holy Spirit cannot work with individuals who have hardened their hearts to His Word and guidance. The work of the Holy Spirit is central to evangelism. As depicted in the Parable of the Sower, it is our duty as evangelists to plant the seed of truth and water the plant, but God is the force of its growth and the harvester of the plant (see Mark 4). In the same way, missionaries present non-believers with the gospel and support their growth of faith by providing fellowship,

counsel and teaching, but the Holy Spirit is the One who truly helps the teaching take root and powers the growth of faith to take place. As missionaries, we can only support that growth. Ultimately, our responsibility is to nurture individuals toward obtaining a mature spiritual growth to be harvested at the Second Coming of Christ. ■



### How are clinicals going?

Clinicals are going all right, and Kettering does a great job taking care of students. We have found that the classes we struggled with during the school year have now become some of our favorite rotations.

### Describe a typical day of clinicals.

We wake up around 6 a.m. to get ready for first shift at 7 a.m. We drive to our clinical site and report to our instructor for that day. Depending on our rotation, they can start us on set-ups for micro, reading SOPs to learn all the procedures for the instruments, or making diffs for patients for hematology. We study and [complete tasks] according to the checklist for our rotation. We take breaks to eat breakfast and lunch and to interact with other techs.

The transition from the classroom to the professional lab is something that you just have to experience for yourself. However, it's cool seeing the things you learned in school being applied to the work in the lab.

### Now that you have spent some time at clinicals, what advice would you give to students headed to clinicals?

When you're choosing your clinical site, keep in mind where you're going to live and cost of living. Budget not only your time for studying, but also for living expenses such as rent, utilities and groceries.

Be yourself and remember what your professors have taught you. The professors do an excellent job equipping us to do well in clinicals, so don't worry too much.

You're not alone. Your classmates are going through the same things you're struggling with. Don't forget to ask for help when you need it. Support each other.

Don't forget to take care of yourself. Make sure you get sleep, eat well and relax by going on a hike or exploring the new place that you're going to be living in for the next couple months. ■

# MLS Department Celebrates National Laboratory Professionals Week



By Karen Reiner, MT(ASCP), PhD

National Medical Laboratory Professionals Week is one of the most celebrated events for medical laboratory professionals. This year's Lab Week took place on April 22-28. To get into the spirit, the Andrews University Department of Medical Laboratory Sciences elevated community awareness of MLS professionals by holding various events throughout the week. Before the week started, MLS students and faculty decorated the halls of the MLS department. MLS classes compete each year for the best decorated hall. This year's theme was "Med Star Lab" where students incorporated sci-fi contents into their decorations. Gonzalez and Poua advisees decorated the 1st floor of the MLS department, and Reiner, Newkirk and Simpson advisees decorated the 2nd floor.



Lab Week began with a 5K Run/Walk. At 9:00 a.m. on Sunday, a group of local medical laboratory scientists, MLS faculty, and MLS majors and graduates gathered around the Science Complex for the third annual Lab Week 5K Run/Walk. The first 15 people who registered for the event received packets of medals and bags after completing the run. At the end of the day, three judges, Marcia Kilsby, former department chair and director of the Andrews University MLS program, Khonnah Weathers, director of Clinical Education in Nursing at Andrews University, and Gina Arsenault, laboratory director at Beacon Health Systems, evaluated the decorations on both floors. They were impressed with the faculty and students' creativity and congratulated both teams for winning the competition.



After the 5K Run/Walk, students, faculty and professionals celebrated Lab Week with the following events:  
**Monday:** Hematology & Body Fluids Celebration  
**Tuesday:** Microbiology Celebration  
**Wednesday:** Blood Bank Celebration  
**Thursday:** Clinical Chemistry, Molecular, & Immunology Celebration  
 On **Friday**, the MLS club and alumni arranged vespers to close the National Medical Laboratory Professionals Week.  
 Lab Week 2019 will take place on April 21-27. ■

# NURSING

The healthcare environment is rapidly changing. Educational institutions must continually update educational pedagogy in order to meet industry demand and adequately prepare students to work in this fast-changing environment.

Nursing department faculty understand the need to keep abreast of changing healthcare innovations by following trends in the healthcare educational community. The inception and growth of our two online programs—Doctor of Nursing Practice (DNP) and Bachelor of Science in Nursing Online (RN-BSN)—were intentional moves to fulfill this need.

With the DNP program in full swing, our department's culture of research and evidence-based practice models have increased. Faculty members are directing DNP student projects aimed at combating current issues such as opiate use, obesity and homelessness. We are proud of these innovative contributions to evidence-based practice.

The educational models we create help develop partnerships with other healthcare organizations. Such partnerships encourage BSN education for the ADN nurses working at these healthcare institutions. Partnering institutions also provide externships, residency training for our BSN graduates and preceptorship for our DNP students. The department partners with surrounding healthcare institutions in research and collaborative practice. For example, our students are partnered with Lakeland Health for a needs assessment project in the surrounding community.

With an increasing number of students in the pre-licensure, RN-BSN and DNP programs, we are rapidly outgrowing our physical facility. We believe in the generosity of others and trust in God's provisions to meet our needs. Working together, we can keep the department moving forward!



Jochebed Ade-Oshifogun, PhD, RN-BC, CNE  
 Associate professor, Chair, Department of Nursing

## Health Education in the Community

During Health Education Month at Ruth Murdoch Elementary School, sophomore nursing students took their talents into the classroom



By Leila Nogueira, MSN, RN  
 Assistant professor, Department of Nursing

### Respiratory System

Students went in groups to teach the students about different body systems. Both the students and the kindergartners loved the experience. Utilizing collaboration within our schools helps nursing students to use their nursing education skills while the kindergartners learn in a fun way.

### Skeletal system

Students defined the skeletal system

as the framework of our bodies and explained how God created it to be filled with beautiful parts in order to make a perfect picture.

### Cardio and Digestive systems

Nursing students used fun interactive games, pictures and drawings to explain the cardio and digestive systems. The kindergartners enjoyed using their five senses to learn about different areas of the body. ■



# Animal Assisted Therapy in a Complementary Wellness and Restoration II Course

By Grace Chi, PhD, RN, ONC  
Professor, Department of Nursing

When taking the Complementary Wellness and Restoration II nursing course, students learn about alternative and complementary therapies such as massage, hydrotherapy, herbal therapies and animal assisted therapy. Students can later use these alternative therapies to complement traditional Western medicine when assisting clients with chronic illness or high acuity needs.



It is my pleasure to teach this course. I invited multiple natural therapy experts as guest speakers, and students obtained an in-depth point-of-view from these content experts. One of the guest speakers, Linda M. Shannon-Chaillet,

presented on animal assisted therapy (pet therapy). Shannon-Chaillet has served as Best Friends 4-H club coordinator, Berrien County 4-H Spring Achievement Canine Evaluation chair, and Berrien County Youth Fair Exhibitor with Disability coordinator. Shannon-Chaillet brought as many as 14 therapy dogs with her to class. 10 dog owners also attended the class with Shannon-Chaillet. Senior nursing students were not only able to learn about the benefits of pet therapy, but they also were able to touch, play and train with these therapy dogs. Pet therapy provided welcome relaxation for nursing students facing multiple challenges including job searching and the NCLEX state board exam. It also provided an excellent opportunity for students to not only learn about traditional Western medicine, but to also appreciate the different methods God has created to aid in the healing process. ■



## Complementary and Alternative Therapies: A Student's Perspective

By Jayme Tauau  
Nursing Student, Class of 2018

Complementary Wellness and Restoration II is unlike our other nursing courses. We are so accustomed to learning about Western medicine, including pharmacology and how to care for patients recovering from surgery. In this course, we learned many different therapies, including massage, aromatherapy, reflexology and hydrotherapy. In addition, we studied the advantages and disadvantages of different herbs. We enjoyed listening to multiple guest speakers throughout the course who were experts in particular therapies. This allowed us to ask specific questions that our textbook could not answer. Our instructor, Dr. Grace Chi, did wonderful work coordinating the guest speakers and presenting the course's content. I appreciated the fact that we were able to practice and experience many alternative therapies. As a nursing student, I know that healthcare professionals often encounter clients with questions regarding complementary/alternative medicine, as not all individuals rely solely on biomedicine.

During my final semester in nursing school, I had the privilege of learning more about pet therapy in this class. We were overwhelmed with exams and assignments on top of clinicals, an internship, and the constant pressure of having to study. Pet therapy was truly a breath of fresh air in comparison to our usual nursing lectures. Since the majority of the class loved animals, we were thrilled to have multiple dogs as our "guests." It was also heartwarming to learn how animals are not only loyal companions, but also serve as a great option for those seeking alternative therapy. There are service animals that aid individuals with chronic illnesses, as well as therapy dogs to help those who need emotional support. I am confident I can now educate my future patients or refer them to specialists depending on the type of therapy they wish to pursue. ■



# AU Nursing Students Change the World

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



They set out to change the world, but in so doing, they themselves were changed. In the senior year of the BSN pre-licensure program, students take a course on intercultural mission service. The objective of this course is to show students in a practical way how they could use their nursing practice for mission purposes. In December of 2017, the students, along with two nursing faculty and one translator, embarked on a mission to make a difference in Honduras.

There were several elements to this service endeavor. The students participated in clinical service at the local hospital. There they learned that nurses can make big differences even with little resources. The students were moved by the recurring theme nicely worded by Dr. Montez, the medical director: "We don't have much, but we have our hands and our faith." The students participated with local

physicians in mobile clinics taking health care to remote villages where residents had a hard time getting to the community clinics.

In addition to service at the hospital, students participated in a Vacation Day Camp for children in the area. At these day camps, the students taught principles of good health. These vibrant classes used evidence-based, age-appropriate health principles combined with fun activities to reinforce the concepts. For example, students used a colorful parachute to play games, underscoring the importance of "eating the rainbow" of various colored fruits and vegetables each day.

Nursing students also enjoyed a third dimension of their mission experience—networking and mentoring children at the local REACH International Orphanage. Students formed many lasting relationships where they were able to share the love of Jesus to these children in a tangible way.



The students all hoped to make a difference during this trip. Their impact on the hospital, community, and children will not quickly be forgotten. However, we all learned that when we seek to serve others, we ourselves are blessed the most. The students shared several ways in which they were personally impacted by the experience, but two threads were repeated many times in the students' shared reflections. First, the students shared that they gained a new appreciation for resources. As nurses we can be more grateful for our resources and use them to do the greatest good. Second, and most significantly, the students were able to experience firsthand the restoration to the image of God in the people of Honduras. ■





## Simulation for Learning

*Making a good first impression counts!*

By Leila Nogueira, MSN, RN

Nursing simulation is essential for learning skills and encountering scenarios that are not always available in the field. For nursing students and potential students, these scenarios may be the only experience a student will have prior to entering the clinical world.

Simulation is key for learning in a different way and interacting with professors and colleagues.

In the nursing department we utilize simulation in most of our courses in order for students to make the connection of theory and practice.

When visiting our department, potential students get to see a simulation scenario of code blue while our juniors and seniors run the code as practice.

Visiting students get a feel of what nurses do and our students get a practice run on an emergency code. The adrenaline runs wild, sweat comes down their faces and hands shake as they put theory into practice. Visiting students are attentively watching and hoping the patient makes it.

Professor Khonnah Weithers is a center star and puts on a great performance during code simulations.

Scenarios are written with the intent of fully teaching our students how to behave in emergency situations as nurses. Students ultimately learn how to improve patients' conditions through nursing assessment and delegation.

Simulation assists us in achieving our course outcomes and helps us to prepare students for the real-life scenarios they might experience after graduation.

In addition to simulating scenarios with visiting students, we also collaborate with Andrews Academy for their health class. Students watch our simulation live as they contemplate choosing nursing as a future career.

Simulation provides valuable learning experiences both for experienced nursing students and for those who are just beginning to contemplate nursing as a profession. ■

## Nursing Department Welcomes New Programs

By Jochebed Ade-Oshifogun

The Department of Nursing is grateful to God for the inauguration of two thriving online programs.

### **Online Doctor of Nursing Practice (DNP) Program**

In summer 2015, the department started an online Doctor of Nursing (DNP) program with 15 students registered. The DNP program is a practice-focused program offered predominantly online and designed to prepare advanced-practice nurses at the highest level of nursing practice. Nurses with a Bachelor of Science in Nursing (BSN) can complete this program with 65 credit hours, and nurses with a Master of Science in Nursing (MSN) can complete the program with 56 credit hours. Nurses who are nationally certified and licensed as an Advanced Practice Registered Nurse (APRN) will require 40 credit hours to complete the program. The focus of the BSN-DNP and MSN-DNP programs is family nurse practice. Graduates are prepared to successfully complete the Family Nurse Practitioner (FNP) board certification examination upon graduation. Our APRN-DNP focus is nursing education. The Accreditation Commission for Education in Nursing (ACEN) accredited the DNP program in October 2017 with no stipulations, and we successfully graduated five students in 2018.

### **Online RN-BSN Program**

Department of Nursing faculty also believe in the mission of educating nurses at the baccalaureate level by 2020 as proposed by the Institute of Medicine (IOM) in "The Future of Nursing" report. In this regard, we embarked on designing an online BSN completion program. The program began in spring 2017 and requires a total of 32 nursing credits. Students complete convenient eight-week courses one at a time over a two-year period. The department secured reduced tuition agreements with healthcare institutions to make the program affordable to nurses. The online RN-BSN program is accredited with the pre-licensure BSN program by ACEN. Our first cohort graduates this fall.

### **Pre-Licensure BSN Program**

We are also happy to report God's faithfulness with our pre-licensure BSN program. Our NCLEX pass rate has been 94%, 95% and 100% in the last three years. Our students enjoy satisfying educational and spiritual growth. We are blessed with increased enrollment and expect 40 students to enroll in fall 2018.

## Sigma Eta Zeta Chapter Spring 2018 Research Symposium

By Grace Chi, PhD, RN, ONC

On April 16, the Eta Zeta Chapter of Sigma Theta Tau International Honor Society of Nursing and Bronson Healthcare held the 2018 Research Symposium in Chan Shun Hall at Andrews University. Community members, local nurses, and students from the School of Health Professions were all invited to the symposium. Approximately 50 participants attended the symposium and listened to three research presentations. Dr. Grace Chi (Andrews University Department of Nursing), Dr. Dennis Cheek (Texas Christian University), and Dr. Jerry Chi (Andrews University Department of Business) conducted the research study, "The Effects of Music Relaxation Video (MRV) on College Students' Anxiety and Vital Signs." The researchers found that 30 minutes of MRV reduced anxiety and pulse rate. The MRV was also able to reduce diastolic blood pressure for the first 20 minutes, but did not influence respirations and systolic

blood pressure. Because it is easy to use with low cost and low risks, the researchers recommend college students utilize music relaxation.

Dr. Jochebed Ade-Oshifogun and Gisela Schmidt presented "Nursing Students' Perception of the Nursing Educational Environment at Andrews University." With the exception of a few senior students, the study found that students perceived their educational environment as positive. In general, nursing students also perceived their professors as model teachers.

In his presentation, "Write to Publish: Hallmark of Scholarly Achievement," Dr. Samuel Abraham (Bethel College) shared his publication experiences. Abraham described the structure of a basic research article and providing tips for the review process.

In addition, junior nursing students presented their research as poster presentations. Full of sharing and learning, the symposium was a great success for all participants. ■

## Sigma Eta Zeta Chapter Spring 2018 Research Symposium: A Perspective from a Student Leader

By Monique Osborne  
Nursing Student of Class 2018

During the 2017-2018 academic year, I served as student president of STTI Eta Zeta Chapter. I truly appreciated my role in the organization as it challenged me to go above and beyond the status quo. It was an honor to be involved in the planning of our chapter events and to be used as a source of support for the rest of the nursing students. Working alongside nursing professionals with a wealth of experience and knowledge encouraged me to continue seeking higher heights in the nursing arena. Being a part of STTI reminds me that I am part of a worldwide body of nurses who seek to advance the nursing profession in every possible way.

The 2018 Research Symposium was very enlightening. It was particularly interesting because my class played a

supporting part in one of the presentations—*A Study of Student Nurses' Perception of Educational Environment* by Dr. Jochebed Ade-Oshifogun and Dr. Gisela Schmidt. I appreciated having the opportunity to hear the results of this study and learn what changes the department plans to implement as a result of the findings. In addition, research presented by Dr. Grace Chi, Dr. Dennis Cheek, and Dr. Jerry Chi on the effect of music relaxation videos on college students was also beneficial. As a student, I could practically relate to this subject and personally implement changes in my life due to the findings. I also enjoyed speaking with my peers about their personal research projects from the semester. At times, it can be challenging to stay abreast of the latest research, and I am grateful to learn from fellow students. And last, but not least, one of the best parts of the research symposium was the cookies!





# Eta Zeta Chapter Induction Ceremony

By Grace Chi, PhD, RN, ONC

The Honor Society of Nursing was founded in 1922 by six nursing students. The founders chose the name from the Greek words storgé, tharsos, and timé, meaning love, courage, and honor. Currently, the organization has grown to more than 135,000 active members in over 90 countries around the world in more than 530 chapters. For more than 90 years, the Honor Society of Nursing has been recognizing and celebrating excellence in scholarship, leadership, and service within the nursing profession. The organization also collaborates with numerous international organizations—including the United Nations—to advance the health of the world’s people. Because of these activities, the organization offers members the chance to extend their influence outside of their own communities.

The Honor Society of Nursing only extends membership to students in baccalaureate or graduate level programs who have demonstrated superior academic achievement, academic integrity, and professional leadership potential. On March 5, 2018, the Department of Nursing had the privilege of inducting three undergraduate students and one graduate student into the Eta Zeta Chapter at Andrews University. The department also had four faculty members join their chapter—two who were new members and two transfer members. During the ceremony, the department recognized inductees for their achievements and awarded them with certificates and honor cords. The induction ceremony was a great success with more than 50 friends and family joining the celebration. ■

## Graduate Inductee



Miriam Morgan-Skimmer, DNPc Class of 2018

## Invited to be part of the Nursing Honor Society: A Student’s Perspective

By Johanna Erickson  
Nursing student, Class of 2019



Ever since I started college, it has always been my goal to put my best effort into every class, no matter how significant or insignificant the class seemed to be. In addition to having the satisfaction that I have done my best, there was a pleasant surprise:

I was chosen as one of the three Sigma Theta Tau International Honor Society inductees of 2018. Organized by STTI Eta Zeta chapter’s president, Dr. Grace Chi, the induction ceremony took place on March 5, 2018 and was a meaningful way to celebrate an accomplishment in my education. As I stepped up to the STTI officers to receive my cords, ribbon, and certificate, I felt privileged to be invited into an honor society full of excellent nurses with opportunities to network and grow. Immediately following the ceremony, a freshman nursing student asked if she could take a picture of me that she could keep as personal reminder to work hard and reach her goal of excellence in nursing. I realized then that this ceremony was not just a reward of my accomplishment, but also served as a challenge to new nursing students—a challenge to do their best in everything and to put God at the center of every goal.

## Undergraduate Inductees



FROM LEFT: Yaribel Segura Pion, Johanna Erickson, and Robert Halder

# PHYSICAL THERAPY

Greetings from the Physical Therapy Department. We are so pleased to celebrate 30 years of PT graduates this year during Homecoming weekend. God has abundantly blessed our department since its inception in 1985. We continue to enjoy full DPT cohorts and have had significant growth in our on-campus tDPT and distance DScPT programs. Our postprofessional students continue to benefit from our partnership with the North American Institute of Orthopaedic Manual Therapy (NAIOMT) as they gain the skills necessary to become master clinicians in orthopedic manual therapy. To complement the postprofessional options, we are developing a certificate in women’s health and have plans to create more certificate options to round off the DScPT degree. We are also focusing growth efforts on our pre-PT program to ensure strong students entering the DPT program—students committed to the mission and vision of Andrews University. Finally, two other initiatives taking place over the next few years include an on-campus clinic that will allow students to simultaneously implement the skills they learn in labs and a Doctor of Occupational Therapy program which will serve the workforce demand for doctoral-level occupational therapists who embrace the mission of Andrews University. So, sit back and kick your feet up while you read more exciting updates from our department and rest assured, by God’s continued grace, the place you once called “home” is alive and doing well.



Kim Ferreira, PT, PhD  
Professor, Chair, Department of Physical Therapy

## Faculty Research

By Erica Martin, DPT 18’

Evidence-Based Practice is the premise of physical therapy. If one were to break down what truly is the foundation of this profession, all roads would lead to one answer—research. Dr. Sozina Katuli, DrPH, is a much-needed and invaluable member of the Physical Therapy Department faculty team. As entry-level DPT research coordinator, she gives a voice and purpose to the passion of each and every faculty/student research team. Continued growth in the Postprofessional Physical Therapy Department led to the need for a full-time postprofessional research coordinator. Elizabeth Oakley, (MSPT ‘88), DHS, graciously took the lead and is inspiring postprofessional students in creating and disseminating rigorous dissertation projects.

Indeed, each and every Physical Therapy Department faculty member is dedicated to the continued progression of our profession through research. Each year, PT faculty mem-



Dr. Sozina Katuli

bers chair research projects that are relevant to the areas they teach. For example, Dr. Lee Olson, (MPT 01’), DC, neurology coordinator, is currently leading a research study on the prevalence of unilateral vestibular hypofunction in children grades K-2 in Berrien Springs, MI. Future cohorts will no doubt benefit from Olson’s research as he continues this study.

Sitting is the new smoking. Or is it? Audience members learned the answer as they listened to “Sit Vs Stand” research at the Andrews University DPT Capstone Research Presentation on

March 9. The aim of this study was to determine effectiveness of standing vs sitting on physical outcomes and mood in a university classroom. Over eight weeks, 16 students participated in the study with eight control (typical seated desk) and eight experimental (sit-stand desk). These students used a heart rate monitor and recorded HR—especially in the sit-stand group every time they either transitioned to standing or

sitting. Their hypothesis was that the experimental group (sit/standers) would have a higher heart rate and therefore have better physical outcomes. “In PT school, we aim to promote health and wellness, yet we spend a significant amount of time sitting in classrooms learning, studying, etc. We wanted to see if using a standing desk would be beneficial and have positive physical outcomes,” says Kim Sheeley, one of the DPT student researchers on this team. Sheeley enjoyed working with Dr.



Dr. Kim Coleman-Ferreira

Kim Coleman-Ferreira, (MSPT '98), PhD, the chair of this study. “Working with Dr. Ferreira has been a privilege. She has excellent leadership skills and a passion for promoting health and wellness. She was an asset to our research team. There is a lot of time and planning that goes into the project as well as communication and team work between group

members. It was great to be a part of this team and apply our knowledge to learn something new that would benefit other students,” Sheeley says.

Andrews University places a high regard on professional behaviors, with faculty that are continually searching for the best way to foster an environment and system for students to adequately grow into outstanding clinicians, not only academically, but also professionally. Professor Bill Scott, (MSPT '96), director of clinical education, strives to make sure students are given their best chance to succeed right away in a clinical education setting.

Through his research, Scott hopes to create a well-documented, validated tool that can predict whether students will have professional behavior issues in the clinic. Scott's



Bill Scott

ultimate goal is to target areas of improvement during the academic years, providing students with a more solid foundation going into the clinical setting and possibly avoiding issues all together. A member of this research team says, “Professor Scott really cares for each of his students and truly does whatever he can to empower them.” Student members of Scott's research team tested the validity of the Hartman Value Profile (HVP) to see if it would be an accurate predictor of professional behavior issues in the clinic. Although they have only been able to administer this test to one class so far, Scott's research team still had some significant findings. For instance, the research team discovered that students who scored low in assertiveness had a tendency toward conflict avoidance, taking away from the learning experience they could have with their CI, and ultimately associating with an “issue” in the clinic. Scott and his students hope that this study will only be the start of helping students of all health care professions become better equipped, mentally and emotionally, to be strong, independent, confident student clinicians and to ultimately thrive in the real world of healthcare.

Faculty research is pivotal in giving students an opportunity to delve into the world of research that our profession is built on. This opportunity to learn and grow together with the faculty is empowering and continues to produce new research year after year that all can benefit from.

The PT faculty actively present and publish the results of their faculty led research projects as well as projects from their own research agenda. ■

outpatient, inpatient, and homecare settings. In 1995, he moved to the Northwest and began working in a chronic pain center. In 2001, Anunciado felt called to go back into outpatient care and attended a Counterstrain seminar taught by Ed Goering, one of the world leaders in Counterstrain. However, this seminar was not Anunciado's first introduction to Counterstrain. His interest in Counterstrain began during his first year



## Alumni Updates

By Erica Martin, DPT 18'

**Dwight Anunciado** graduated from Andrews University with his MSPT in 1992. Anunciado later became Jones Strain Counterstrain certified (JSCC) and currently operates his own cutting-edge Strain Counterstrain clinic, 360 Physical Therapy, in Vancouver Washington. In addition, Anunciado operates a satellite clinic in the CrossFit Fort Vancouver gym. Anunciado's employees include both recent AUDPT graduate, John Zdor ('17) as well as his daughter, Allison Anunciado, who just started the pre-PT program at Andrews University.

After graduating, Anunciado worked for Lakeland Health in

in PT school when Professor Tom Davis introduced his class to the Counterstrain technique. Anunciado found himself fascinated from the beginning. “When these smart professors were saying ‘Counterstrain will change the world of therapy’, I never forgot that,” he says. As Anunciado worked with patients in the chronic pain center, he began to consider how Counterstrain could benefit them. “I just didn't know what to do with some of my patients,” he confesses. “I found SI and rib problems especially challenging. I always had in the back of my head ‘I should use Counterstrain techniques,’” Anunciado continues. While conversing at the seminar, Anunciado and Goering learned their clinics were quite close to each other in Washington. Goering connected with Anunciado and soon began referring patients to him. Anunciado asked Goering, “Why are you doing this for me?” Goering responded, “So you can do this for other people.”

Although these Counterstrain referrals were a huge success for Anunciado, he dreamed of more. “I had decided in high school that I would open my own clinic, and because I needed to make that happen, I went to my boss and I quit,” Anunciado says. Because he believed so much in Anunciado, Goering agreed to fund the start-up costs of Anunciado's new clinic. In exchange, Anunciado would work for Goering one day each week. Anunciado's close friend Adam Rose ('93) says, “This does not happen. Goering wants to leave a legacy behind in Counterstrain. That's how much he believes in you.”

In June of 2006, Anunciado opened his clinic, 360 Physical Therapy. Anunciado first served as a teaching assistant for the Jones Institute and is now teaching worldwide as a certified instructor for Counterstrain Academy. In 2012, he served as the PT for the Olympic Marathon Trials and began working with athletes at Crossfit Fort Vancouver soon after. It didn't take long for Anunciado to introduce CrossFit Fort Vancouver to Strain-Counterstrain. Anunciado gained a new passion at this point. He states, “PT seems to always be geared toward injured tissue. We never really gear it toward maximizing tissue.” As one of the leading world teams in the CrossFit games, CrossFit Fort Vancouver has qualified every year and has placed 3rd in the Crossfit Championships. Word quickly spread to athletes in Iceland of how Anunciado was performing Counterstrain on CrossFit Fort Vancouver athletes. Anunciado eventually worked with the Iceland athletes as well, even teaching their Icelandic osteopathic physicians techniques they had never heard of before. Anunciado explains, “All these professional athletes are not becoming healthier. Instead, they are beating themselves up. With Strain-Counterstrain, I go to the lymphatic venous system and drain lactic acid. Because Strain-Counterstrain doesn't cause as much of an inflammatory reaction, athletes recover faster. I also do neural work to calm athletes. The neural work improves performance by

unkinking the sympathetic nervous and central nervous system. Strain-Counterstrain moves away from the injury model, where you are limited by a number of sessions and dictated by insurance companies just trying to close a claim.”

What's next for Anunciado? He is soon heading to the CrossFit headquarters, hoping to make a difference worldwide in the health and well-being of CrossFit athletes. His goal is to open Counterstrain clinics worldwide. Anunciado says, “It is my calling to train the next generation and to share the good news of my Savior in how I treat clients.” Anunciado's 360 business logo contains three blades. This three-blade propeller not only represents his dream of flight, but also represents movement—a key to life. “We have to keep moving,” says Anunciado. The number of blades, 3, symbolizes Anunciado's belief in the Trinity. “My life purpose is to provide healing care to a hurting world. I'm here to spread knowledge. I pray that the Lord will give the gift of healing to each and every one of my patients. I try to demonstrate my faith in my work and my daily life.” Reflecting on his time at Andrews, Anunciado says, “I am grateful for the attention and spirituality that we received on a daily basis.”

**Dr. Susan Clinton**, DScPT, OCS, WCS, COMT, FAAOMPT, is another outstanding postprofessional alumna. Clinton shares her life highlights in the following autobiography:



Earning my doctor of science degree has been instrumental in helping me achieve many milestones beyond clinical care in physical therapy. The knowledge I gained in pursuing my DSc has aided me in reaching the following accomplishments:

I am the first author of the first Clinical Practice Guideline in Women's Health Physical Therapy supported by the American Physical Therapy Association's Section on Women's Health. This manuscript was published by the *Journal of Women's Health Physical Therapy* in 2017 and is in application for the National Clearinghouse of Clinical Practice Guidelines. This work began for me in the DSc program as the first draft of this extensive manuscript was my research project.

I now have the knowledge and credentials to be a reviewer for the *Journal of Women's Health Physical Therapy*. The DSc also gives me the credentials to be an adjunct professor at the University of Pittsburgh, Chatham University, Slippery Rock University and Washington University. I am an international

speaker at conferences and professional continuing education courses. Additionally, I am the chair of the Steering Committee for the Development of Clinical Practice Guidelines for the APTA Section on Women's Health.

My work at Andrews enabled me to become proficient at curriculum development for professional education courses. Colleagues also seek me out for professional coaching and mentoring. As the co-owner of a private physical therapy practice, my DSc elevates my status with referral sources and clients.



**Nichole Edwards** graduated from Andrews University with her MSPT in 1998. She went straight to Huntsville Alabama Hospital, where she worked at her last clinical rotation. Later moving to Atlanta, Nichole worked in a variety of different settings, giving her a wide range

of experience. While in Atlanta, Nichole was asked to help with Babies Can't Wait, an early intervention program for infants and toddlers with developmental delays and disabilities. Nichole's experience with Babies Can't Wait rekindled her desire to work with children. Although Nichole's career didn't begin with pediatrics, this didn't stop her from pursuing her dream. In 2005 she started her very own pediatric physical therapy company, Douglasville Children's Therapy Services and Associates.

Nichole's love of children began years ago. Nichole came from a large family and she enjoyed working with children throughout her high school years. When going through the Andrews PT program, she chose neuro and pediatrics for her emphasis. Through owning her own clinic for 13 years, she has been able to pursue her passion and fully dedicate herself to her dream of working with children. Her clinic continues to grow and has already moved facilities once. She didn't stop there. In 2013 Nichole graduated with her DPT from the College of St. Scholastica.

Nichole offers the following advice to new PT graduates: "Physical therapy is a great profession to be in. I've always had multiple job opportunities as a PT. If you find an area that you are passionate about and enjoy doing, the money will follow. When looking for your first job, put yourself in a situation where you have mentors that can help you become a great therapist. Later you can find a job that is for the money. Once you graduate that's where the learning begins." Be-

cause she owns her own business, her niece, Jasmine Palmer, has been able to come and volunteer and has found a passion for the profession. Jasmine will soon be heading to Andrews to start her own journey towards becoming a DPT herself. "I think it is important to give back to new generations, because so many gave to me," Nichole affirms as she reflects on this profession and mentorship. She even works as a clinical instructor for a couple of universities in the Georgia area.

Nichole has found owning her own business to be very rewarding. She states, "When you work really hard, it's great to do the work for yourself. It's something that belongs to you." Her education at a Christian institution has impacted the way she has conducted her work in physical therapy over the years. She reflects, "Every morning before I go into work I pray for my staff and my clients. Whenever I treat children in my office, I always want to make sure I'm representing Christ. Whatever I do, whether interacting with the front office staff or clients, I ask God to guide me to make the right decisions. We are making extremely important decisions; these families are going through so much." Nichole wears a shirt for her child clients that reads, "Grind Hard, Pray Harder." Nichole enjoys the liberties she is blessed with in choosing how she wants to impact the community through her business. "You get to set the atmosphere of what you want to project as a Christian in society," states Nichole. She has truly been a blessing to the PT profession and to her community.

**Steve Karas, DScPT, CMPT, OCS,** is an associate professor at Chatham University and a post-professional Andrews alumnus. The following excerpt is an autobiography on his success in the PT profession.

I earned my DSc from Andrews University in 2011, the same time that I achieved certification with The North American Institute of Orthopedic Manual Therapy (NAIOMT). The combination of these two programs in my terminal degree was unique and valuable. The components of the DSc program as well as the NAIOMT-based manual therapy training allowed my clinical skills to improve to the level that I am comfortable treating complex cases, and often serve as a mentor for younger therapists. I have learned the value of the NAIOMT training over the course of my 20-year career, an appreciation that is shared with the International Federation of Orthopedic Manipulative



Physical Therapists (IFOMPT) and across the world. In the course of my Andrews education I took statistics classes and was exposed to the latest research. I also worked with a faculty mentor to publish a peer-reviewed article. The clinical reasoning learned in the NAIOMT and DSc coursework allowed me to establish an appropriate research agenda. While many articles are published, the question of clinical relevance often is discussed. During the DSc program, I developed clinical reasoning skills that have led me to a better understanding of research designs directed toward patient care. I have been fortunate to present both nationally and internationally. I have also had several publications accepted in high quality journals. My success is directly attributable to my instructors at Andrews, their clinical knowledge, and the manner in which they challenged their students. I continue to recommend the DSc program to students, clinicians, and aspiring academics.

**Melissa (Nephew) Meiste, (MSPT '99),** lives in Holland Michigan with her husband Mitch and two boys—seven-year-old Cooper, and five-year-old Grady. Interestingly, Meiste (whose family originally migrated from the Netherlands) lives on the street where she grew up, raising her kids as the 6th generation to live on this street. Holland is also home to Meiste's flourishing business, Nephew Physical Therapy.



One step at a time. That's how Nephew Physical Therapy began, and how it continues to grow as an independently owned, thriving physical therapy practice today. When Meiste became a PT 19 years ago, she knew she'd work for herself one day. Six years later in 2005, Meiste attributes divine intervention as the impetus behind a number of circumstances leading to the opening of Nephew Physical Therapy's doors in 2006. The evidence of God's provision throughout the process is hard to ignore, and the story is a great one to tell.

In 2005, Meiste was gaining valuable experience at a local care facility as the in-house PT, but the idea of owning her own practice wouldn't rest. She had set a goal to be self-employed by her 30th birthday and was taking steps to prepare financially and educationally to do so. Taking Dave Ramsey's Financial Peace University money management class in the fall of 2005 helped her to set goals and also shaped her personal philosophy. Operating under the concept of "don't ask, don't get," Meiste got to work. First, she coordinated efforts with Ultimate Fitness

and Health to establish a space for her practice. Next, Meiste diligently sought out reduced-cost PT modality equipment and necessary resources that could have otherwise been cost-prohibitive to a small business. With careful saving and planning, Melissa opened Nephew PT in 2006 without borrowing a dime. To this day, everything has remained cash-based, and the business continues to operate debt free.

Meiste's path to success did not come easily. Initially, Meiste faced discouragement and set-backs as struggled to pass her licensing exam, taking it three times before she found herself a licensed PT. Because it was all she could find, Meiste worked for a couple of orthopedic clinics in another town during her first year as a licensed PT. Then, states Meiste, "I took the leap of faith and headed home to find a part-time job in my hometown." She worked in her hometown about four years before she was laid off due to downsizing. Taking a few months off to regroup, Meiste found a PT position in a retirement center while she started doing injury prevention consulting on the side. Meiste expresses her unsettled feelings: "After a year and a half I was miserable and planning my exit to work for myself full-time. On a Monday morning at 8am, I was fired...for 'not filling out paperwork in a timely manner' while I was covering 3 facilities. Let's call that day one of my official start of Nephew Physical Therapy." That was May 1st 2006, and the rest is history.

Meiste is proud of her business. "Since day one we have always operated debt-free and that was 12 years ago. We have a beautiful, comfortable, and unique space we call home. We even wear professional yoga pants to work," says Meiste. Meiste firmly believes her journey was worth the effort. "Every bit of the journey—the highs, the lows, being laid off, being fired, and taking a long year to pass my boards—was worth it," says Meiste.

Meiste reflects on the importance of a Christian education and where God fits into her current life. "My Christian beliefs are at the foundation of all that we do—how we treat patients, how we work with them, talk to them, and take care of them. My faith is the foundation of my life. My relationship with Jesus and the wisdom of the Bible is what grounds me." Meiste offers some advice to new graduates finding their way in the profession: "Honestly, you don't know anything. Learn from your patients. They will teach you so much. The human body is complex and absolutely amazing. I learn something new about how it responds to PT all the time. Focus on the why and not the how. Why you do what you do in life is so much more important than how much you get paid to do it. Find the place that makes you the happiest. If you are in debt, get out immediately. Don't borrow anymore. Don't buy a house. Don't buy a car. Pay off your loans. Be free. Have choices. Then, you can really be in a place that allows you to impact the world around you." ■

## Student Highlights

By Erica Martin, DPT 18' and Kim Ferreira, PT, PhD

One could say that Andrews University has made us great as students. However, there are plenty of students that have made Andrews University great—students who are passionate about the profession and making it better. The following students are highlighted due to their interest in specific niches in physical therapy.



*Casey Coleman, a third-year DPT student, is a young social media guru for the PT profession. He is cofounder of Pre-PT Grind LLC and the social media director for newgradphysicaltherapy.com. Casey also manages his own website, caseycolemanpt.wordpress.com.*

### Q: What inspired you to get into the social media PT scene?

A: Fear. Fear of being the same as every other DPT student upon graduation. In the physical therapy world, all DPT students will graduate with the same degree. It is difficult to differentiate yourself from others when looking for jobs and career opportunities. Because of this, it is very important to make myself stand out from the crowd.

### Q: Has it been hard being a student and giving advice to others?

A: Not at all. I am as honest as possible when giving advice, and I give advice from a place of humility. I reassure my colleagues that I am in the same position as them, and I can only steer them

in the right direction based on what I've learned from others. Instead of saying "This is what I know, or this is what you should do," I just say, "this is what I've learned from, or I know someone with greater knowledge than me." I will then connect my fellow colleague with that person. So no, not at all. It's very humbling when colleagues or other students see me as a person to go to for advice.

### Q: How do you plan on using social media in your career?

A: I am the co-founder of Pre-PT Grind LLC where we help pre-PT students get into PT school without spending too much time or money. I am also the social media director for newgradphysicaltherapy.com. Therefore, I already use this skillset in my current "student" career because the entirety of the media for both companies is "social media." How can I use this to further my career? No matter the type, all companies need to promote their businesses to grow and acquire new customers. Therefore, my skills will always be in demand whether I am self-employed, working at a physical therapy clinic, or contracting my services with other companies.

### Q: What would be your advice to alumni and PT students regarding PT and social media?

A: Just as the newspaper was once the media of choice, then radio, then television, social media is now where everyone's attention is. If you want to grow your own brand to get a better PT job, find more patients to grow your PT business, or get more students to apply to your DPT program, you need to utilize social media. If not for yourself, do it for the physical therapy profession. PTs now graduate with a clinical doctorate. If we want the high regard of the public and other health-care clinicians, we need to become an authority in the world. There is no

easier place to push our profession forward than on social media.

### Q: What is the most important thing you have learned?

A: Action is everything. Many other people have told me their ideas and described what they wish to do in the future. However, very few of them actually put their ideas and dreams into action. Faith without works is dead, and idea without action is regret. If I didn't start on my "social media journey" two years ago, you would not be interviewing me for this article right now. The most important thing I've learned during this journey is to just start.

*Hunter Rich, a second-year DPT student, decided to pursue the path of women's health very early in her education. Rich is already actively pursuing continuing education in this field.*



### Q: What inspired you to specialize in women's health?

A: Prior to applying to physical therapy school, I shadowed a women's health physical therapist. I was just trying to obtain some hours for my application. Because I really had no idea how a pelvic health PT was different from an orthopedic PT, I contacted the clinic and arranged to observe for a few days. At the time, I had no idea women's health would be something I'd seriously pursue once I got into school. The therapist I shadowed, Karen Liberi, DPT, warmly welcomed me to her clinic and opened my eyes to an entirely different population of patients that can benefit from physical therapy. When the week was over, I was enthralled with the idea of working with this population, treat-

ing pelvic and abdominal conditions in both men and women that I didn't know physical therapy could even help. I walked away from the experience with overwhelming emotions; I was captivated, excited and ready to immerse myself in the field.

### Q: How has your Andrews education impacted your desire to pursue a women's health specialty?

A: My time at Andrews has solidified my desire to become a women's health specialist. A few local PTs specializing in women's health taught a handful of my lectures and labs at Andrews. However, because that was the extent of my work in women's health, I knew I needed to take it upon myself to get some more experience. So, at the beginning of February this year, I attended a course offered by the APTA Section on Women's Health focusing on the treatment of pregnant and postpartum patients. Although the three immersive days were long and exhausting, the course afforded me the opportunity to learn from some incredible therapists in the field. I also had the opportunity to network with both new and experienced PTs. I've passed the course's lab and written exams and am half-way to obtaining a Certificate of Achievement in Pregnancy and Postpartum.

### Q: What advice would you have for alumni and students on the importance of women's health in the PT profession?

A: I realize that women's health is not the most popular branch of physical therapy, but the population is underserved and the need is ever-present. Just because the issues these patients experience—including incontinence, prolapse, and sexual dysfunction—are common (and of a urogenital nature) doesn't mean that they are normal. These problems can be treated. With that said, I think the greatest challenge

I'll have is marketing to this population. Educating both patients and physicians on how physical therapists can treat common, sometimes even embarrassing issues, will be crucial. I look forward to further learning opportunities and experiencing everything the area of women's health physical therapy has to offer.

*Cody Brumm, a first-year DPT student, began the program as an athletic trainer, certified personal trainer, and certified strength and conditioning coach. Brumm has a passion for sports rehab on and off the field as well as a drive to further his education to better serve his patients. His first passion is orthopedics, and Brumm would like to eventually pursue his OCS and FAAOMPT.*



### Q: What was it like coming into this program as an athletic trainer? Did you feel more prepared?

A: I knew I wanted to be an ATC as a junior in high school. I like sports and I enjoy studying the human body. As I am a family man, my decision to pursue PT was a lifestyle choice. The transition has been a review so far, as I had a solid background in anatomy coming into the program. I really don't like surgery at all, so that was out. I prefer hands-on rehabilitation versus hospital-based care because that's how I was taught. I love the idea of doing exercises with my patients. Athletic training school helped me learn how to make difficult decisions right out of the gate. When you are young in these professions, it can be difficult to step away from supervision and become self-directed. Athletic training school helped me prepare and internally motivate myself to make self-directed decisions. ■

### Q: What would be your advice to PT students and alumni on the relationship between PTs and ATCs?

There are various viewpoints on the inter-professional care of patients/clients of ATCs and PTs. While some believe that care should be separate between professions, others believe that inter-professional care should be integrated. Various physical therapy companies

hire ATCs for outreach affiliation coverage at local high schools, utilize team physicians, and refer athletes back to the affiliated PT company. In this scenario, the ATC and PT are able to integrate the inter-professional care to expand and enhance the care given to the athlete at both the PT clinic and the

affiliated high school. Trying to work together can be more difficult than you think, but it is worth the effort when you can take a team-based approach. I still work as an ATC two or three times a month while in PT school. It keeps some of my skills fresh. Even so, I really do enjoy interventions in rehabilitation much more than the emergency side. However, I think every PT should have the opportunity to spine board a patient. It is just good to know how to handle yourself in that situation.

### Q: What have you most enjoyed about your Andrews education so far?

A: I came from a cohort of 5 students in the ATC program, so the small DPT class size at Andrews feels like home. I also come from a Christian background. At Andrews, you can approach your mentors and professors with ease, and you are treated with respect. There is a mutual agreement of professionalism between professors and students both in the classroom and out. Christian education plays into this atmosphere. ■

## Mission to Tanzania

By Erica Martin, DPT 18'

Dr. Sozina Katuli, DrPH, the Physical Therapy Department's entry-level DPT research coordinator, and Roy Mendizabal, class of 2018, traveled to Kihurio, a small village in Tanzania during Christmas break 2017. Since Kihurio is her home village, this mission trip was deeply meaningful to Dr. Katuli. The mission trip centered upon improving the health of the people of Kihurio village by creating awareness of various lifestyle preventive measures. Katuli and Mendizabal went with the purpose of compiling information about Kihurio's community needs. The information gathered would then serve as an operation model for future mission groups. While there, Katuli and Mendizabal administered a health assessment to determine the specific needs of the community and how they could be best prepared with supplies and skills next time. They handed out questionnaires for the needs assessment and also set up a place for learning through small group discussion and meeting with village leaders. In addition, they took time to work with the Same Quality Foundation (SQF)—an organization that helps vulnerable communities, especially children with congenital malformations, by providing critical surgeries and emotional help for families.

Kihurio village is home to about 3000-4000 inhabitants of the Pare tribe and a few of the Samba tribe. 50-60% of Kihurio villagers are Seventh-day Adventists, and the remaining are Muslims. The people farm for a living, receiving bimodal rainfall. Villagers grow paddy rice December through May, working very laborious long hours. Katuli is deeply familiar with this practice as she, herself, grew up transplanting rice. As a result of this strenuous labor, the majority of the village people fall victim to chronic back pain. In support of the preventative medicine mission goal, Mendizabal gave a spine seminar, instructing villagers on spine health, and emphasizing the importance of staying active in promoting a healthy musculoskeletal system. In addition, Mendizabal demonstrated Astym techniques as



well as lumbothoracic exercises to alleviate back pain.

During the mission trip, the PT team—along with one physician—saw a total of 170 patients. The team identified a number of PT-treatable ailments including arthritis, severe back pain, joint locking, stroke, and Parkinson's disease. "A PT can absolutely serve in the mission field, whether local or foreign," says Mendizabal. "I think the internships we went on helped me be more confident with the evaluations even though I was only able to see five patients," Mendizabal reflects.

The Kihurio mission team also visited the Arusha Clinic. Arusha serves children with hydrocephalus and other severe congenital malformations who might otherwise be left to die. The Same Quality Foundation wishes to determine whether or not there is a correlation between mothers' socioeconomic status and local congenital malformations. There is an avenue for partnership here as their greatest need is research, and the mission team's biggest strength is research. The Arusha Clinic also has a PT clinic, equipped with a treadmill, hot and cold packs, a therapy table, and a total gym. Unfortunately, PT treatment is very expensive for most people in Tanzania. Treatment costs an average of 100,000 shillings (\$50 for a day of PT), or 15,000 shillings (\$7) for treatment without insurance.

Preliminary findings from questionnaires and small group discussion in Kihurio show hypertension, back pain, diabetes, breast and other cancers, poor nutrition, and eye sight issues as the leading health problems. Katuli and Mendizabal already have plans to return to Kihurio in the summer of 2019 with significantly more health professionals. The future mission team will include three PTs, three physicians—including a gynecologist—two nurses, an optician, and a nutritionist. The future team not only plans to develop a research grant to assess factors contributing to the high blood pressure found in 59.4% of evaluated patients, but will also bring much needed supplies including eyeglasses and medications for treating common diseases. In addition, the team will provide seminars and educational materials on preventing and managing both diabetes and HTN. Lastly, they plan to develop a long-term plan for a water and sanitation program, including looking for an NGO that could support a such a program. ■



## Mission to Haiti

By Erica Martin, DPT 18'

In July of 2017, a small group from the class of 2018 had the opportunity to travel to Bwa Pen, Haiti for a service trip. The team not only included physical therapy students, but also practicing physical therapists, nurses, a physician, a dental hygienist, as well as other volunteers. Located in the southeast of Haiti near Las Cahobas, Bwa Pen is a very poor village, receiving little help from large charities generally more active near the big cities. We partnered with a local Christian ministry called Upward Bound Ministries, and found ourselves at a mission house taken care of by, what I can only believe to be true, the best locals in the country.

During the week, we ran service clinics at multiple locations. Services included triage, physician visits, prescriptions, eyeglass consults, dentistry needs, and of course, physical therapy. The clinic provided treatment for a variety of different ailments including wound care, tooth decay, headaches, HTN, low back pain, shoulder pain, etc. Many of the Haitian people must work to survive; they do not have the luxury to "rest and ice" when in pain. We saw many elderly villagers, hurting and aching, but only able to get water if they carried it themselves over long distances. These elderly villagers could only have food if they labored for it. Trying to bring what we've learned from school to a country that has so little makes one think in new ways. In Bwa Pen, there were no productivity rates to worry about or insurance companies dictating our care. Instead, there were people—beautiful people—born into a terribly difficult place to live, and it was our chance as human beings to show them they were important and cared for, if only for a moment.

The touch that these people receive is almost always violent or sexual. We were able to touch people in a healing and safe way. In addition to service clinics, we helped in any way we could. We did everything from construction and painting, to leading Vacation Bible School. In Matthew 25:41, Jesus reminds us, "Whatever you did for the least of these My brethren, you did it to me." We are following Jesus' example of ministry to share God's love with people who are struggling to survive, while also meeting their physical needs and putting smiles on their faces. Christina Goosey wraps up our journey with a provoking thought: "There is such a need for medical care and especially PT in countries where only a small percentage of the people have access to physical therapy. Haiti opened my eyes to what can happen when people don't have the opportunity

to gain mobility back. One focus of the trip was post-stroke recovery. Many were disabled and stuck in a flexion synergy pattern because nobody ranged them or educated family members on how to care for them. I was able to teach several local PTAs some treatment techniques as well. I left Haiti knowing I had made a difference and wishing I could have done more to relieve the suffering and pain of those beautiful people. We have so much to be thankful for. What are you doing to share those blessings with others?"

The PT department began organizing mission trips in 2009 and have taken groups of students and alumni to places such as Lebanon, Jamaica, and Honduras. The addition of a service learning experience to the DPT curriculum is a department goal. The service learning experience would include a domestic and international option. If you are interested in partnering with us on a trip please contact Kim Ferreira kimferreira@andrews.edu. The PTs that have joined us in the past have thoroughly enjoyed the experience of serving those in need while mentoring students in the process. ■





Sherine Brown-Fraser, PhD, RD, CPT  
Associate Professor, Chair, Department  
of Public Health, Nutrition & Wellness

On behalf of the Department of Public Health Nutrition and Wellness, thank you for taking the time to read about the exciting work taking place within our department. Our department encompasses five distinct programs:

- 1) Master of Public Health (MPH)
- 2) Dietetic Internship Program-Graduate Certificate
- 3) Bachelor of Science in Public Health (BSPH)
- 4) BS, Nutrition Science & Dietetics
- 5) BS, Fitness and Exercise Science

Enjoy reading the stories we share highlighting areas of scholarship, service, teaching and research. There is also a special feature for Alumni. We are thankful for our students who keep us motivated and engaged. As Department Chair, it has been a blessing and rich journey providing leadership, vision, and management of our department over the past four years. We seek to fulfill God's calling each day, remain innovative and keep students excited about learning and their future. We hope that you are inspired by what our students, faculty and staff are doing at Andrews. We are the Science of Prevention. World Changers made here.

## Mobile Farmers Market (MFM) Research & Service

By Gretchen Krivak MS, RD, CGFI  
Assistant professor, Nutrition Science & Dietetics, Department of Public Health, Nutrition & Wellness

Professors Gretchen Krivak, Sherine Brown-Fraser (Department of Public Health, Nutrition & Wellness) and Gary Woodroof (Department of Agriculture) gave a poster presentation in October 2017 at the Food & Nutrition Conference & Expo (FNCE). The presentation, *A Mixed-Method Multiple Case Study of Three Business Models for Local Healthy Food Delivery Systems in Underprivileged Urban Areas*, was awarded Outstanding Abstract.

The poster presentation arose as a result of the Andrews University Mobile

Farm Market (MFM). Born through initiatives of Be Healthy Berrien and its many constituents, MFM was created to ensure that people in food deserts have access to healthy foods. During the second year of operation, dietetics students were asked to participate in the MFM project. Since then, students have contributed to MFM's success. Besides providing health and nutrition information, students prepared and sold veggie wraps during lunch time, demonstrated recipes to customers, and provided food samples.

Dietetics students enjoyed the MFM experience so much that many of them volunteered hours over their paid time.

Students encouraged visitors and customers to try new foods by offering them food samples and recipes, ultimately helping to increase sales of some food items. ■



## Nutritional Neuroscience: Serving the Underserved. – Research & Service

By Sherine Brown-Fraser, PhD, RD, CPT

Imagine for a moment having the opportunity to change the trajectory of a troubled teen's life for the good by positively influencing their behavior by simply changing what they eat, their level of fitness and showing them genuine care resulting in a significant reduction in suspension rates. Let me introduce you to a heartfelt project with a focus on nutritional neuroscience, food deserts, behavior health outcomes and CBPR: Community Based Participatory Research. Our students and faculty had a wonderful opportunity to participate in a collaborative pilot research project developing and implementing an 8-week Nutrition & Fitness intervention designed to improve behavior and brain health. Dietary omega-3 fatty acids and plant-based nutrition was central to this project.

Basic and clinical science is increasingly clear: nutrition and fitness are important determinants of behavioral health. Sorter Alternative School in Benton Harbor Michigan served as a school for students who have exhibited behavioral challenges. Our department partnered with Massachusetts Institute of Technology, MIT (Dr. Lynn Todman), The National Institutes of Health (NIH) and Lakeland Healthcare to pilot a food-in-

tervention study observing the relationships of food deserts, behavioral health and community violence. The nutrition & fitness educational component was developed by our students under the guidance of Dr. Jasel Martin, Professor Gretchen Krivak & Dr. Sherine Brown-Fraser. Dr. Brown-Fraser co-developed and oversaw the nutrient analysis of revised plant-based menus to ensure culturally appropriate implementation along with protocol design, data analysis and interpretation.

The goal of this preliminary community based participatory study was to assess the feasibility of a community-based trial designed to determine the efficacy of nutritionally improved school meals, and nutrition and physical education programming in positively impacting oppositional and anti-social behaviors of students from low income communities enrolled in Sorter. Over the eight weeks, our students were deeply moved by their experience and some even noted during that this experience was one of the most memorable experience while attending Andrews University. Two years after the research project (2017), one of the Sorter students attended the Andrews University Change Day Career Fair and shared with Dr. Fraser that he wants to become a lawyer. ■



## NEW Program – Bachelor of Science in Public Health (BSPH) – The Science of Prevention

By Padma Uppala, PhD, MPH

Professor, Environmental Health, Department of Public Health, Nutrition & Wellness

During the 2017 fall semester, the first student cohort from the Bachelor of Science in Public Health program gathered with their professors during a field trip to the Andrews University vineyard to study “integrated pest management” of the grape vine.

Bachelor of Science in Public Health (BSPH) Profile: Public health is the science of protecting and improving the health of people and their communities. This work is achieved by promoting healthy lifestyles, researching disease and injury prevention, and detecting, preventing and responding to infectious diseases (CDC, 2018). Public health professionals ensure that the food we eat, the water we drink and the air we breathe are safe. They protect the environment from contamination and ensure our workplace conditions are healthy and safe. They are the first responders at public safety sites.

The first BSPH cohort began the program in fall 2017. The program is designed for students pursuing a professional degree

in the field of environmental public health and/or social and behavioral science. Andrews University is the first Seventh-day Adventist college to offer this program at the undergraduate level. The Council on Education for Public Health (CEPH), a nationally recognized accrediting body for public health programs and schools, accredited the program on December 4, 2017.

Before earning CEPH accreditation, schools and programs must undergo a rigorous accreditation process. The accreditation process not only ensures students receive a quality educational experience, but also ensures institutions have met the quality standards established by CEPH.

Students beginning the program may choose either a concentration in environmental health or social and behavioral sciences. Environmental health offers an excellent pre-med option for students. An undergraduate degree in public health provides students with a versatile future that may include working as a public health practitioner, physician, dentist, or pharmacist. In addition to the Andrews Partnership Scholarship, eligible students joining the program will receive a \$2,000 scholarship each year. ■

## Andrews University Dietetic Internship and Notre Dame: Innovative Sports Nutrition

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

Associate Professor, Nutrition Science & Dietetics, Department of Public Health, Nutrition & Wellness

The role of a registered dietitian nutritionist (RDN) centers upon translating the science of nutrition into practical solutions for healthy living. The road to becoming an RDN involves completing academic requirements and supervised practice hours. At Andrews University, students fulfill their supervised practice hours by completing the Nutrition and Dietetics Internship Program. This dietetic internship gives interns an opportunity to train in the dietetics field by working alongside practicing dietitians. Housed in the Department of Public Health, Nutrition & Wellness, the internship provides offers an eight-month program with a clinical emphasis and a concentration in vegetarianism. The department also offers a special opportunity for one intern interested in sports nutrition to work with sports dietitians at Notre Dame University. This exciting experience involves helping the famous Notre Dame football team and many other exceptional sports teams and individual athletes eat for optimal athletic performance.

Because it encompasses clinical, community, and food service all in one, the sports nutrition rotation at Notre Dame is very different from other internship rotations. Between providing nutritional counseling to athletes, planning menus for training table (a special meal for athletes), and planning events, the intern, alongside the sports dietitian, helps athletes in many ways to perform at their best. Below is a brief taste of the intern's experience and learning opportunities:



- Assist with nutrition counseling sessions for athletes.
- Assist with BOD POD body composition testing.
- Plan athletic training table.
- Help with sports team presentations.
- Attend interdisciplinary team meetings.

Kechler Orcel, the most recent Andrews student to intern at Notre Dame, worked closely with an injured lacrosse player during the spring 2018 semester. During a game, the player got hit in the jaw so hard it broke. After many surgeries, the player's jaw was wired shut for six weeks. Orcel says, "Since he still wanted to practice and play, his nutritional needs were astronomical because he needed adequate energy and protein to heal and to perform. The RD team worked very closely with him and made high-protein shakes, smoothies, and soups that would help to promote bone healing while providing enough calories and protein for his increased needs. It was amazing to see that after 6 weeks, the player only lost about seven pounds of body weight and was able to lead his team in winning the 2018 ACC Lacrosse Championship."

As the above story illustrates, RDNs are an important part of an injured player's recovery team. Without nutritional support, an injured athlete may not be able to obtain adequate nutrition for optimal recovery. Internships allow dietetic interns to test themselves in the real world and learn directly from practicing professionals. Internships provide invaluable learning opportunities, and this unique setting in sports nutrition gives interns a great insight into what their future careers might hold. ■

### Small But Mighty

By Gretchen Krivak MS, RD, CGFI

The FitZone is a small co-ed fitness space operated by the Department of Public Health, Nutrition & Wellness to promote applied learning of class theory. Operated by students

during the 2018 spring semester, we had over 200 visits and 54 individuals who filled out a liability waiver to use the facility. The FitZone offers not only a free place for students, faculty and staff to exercise, but also a variety of 30-minute exercise classes. Classes include cardio workouts, upper and lower body strength train-

ing, and core strength training.

As construction begins on the new on-campus Health & Wellness Center, the Exercise Science program is excited to be a part of the new initiatives. In the meantime, we hope to continue to offer these mini-fitness courses in the FitZone. Visit us!

## Health is Wealth

By Gretchen Krivak MS, RD, CGFI

Students taking the courses Community Nutrition and Community Health & Fitness from the Department of Public Health, Nutrition & Wellness teamed up during the 2017-2018 academic year to run an on-campus weight-loss program for faculty and staff. The program, "Health is Wealth," promoted lifestyle changes for weight loss. Seven participants enrolled in the program and received one-on-one fitness coaching and nutrition support. Each participant worked with two students—one fitness student and one nutrition student—throughout the 10-week program.

In the fall semester, the two classes spent their lab time developing and organizing the "Health is Wealth" program. This included writing a full proposal, creating lesson plans, developing presentations and drafting assessment tools. In the spring, students saw their project come to life. Fitness students created workouts for their clients, meeting with them once a week to teach new exercises. The nutrition students counseled through motivational interviewing, asking clients to identify nutritional issues and determine reasonable lifestyle changes to make in their lives. Once a month, the whole group came together for a meeting. Students provided a short educational session and then a workout. Students also designated time for discussion at the end of each month. Participants were very open in sharing their successes and failures as they experimented with different lifestyle changes.

Students encouraged participants to journal their food intake and exercise throughout the duration of the program. Some participants enjoyed the journaling so much that they planned to continue journaling for accountability after the program ended. The students also created a binder with a challenge for each week of the program. Students developed challenges to help participants look at different health habits to see how well they were doing on each area. Participants could then identify areas where they were falling short of requirements and work on correcting lifestyle habits. Challenges included sleep, water, breakfast, steps per day, mental health and more.

The program was a great success overall. Students learned how to work with clients in a life-like scenario and were grateful for the opportunity to put their learning into action. Participants had an equally great experience; those who put their heart and soul into the program walked away with a more positive outlook on their lives and their health journey. ■



## Serving our Seniors: Food Cooking Demonstrations

By Gretchen Krivak MS, RD, CGFI

Last fall and spring, students enrolled in FDNT 421, Community Nutrition, served the St. Joseph-Lincoln Senior Center by providing carefully planned and executed cooking demonstrations for seniors. Two years ago, the senior center asked the Nutrition Science & Dietetics director if students were available to teach a healthy cooking class. Since then, four groups of students have traveled to the senior center to demonstrate their nutrition knowledge and culinary skills.

Nearly 30 participants attended each class. The recipes students created for each demonstration include a variety of healthy, vegetarian, plant-based foods. The senior center has responded so generously to presentations, continuing to ask students back each year. In addition, the cooking demonstrations have provided a great opportunity for students to serve the community while highlighting their skills and knowledge of nutrition.

## Alumni & Accreditation Highlights

By Carol Burtnack, MS, RD, cPT

Assistant Professor, Nutrition Science & Dietetics, Department of Public Health, Nutrition & Wellness

**Accreditation Update:** The Nutrition Science and Dietetics program submitted its mid-term accreditation report in summer 2017. In February 2018, the accreditation board decided to grant the program another five years of accreditation until the next full report and site visit in 2022.

**Alumni Highlight:** Professors Sherri Isaak, Carol Burtnack, and Gretchen Krivak all graduated from the Nutrition & Dietetics Program at Andrews University and are now department faculty.



TOP LEFT: Sarah Younker, Kayla Knight, Kelsey Hart, Carol Burtnack, Grace Yang, Maggie Hernandez, Stephanie Calhoun, Linda Bastos

## Alumni Spotlight

### Interview With Stephanie Calhoun

Stephanie Calhoun works as an oncology dietitian for the VA Connecticut Health Care System serving veterans who are undergoing cancer treatment. Calhoun also teaches a weight-management class, covers inpatient clinical dietitian shifts, and works in the ALS Clinic. In addition to working full time, Stephanie is pursuing a graduate degree in nutrition from the University of Saint Joseph in Connecticut. In her spare time, Stephanie enjoys running, skiing, hiking in New England, kayaking, gardening and sewing.

In an interview with Carol Burtnack, assistant professor of Nutrition & Dietetics, Calhoun reflects on her experiences as a student and oncology dietitian.



**Burtnack:** Describe your current role working as a dietitian.

**Calhoun:** I am an oncology/hematology dietitian. I see patients who have a previous history of cancer or who are currently undergoing cancer treatment. I complete the initial nutrition assessment on patients who come to the VA and follow them throughout the course of their treatment. The patients may range from having cancer treatment with a good prognosis to those with metastatic disease who are receiving hospice care. I work to initiate nutrition prescriptions for my patients which can involve transitioning a patient with ALS to a soft diet, recommending oral nutrition supplements, and providing nutrition support as needed. I also calculate enteral tube feedings for some patients with cancer, especially those with head/neck and esophageal cancers. I participate in the multidisciplinary tumor board where many members of the healthcare team round on new cancer patients, review the radiology and pathology reports, and stage the cancer in the group setting. This then leads to the development of the treatment plan for that patient. The veteran patient population that I work with is quite unique. Many of the patients I see were once some of the fittest people who served in the military. However, the veteran population has some of the highest rates of obesity. Veterans may have been exposed to different carcinogens during their service. There are also numerous mental health factors that can complicate nutrition care. PTSD, schizophrenia, and bipolar disease provide challenges that can affect the patient's nutrition status, sometimes impacting the ability to adhere to or follow the recommendations.

**Burtnack:** Why did you choose to study at Andrews University?

**Calhoun:** I chose Andrews University partly out of convenience since my sister was already studying there. I also chose Andrews because it has the Nutrition and Dietetics program that I wanted to major in—unlike some other institutions which only had pre-dietetics programs. I decided to major in dietetics after a friend's mom introduced me to the field over breakfast one day. I always had a passion for teaching and nutrition, and while my friend's mom was making waffles, she suggested I consider dietetics. I did some job shadowing with a few dietitians prior to coming to Andrews and really enjoyed it. I also continued to job shadow while in the dietetics program as I collected hours for the program requirements and the portfolio project.

**Burtnack:** What are some of the most memorable moments of your studies at Andrews?

**Calhoun:** I am a hands-on learner, so I really enjoyed the interactive learning experiences. Facilitating the community program at Sorter Elementary School in Benton Harbor was a great learning experience. I also really enjoyed the food lab where we conducted many different experiments. The food demonstrations were also fun since they involved hands-on presentations with food. For the food presentations, you not only demonstrated cooking skills and presented unique recipe ideas, you also lectured on the nutrients found in the foods you were preparing. Preparing the lecture was especially challenging since you had to dig deep to discover what nutrients are found in different foods and how those nutrients may relate to health. I will soon give a food demonstration at work for Cancer Survivor Day, so I still use these critical thinking skills today.

**Burtnack:** What were some of your favorite dietetics classes?

**Calhoun:** I really enjoyed the content of FDNT 448, Nutrition and Wellness. I liked the focus on prevention and the study of the research on plant-based nutrition. Since I love math, I also enjoyed FDNT 441, Medical Nutrition Therapy. MNT was very technical and I liked how challenging it was. I had envisioned that I would work in the community nutrition field, but now I am working in the clinical field and am enjoying it very much.

**Burtnack:** Tell me about some of the opportunities you had as a student in the Dietetics program at Andrews University.

**Calhoun:** One experience that really stands out was the summer fellowship at the Oscar D. Johnson Medical Center in Iron Mountain, Michigan. I had talked with one of my professors, Fiona Lewis, about looking for opportunities in

nutrition, and she received an email about the fellowship program. After I was selected for the fellowship, I went to Washington, DC for the orientation. I soon realized I was one of the few undergraduates in the fellowship program. This experience was very valuable because I believe it is what helped me get in to the VA Dietetic Internship that I completed in St. Louis, Missouri after I graduated from Andrews.

I also had the opportunity work with a GROW group at Andrews University Pioneer Memorial Church called "Change Your Life." I was involved in teaching the nutrition and exercise topics to the local church members, providing food samples for the nutrition topics, and facilitating the support group. I also had the opportunity to attend the Food & Nutrition Conference & Expo (FNCE) in Atlanta. The Expo portion of FNCE was fascinating and a great place to learn about all of the different nutrition products. At the Expo, there were also hundreds of food samples available for tasting. It was valuable to me in the current work that I do because FNCE was where I was able to try sample thickened liquids. Since many of my oncology or ALS patients are prescribed modified consistency products, I can now relate to these patients.

**Burtnack:** What do you see yourself doing five years from now? In 10 years?

**Calhoun:** I think in five years I will still be doing what I am now because I love it so much! I would like to have completed some research in that time and have a good handle on oncology before moving on. I am currently working on becoming board certified in oncology nutrition through the Commission on Dietetic Registration (CDR). The 10-year plan is still to be determined. I enjoy working, and I love the patient interactions I have in my current role. I would like to teach one day, and this is why I am studying to get my master's degree. I also am a preceptor for dietetic interns, and I enjoy this work since it requires a combination of both teaching and hands-on learning. ■

**Are you an alumnus of the Department of Public Health, Nutrition & Wellness?**

We would love to hear from you!

**Please connect with us:**  
publichealth@andrews.edu  
(269) 471-3370

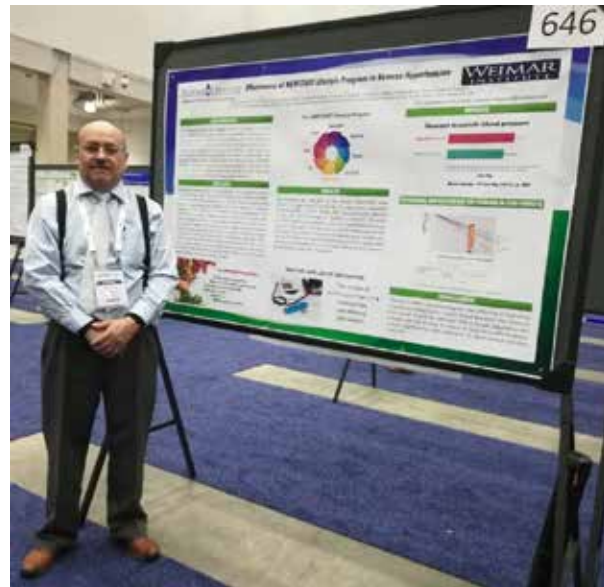


## Faculty Research Updates

By Sherine Brown-Fraser, PhD, RD, CPT

# Adapting Lifestyle Habits Can Quickly Lower Blood Pressure

*In just two weeks, program participants cut their stroke risk in half*



Associate Professor Alfredo Mejia, DrPH, MS, presented the results of this study at the American Society for Nutrition annual meeting, Nutrition 2018, held June 9-12, 2018 in Boston. Researchers from Andrews University and Weimar Institute have demonstrated that the NEWSTART program, which is an intense implementation of the eight laws of health that are part of the Adventist lifestyle, can drop blood pressure by 19 points, on average. The reduction in blood pressure accomplished by the program was equivalent to what can be achieved using three half-dose standard medications for blood pressure. In addition, 93 percent of the participants were able to either reduce the dose (24 percent) or eliminate their blood pressure medications (69 percent). Previous studies have shown that a reduction of this magnitude can cut a person's risk of heart disease or stroke in half. "By adapting selected lifestyle health principles, including daily exercise and a vegan diet half of the people in our study achieved normal blood pressure within two weeks while avoiding the side effects and costs associated with blood pressure

medications. The Newstart Lifestyle program works quickly, is inexpensive and uses a palatable diet that allows for moderate amounts of salt and healthy fats from nuts, olives, avocado and certain vegetable oils." People participating in the Newstart Lifestyle program follow a vegan diet, walk outside daily, drink substantial quantities of water, get adequate daily sleep and participate in optional spiritual activities. The program's vegan diet consists of foods, such as legumes, whole grains, vegetables, fruits, nuts, seeds, olives, avocados, soy milk, almond milk and whole-grain breads. Our findings are consistent with data from the Adventist Health Study that shows a very low incidence of hypertension among vegans.



**Authors:** Albert Sanchez, S. Christine Chung, Alfredo Mejia, Gerald W. Shavlik, Francisco E. Ramirez, Randall L. Bivens, Sherine Brown-Fraser, Roger D. Gallant.

**Contributors:** NEWSTART Program, Weimar Institute, Weimar, CA, USA; Department of Public Health Nutrition and Wellness, Andrews University, Berrien Springs, MI, USA; Nedley Clinic, Weimar, CA.

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## Student Research

1. AU Honors Thesis: Hannah Mbungu, Nutrition Science and Dietetics Student. Topic: Use of the Refractometer to Measure Effects of Preservation Techniques on Degree Brix, An Indicator of Vegetable Quality. Mbungu H, Brown-Fraser S, Mejia A, Tevni G.



*"As I reflect on my experience as an Honors Thesis student conducting research with Dr. Fraser, although it was hard, I realize that it was a necessary part of my growth as a student and a scholar". - Hannah Mbungu, Nutrition Science & Dietetics Student; Taken from her "Reflection Paper" based on her Honors Thesis Defense, HONS 497.*

2. Fish S, Caprio-Fonseca R, Mejia MA, Uppala PT, Nwakanma U, Brown-Fraser S, Katuli S. Parental perceptions of eating behaviors, and body image and the risk for obesity in children from food desert areas in Berrien County, Michigan. 2017 American Public Health Association Meeting Proceedings, Washington D.C. 2017 <https://apha.confex.com/apha/2017/meetingapp.cgi/Paper/382443>



## MPH Highlights – The Science of Prevention

By Dixon Anjejo, DrPH, MS

Associate Professor, Public Health, Department of Public Health, Nutrition & Wellness

The Andrews University Master of Science in Public Health (MPH) program received full accreditation from the Council of Education for Public Health (CEPH) on June 29, 2017, for a five-year term. Each CEPH accredited school and program undergoes a rigorous accreditation process to ensure standards are met and students receive a high-quality education. Other benefits of CEPH accreditation include program graduate eligibility to sit for the Certified in Public Health (CPH) and Registered Environmental Health Specialist (REHS) exams. MPH graduates are also eligible for public health internships and fellowships sponsored by various federal agencies.

Since its inception in fall 2014, MPH program enrollment has steadily increased. The Andrews program is the first and only online MPH in Nutrition and Wellness offered in the U.S. with a unique emphasis in vegetarian nutrition. Public health is the science of prevention using research-based solutions for effective health promotion and disease prevention. The MPH program supports the Seventh-day Adventist philosophy on health and has attracted enrollment from both Adventist and non-Adventist students who want to be trained in public health with a faith-based emphasis and focus on vegetarian nutrition research.

The MPH program seeks to impact the world by training students to transform their communities with the application of evidence-based research. While in the program, MPH candidates are actively engaged in community service while completing the courses Applied Practice Experience and Capstone.

Soraya Fish, a 2017 graduate, promoted Youth Mental Health First Aid training for community members, created “Health Nuggets” for a church presentation, and organized a program to increase health security and meal planning. Liezel Bibit, a 2018 graduate, gave health education talks at a local church focusing on nutrition, exercise, and mental health. To view Bibit’s presentation, please visit: <https://youtu.be/YyWU8ZEB9dU>.

MPH graduates work in areas of nutrition, community health, media health education and curriculum development at hospitals, schools, TV stations and private companies. Valerie Dufour, a 2016 graduate, serves as the director of Health Ministries for the Inter-European Division of the Seventh-day Adventist Church. Theresa Jakobsen, also a 2016 graduate, works as scheduling director and producer for Lifestyle TV in Sweden.

### Alumni Comments about the MPH program:

**Erick Quinones, MPH, CPT:** I am now the wellness coordinator at U.S. Xpress in Chattanooga, TN. I found the Program and Planning course extremely helpful. We have a lot of new health initiatives here at U.S. Xpress and the knowledge I gained from this class helped me put these new initiatives into action. My advice to current students is to do your very best, and I assure you that God will bless you in ways that you can’t imagine.

**Katie Palacios, MPH:** I work as Mission Strategy program manager at Adventist Health System Corporate in Altamonte Springs, FL. The course I found most helpful was Program Planning and Evaluation. My wise words to current students: Never forget to ask for wisdom from the One who gives wisdom abundantly to all who ask Him (James 1:5)



**Spring 2017 Graduation** From left to right: Graduate: Erick Quinones, Dr. Padma Uppala, Dr. M. Mejia, Dr. Dixon Anjejo, Graduate: Maylor Graham, Dr. S. Brown-Fraser, and Graduate: Soraya Fish

### Other Updates

- Current enrollment: 40 students
- Continuing to implement 2016 CEPH compliance criteria (program was accredited on 2011 CEPH criteria)
- The department placed an MPH advertisement in the 2nd European Health Conference magazine. The conference was held on April 17-21, in Bucharest, Romania. The department thanks an alumnus of the MPH program for the invitation to advertise.

### Mission Trips And Service Projects

- Field Practicum
- Balanced Living series in April-May 2016 at Eau Claire SDA Church
- Graduate: Soraya Fish
- Upcoming FARMSTEW in Uganda

# SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY

In the fall of 2014, the Department of Speech-Language Pathology and Audiology welcomed its first Master of Science in Speech-Language Pathology class. Although the department has offered an undergraduate program in speech-language pathology and audiology for over 50 years, this new venture was a herculean task. Since being awarded candidacy by American Speech-Language and Hearing Association’s Council for Academic Accreditation, the department has grown exponentially. The faculty of eight celebrate their commitment to teaching, mentoring, and advising over a hundred students. Since the graduate program’s 2014 beginning, 98 percent of graduate students have graduated on time and have passed the Speech-Language Pathology National examination.

The faculty’s development, growth and commitment to academic excellence has proven critical to student progress. Professors Tammy Shilling and Brynja Davis are actively pursuing their doctorate degrees, while Dr. D’Jaris Coles-White and Dr. Darah Regal work closely with students’ research projects in areas such as social skill development in children with autism and auditory processing development. The work of professors Lara Scheidler-Smith and Suzanne Mondak is critical to the clinical development and growth of students.

As the department and its programs have grown, we have worked tirelessly to find a faculty member to fill its final position. We are excited to welcome Professor Jenica Joseph to Andrews University’s Department of Speech-Language Pathology and Audiology. We are thankful to God for committed faculty, eager students, and a faith-filled community that fosters a Christ-centered learning environment.



Heather Ferguson, PhD, CCC-SLP  
Associate professor, Chair,  
Department of Speech-Language  
Pathology & Audiology



## Andrews University Speech & Hearing Clinic

By Dana Hammons, MS student Class of 2019

Located in Bell Hall on the Andrews University campus is a hidden community gem, the Andrews University Speech & Hearing Clinic. This clinic offers services to the community while allowing students to grow in their knowledge and expertise in the field of speech-language pathology and audiology. The clinic provides services at a lower rate to individuals of any age with any deficit within the realm of communication, voice, fluency, social language, and hearing. Clinicians provide screenings, assessment, and treatment to the community. The unique piece to the onsite clinic is that the current undergraduate and graduate students are the active clinicians under the supervision of



licensed and certified speech-language pathologists. The current clinic director is Sue Mondak, M.A., CCC-SLP, who has over 20 years of experience in the field of speech-language pathology. Undergraduate and graduate students within the Speech-Language Pathology and Audiology program gain practical experience that enhances their classroom knowledge before they go offsite for internships and future places of employment.

Every semester, the Andrews University Speech & Hearing Clinic offers clients one hour of free speech and language therapy each week. As the only audiologist on site, Dr. Darah Regal, AuD, CCC-AUD, is an asset to the department. Because Regal has specialized knowledge and training in auditory processing disorders (APD), clients have the opportunity to get assessed and treated for APD. Unfortunately, APD is not always addressed in other service areas. There is a large amount of evidence-based resources within the Andrews University Speech & Hearing Clinic, including testing and therapy materials. Most importantly, the clinic has access to a full faculty with various areas of expertise and clinical experience that can be tapped into as a wonderful resource.

The clinic provides services based on each client's needs and the family's goals. If the client already has a current plan of care through another facility, the clinic will use this plan in conjunction with newly developed goals to implement a well-integrated plan of care for each client. Clinicians evaluate clients each year to ensure that progress and goals are appropriate. In addition, the student clinicians are always encouraged to be creative when developing their treatment activities, making it fun for both the clinicians and the clients.

Students, faculty, and clinic clients enjoy up-to-date facilities and equipment. In 2016, the Department of Speech-Language Pathology and Audiology celebrated an expansion of

their facility. This exciting addition included one brand new classroom, more therapy rooms, and a technology lab. The new lab contains the most advanced technology in voice, swallowing, augmentative and alternative communication devices, as well as cognitive and communication materials. The resources for the department and clinic continue to grow, along with the program in general, as the undergraduate and graduate student numbers continue to rise each year.

Student numbers and resources are not the only areas of growth. Each year, the Andrews University Speech & Hearing Clinic offers a variety of experiences to the community. In addition to the speech-language therapy provided during the school year, the clinic offered multiple opportunities for interventions during the summer of 2018. Two summer camps recently took place in the Speech-Language Pathology and Audiology Department for children of all ages. The first camp, Summer Communication Camp, operated four days a week for three hours a day. The second camp, Summer Speech and Language Intervention, operated two days a week for two hours a day. During these camps, clients rotated through stations specifically focused on improving communication, social, and listening skills.

Yet another option, the Summer Social Skills Camp, focused on middle-school aged children with autism spectrum disorder. The goal of this third camp was to help improve the social skills of children with autism. Finally, the Early Intervention Focused Program targeted younger children. This option provided language enrichment to children ages 1-3 at the Crayon Box Children's Learning Center as well as some early intervention home visits to children ages 0-3. Mondak was excited to offer these expanded experiences last summer to help the community while giving students a wider variety of experiences.

Providing the students and community with these opportunities and resources takes continual hard work from the entire staff within the Speech-Language Pathology and Audiology Department. As head of the Andrews University Speech & Hearing Clinic, Mondak coordinates all schedules, supervises student clinicians, helps create new summer programs, and ultimately helps create the wonderful program that has helped so many in the community. Mondak states, "I love working with speech pathology graduate students and watching them learn and grow in this exciting field. The environment of this department feels like a family. It is supportive and encouraging for both the students and the faculty. After 20 years of working as a speech-language pathologist in the early intervention setting, I feel like this is such a great way for me to apply my clinical knowledge and experience in this department. I am so thankful for this exciting opportunity." ■

## Research within the Speech-Language Pathology and Audiology Department

By Dana Hammons, MS student Class of 2019

Evidence-based practice is the key to health care. When it comes to the Department of Speech-Language Pathology and Audiology at Andrews University, no one knows research better than Professor D'Jaris Coles-White, PhD, CCC-SLP. It was during her Communication Disorders doctoral program at the University of Massachusetts-Amherst that Coles-White found her spark for conducting research. The doctoral program was completely research based and taught Coles-White all that was necessary to conduct these evidence-based studies. Her inquisitive nature and constant questions led to a passion for research. "Research is what drives our field and supports our framework of evidence-based practice. Any assessment or treatment tool we use needs to be evidence-based. At some point, the tools we now use were someone's research project," states Coles-White.

Coles-White specializes in child language disorders with an emphasis in multi-cultural aspects of communication disorders and autism. She is interested in linguistic and culture impact language disorders in children. Coles-White also has a special interest in autism both personally and professionally. This special interest is because of her son's diagnosis of autism as a toddler.

Currently, Coles-White conducts her own research while also supervising and advising students on their research. In addition, she collaborates on research projects with other institutions such as Western Michigan University (WMU). Coles-White is teaming up as an expert on ASD with professionals from the Department of Special Education and Literary Studies at WMU. The main project at this time lists Coles-White on the grant as a member of the Autism Advisor Committee. This project centers upon implementing an Interdisciplinary Preparation in Autism Services (IPA). This project will help compensate for the lack of teachers and related professionals who understand autism. Coles-White's presence on this committee will help determine the curriculum needs for the IPA project.

Coles-White recently applied for the American Speech-Language & Hearing Association's (ASHA) call for papers,

submitting a proposal to the National Association for Speech-Language Pathology and Audiology. The first proposal will focus on the lower end of the autism spectrum. The specific focus is on ASD students with minimal verbal proficiency and accompanying echolalia. Coles-White's second proposal will focus on individuals on the higher end of the autism spectrum. These students are high functioning and are often considered borderline when diagnosed. A focus of this group will be girls with ASD, as they are often an overlooked population.

Coles-White's research efforts and accomplishments do not end here. The Parkinson Voice Project, a nonprofit group, recently awarded Coles-White a research grant. Parkinson Voice Project's goal is to help all individuals with Parkinson's disease maintain their communication abilities. This grant will be used by the faculty and students at Andrews University's Department of Speech-Language Pathology and Audiology. The grant focuses on voice disorders of individuals with Parkinson's disease. Through this grant, Andrews representatives (Speech-Language Pathology faculty) will receive an invitation to attend a conference and learn about two revolutionary voice programs: SPEAK OUT! and LOUD Crowd. In addition, the grant provides \$1000 to fund the LOUD Crowd within the Andrews University Speech & Hearing Clinic. The SPEAK OUT! program helps clients learn strategies to speak louder and is an individualized treatment approach. Following the SPEAK OUT! program, the LOUD Crowd program is a weekly group session that helps maintain strategies learned previously in SPEAK OUT!

With the help of this grant, Andrews faculty will become proficient in these programs and will in turn train the graduate students. The Andrews University Speech & Hearing Clinic will offer services on a "Pay it Forward" basis, meaning the clinic will accept donations but will not require payment. After a sufficient number of faculty and students complete training, the clinic will accept clients with Parkinson's disease that have voice concerns. Training will take place during the summer of 2018, allowing faculty and staff to implement LOUD Crowd within the clinic by the fall of 2018. All of this work provides great opportunities for individuals within the community to receive services not often found in the area and also provides great learning experiences for the graduate students in the program.

With so many projects in the works, in addition to teaching graduate classes each semester, Coles-White designates at least one full day a week, plus free time to research and writing, and helps spark student interest in conducting research. Coles-White demonstrates her passion for research on a daily basis. "I wish I had more time for research," she expresses.



## Michigan Speech and Hearing Conference

Darah Regal, AUD, CCC-A  
Assistant professor, Department of Speech-Language Pathology & Audiology

The Department of Speech-Language Pathology and Audiology was well represented by faculty and students at the Michigan Speech and Hearing Annual Conference in March 2018. Assistant Professor Brynja Davis gave a poster presentation for the research she is conducting as part of her PhD program through Wayne State University. Undergraduate research students presented three posters. Associate Professor Tammy Shilling served as the research mentor for Nia Darville. Clinic Director Lara Scheidler-Smith and Assistant Professor Darah Regal served as research mentors for honors student Nikki Weis. Regal also served as research mentor for honors student Alexandra Wiist. In addition, Regal was invited to be one of the presenters for the Student Round Table program for undergraduate students. During this seminar, undergraduate students from across the state formed groups. Faculty and graduate students from several universities rotated through all of the groups to answer questions about graduate school and careers in speech-language pathology and audiology. ■

## SPLAD Alumna Returns to Teach

By Tammy Shilling, MA, CCC-SLP

Associate professor, Department of Speech-Language Pathology & Audiology

The Master of Speech-Language Pathology program is new to Andrews University. The first cohort began in August 2014 and became the first class to graduate from this program in August 2016. After graduation, Michelle (Anzures) Khargie accepted a speech-language pathologist position at Connecticut Children’s Medical Center.

On October 28, 2017, Khargie returned to Andrews University with two of her colleagues to share a two-hour interactive presentation with current students on pediatric feeding and swallowing. When studying swallowing disorders, it is beneficial for students to learn from speech-language pathologists who have specialized in pediatrics and can share current evidence-based practices.

The presentation included a thorough evaluation process for children that have been identified as having feeding and/or swallowing difficulties. Khargie and her colleagues also interacted with students while demonstrating a hierarchy of treatment approaches. Throughout the presentation, students learned how adaptive plates, bottles, and spoons

can be used for both feeding and swallowing problems. Students also learned how to thicken liquids to an accurate viscosity using the “syringe test.” Many students welcomed the opportunity to ask questions and understand more about this specialized area from the presenters.

The presentation was very successful from both the presenters’ and students’ perspectives. While alumni enjoy sharing their expertise and serving as role models, students appreciate the learning opportunities and success stories from their peers and recent graduates of the program. The department is planning another presentation with Khargie in October 2018. We look forward to inviting alumni from the second cohort (2017 graduates) to return and share their specialized knowledge as well. ■



**Change Day** developed out of Andrews University’s mission to “Seek Knowledge. Affirm Faith. Change the World.” The first Change Day was Sept 14, 2017 and students, faculty and staff from the School of Health Professions participated and served in the local community and the Career Fair for Benton Harbor high schools.





PT White Coat Ceremony, August 2018



SPLAD White Coat Ceremony, August 2018



MLS Certificate Ceremony, August 2018



Nursing Pinning, May 2018