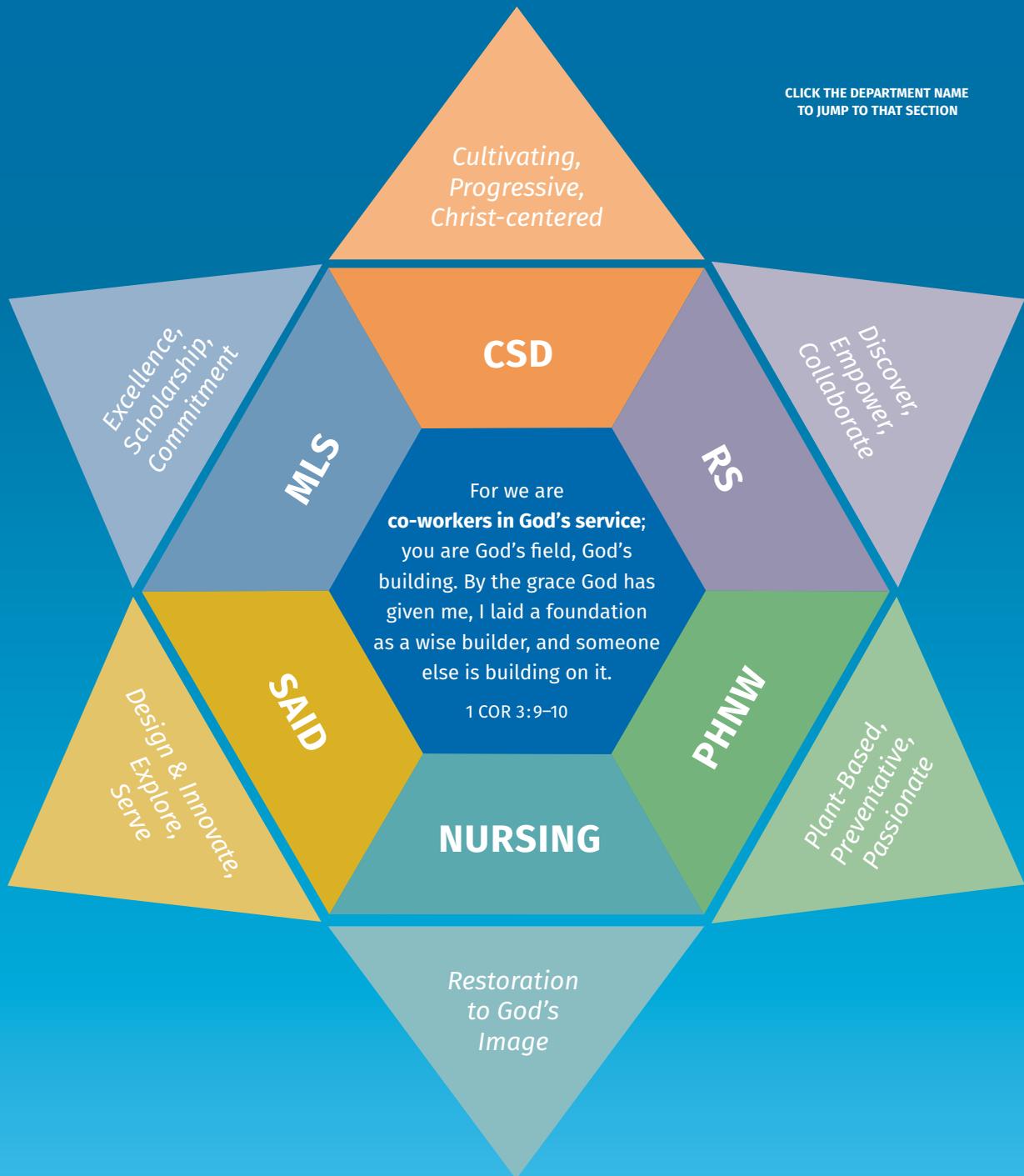


THE PULSE

Annual Magazine of the College of Health & Human Services

CLICK THE DEPARTMENT NAME
TO JUMP TO THAT SECTION



SEEKING A HEALING MINISTRY IN CHRIST

Through Healthcare, Wellness, & Design

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Co-Workers In God's Service

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College of Health & Human Services

The Pulse / Issue 4 / September 2022

www.andrews.edu/CHHS / chhs@andrews.edu



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In the last academic year, faculty, staff and students in the College of Health & Human Services (CHHS) worked together tirelessly to achieve the mission of the college, which is to provide excellence in education for healthcare, wellness and architecture professions that foster collaboration, research and service, thus promoting the healing ministry of Jesus Christ to restore in humanity the image of God.

With the support of our alumni and community partners, we expanded

interdisciplinary education opportunities with training to combat human trafficking in healthcare settings and a presentation by a senior drama group to bring awareness to health and social challenges faced by the elderly population in navigating the healthcare system and in everyday life. In Spring 2022, we had the annual poverty simulation for students, faculty and staff and we organized career fairs that brought to campus recruiters from architecture firms and health care institutions across the country.

The theme of this newsletter is “Co-workers in God’s service.” As world changers in a changing world, we aim at being God’s hands extended in all that we do. Our students learn in the best way possible to seek knowledge, affirm faith and change the world from day one. Our faculty combine rigor and grace; they are grounded in the word of God, and they facilitate the learning of their students with eternity in mind.

Working together, faculty, students and alumni achieved remarkable results. The following are some of the projects that changed lives at the local, national and international levels: a campus master plan for the Adventist University of Central Africa; a voice and posture awareness program; participation in Pathway to Health, which provided free healthcare to more than 4,500 people; support to the HERBIE Health Clinic, providing physical therapy services and medical laboratory tests that have aided in the detection and management of both acute and chronic diseases in Southwest Michigan; a new on-campus lifestyle medicine clinic; and the annual calendar

of healthy stretches for the Andrews University community.

God blessed us beyond measure in the last year. In addition to a variety of projects that made lasting impact to communities nearby and far away, we are expanding our program offering next year with the following new degree and certificate programs: Master of Health Administration (MHA) and Graduate Certificate in Culinary Medicine in the School of Population Health, Nutrition and Wellness; and MLT to BSMLS (medical laboratory technician to bachelor of science in medical laboratory science) as well as MLS Technologist Certificate in the Department of Medical Laboratory Sciences.

In order to sustain quality and increase enrollment, we need a state-of-art training and learning faculty that will facilitate interprofessional evidence-based education, sustain and expand learning experiences, utilize the most advanced technology to enhance learning and prepare graduates in interprofessional service. To make a donation to the building fund, see p. 63. We are very thankful for the generous gifts we have already received for this project.

I take this opportunity to congratulate our recent graduates. Upon graduation, they immediately joined the workforce where they were much needed to address the needs of people nearby and far away. Because of their service, this world is a much better place.

At Andrews University we welcome students from all over the world and know how to make them feel at home in a Christian environment. 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 newsletter, you will learn about individual academic programs, major accomplishments of our faculty, students and alumni, as well as our plans and goals for the future. We welcome your feedback (survey on back inside cover) and solicit your prayers and support.

Emmanuel Rudatsikira, MD, MPH, DrPH

CLICK LINK FOR THE HEALTH & HUMAN SERVICES BUILDING BROCHURE
https://www.andrews.edu/chhs/hlth-prof-bldg-dev-chhs_brochure_20191105_web.pdf

INTERDISCIPLINARY



Brynja Davis, PhD, CCC-SLP
Associate Dean
Assistant Professor, School of
Communication Sciences & Disorders

DONATIONS TO SUPPORT INTERDISCIPLINARY CLINICS, EDUCATION & RESEARCH ARE WELCOME.
<http://www.andrews.edu/GO/GIVE/Health>

From its inception, the College of Health & Human Services (CHHS) has emphasized interdisciplinary activities and educational opportunities for students across its schools/departments. Each entity has the mindset of service, training students to work toward the ideal of health and healing for all in healthy environments and spaces. The focus of the CHHS is to develop well-rounded professionals who have the tools to address the health needs of clients holistically. Collaborative educational experiences help the various health and human service disciplines have a better understanding of each other's roles and a deeper appreciation of the contributions of each to client care and wellbeing. Additionally, these educational activities can foster team problem solving skills, which are crucial when facing real-world client care challenges. Further, some of the schools within CHHS must offer interdisciplinary experiences to their students as part of their accreditation and licensure expectations.

Since 2016, the College of Health & Human Services has partnered with the School of Social Work to offer poverty simulation workshops, including the recently added human trafficking awareness training beginning this past spring semester. This service was offered through the International Center for Trauma Education & Care under the direction of Ingrid Slikkers.

A performance by the senior citizen drama group The Storytellers was introduced in the summer of 2021 for the Doctor of Physical Therapy students, and more broadly for all CHHS disciplines in the spring of 2022.

We offer a variety of community services through our on-campus clinics and local partnerships like the HERBIE Health Clinic. We continue to explore new opportunities to serve our communities and partner with local churches and other agencies to facilitate health and wellbeing.

ON-CAMPUS CLINICS: <https://www.andrews.edu/chhs/community-services/index.html>

HERBIE HEALTH CLINIC: <http://www.herbieclinic.com/>

INTERNATIONAL CENTER FOR TRAUMA EDUCATION & CARE: <https://www.andrews.edu/cas/socialwork/traumacare/index.html>

School of Social Work Trains CHHS to Address Human Trafficking in Healthcare Settings

By Roberta Colwell

Administrative Assistant, Center for Trauma Education & Care
Andrews University School of Social Work
Institute for the Prevention of Addictions

Andrews University School of Social Work interns, with and under the guidance of Ingrid Slikkers, Executive Director of the school's International Center for Trauma Education & Care, provided human trafficking training to the faculty and students in the College of Health & Human Services. As a requirement for licensable professional programs, they are trained to understand the types and venues of human trafficking in the United States, identifying victims in healthcare settings, identifying the warning signs in a healthcare setting for adults and minors, and the resources for reporting suspected victims.

Nearly 25 million people worldwide are victims of human trafficking, with between 240,000 and 325,000 individuals trafficked in the United States every year. Healthcare providers are one of the few professionals

likely to interact with trafficked individuals while they are still in captivity, making them a critical lifeline for those individuals.

Bella Hounakey was a guest speaker. She is a member of the President's U.S. Advisory Council on Human Trafficking. She contributed to the landmark Executive Order on Combating Human Trafficking and Online Child Exploitation in the United States. A friend and former mentee of Slikkers, she shared her passion for advocacy as a survivor, how to educate communities on recognizing and reporting suspected victims, and the impact of protection and prevention. She also discussed the vital need for voters to understand the issues, laws and policies.

The Center for Trauma Education & Care provides customized training on varied topics related to trauma and mental health to diverse groups such as church leadership, K-12 schools, volunteers who are assisting refugees in crisis, and community groups. For more information contact us at (269)471-3559 or traumacare@andrews.edu or you can visit our website at: <https://www.andrews.edu/cas/socialwork/traumacare/index.html>.





Lift Your Voice: CHHS Schools Collaborate to Educate Faculty & Staff on World Voice Day

Faculty Perspective

By Tammy Shilling, PhD '21, CCC-SLP
Associate Clinical Professor, School of
Communication Sciences & Disorders

Marileda Tomé, PhD, CCC-SLP
Professor, School of Communication
Sciences & Disorders

On April 14, 2022, Andrews University faculty and staff were invited to celebrate “Lift your Voice” World Voice Day. Students from the School of Communication Sciences & Disorders (SCSD) and School of Rehabilitation Sciences (SRS) began the celebration with an interactive lunch and learn presentation focused on 1) vocal fatigue awareness, including its signs and symptoms, 2) risk factors for voice problems, 3) how posture and breathing promote a healthy voice, and 4) daily strategies for a healthy voice, including warm-up voice exercises. Students conducted voice and posture screenings, providing participants with information about their vocal health and posture with recommendations.

This interprofessional event was the first of what we hope will be an annual event. Students from the SCSD and the SRS learned how the disciplines collaborate and co-treat persons with voice disorders. Physical therapists assess and treat posture, respiratory support, and neck and shoulder tension that may impact vocal health. Speech-language pathologists assess and treat voice disorders by identifying lifestyle and behavioral risk factors, vocal health education, and instruct vocal use techniques that reduce tension, strain and excessive use.



We want to thank Professor Doug Taylor and his students from the Department of Visual Art, Communication & Design. His brand design students created this event’s logo and marketing materials as part of a course project. We also thank the following persons and departments for their financial support: Dr. Anneris Coria-Navia and the Center for Teaching and Learning, the Andreasen Center for Wellness and the Andrews University Office of Human Resources.

Student Perspective

By Jon-Ross Ennest,
DPT Student, Class of 2023

Faculty at Andrews University use their voices for hours at a time to create “World Changers.” But what about educating the educators on how to preserve their voices? That was the aim of Andrews’ first ever Voice and Posture Awareness (VPA) week.

A lunch and learn session covered the topic of teachers and vocal fatigue, and the event was a tremendous success. Nearly 30 faculty and staff members received posture screenings that included a visual analysis of each participant’s posture along with an exercise plan to help attendees improve their posture.

I chose to attend Andrews because I believe in Adventist education; the emphasis on whole-person care that I have received at Andrews will contribute to my success as a clinician. Furthermore, experiencing Christian grace and compassion from the faculty in the physical therapy program inspires me to want to give back to the Andrews community. Being able to minister to our educators by conducting the posture screening was an amazing opportunity to put my skills and education into practice.

The first VPA week held at Andrews impacted faculty and students alike. My physical therapy and speech-language colleagues and I were able to use our skills and knowledge to help others, and faculty were further empowered in their calling as educators. Interdisciplinary collaborations like this one, whether in school or in the field, are a key aspect of restoring wholeness to people and furthering the healing ministry of Jesus. Please mark the week of April 14, 2023 in your calendars for next year’s Voice and Posture Awareness Week!

See some of the posture tips from the event on p. 47



Senior Theater Group Shares Insights on Aging with CHHS

Letrisha Stallard, DPT, MSPT '98
Assistant Professor, School of Rehabilitation Sciences

The Storytellers, a dynamic senior reading theatrical group sponsored by VanBuren County Senior Services, came to Andrews University on April 7, 2022. They performed at the Newbold Auditorium for an interdisciplinary assembly with healthcare professionals in mind. Their wonderful, creative skits allowed the students to get a glimpse of some of the psychosocial issues the geriatric population will face and how they deal with it. We hoped this assembly would assist in developing compassionate, caring and excellent clinicians. I invited this inspiring, energetic group to Andrews to share their wisdom with our College of Health & Human Services after seeing them at Western University.

In May 2021, my mentor from Western University's physical therapy program invited me to one of her classes where I met The Storytellers. She told me how this group really gives students a different perspective about aging. Initially, I thought it was a younger theater group that would pretend to be old. I was very surprised to see a group of seniors who were 60-92 years old. After the presentation, I talked with Linda, the screenwriter. She told me that seeing the students smile and hearing them laugh gives the group joy. This group is a ministry. They believe "as iron sharpens iron, so one person sharpens another" (Proverbs 27:17). This theatrical group feels that "the shortest distance between two hearts is a story" and uses theater to help the audience understand the narrative behind the stories of aging. I love how being a part of this group gives these seniors something special to look forward to and gives them purpose.

Faculty Reflection

Barbara Harrison, MSN, ACNP-BC, BSN '91
Associate Clinical Professor, School of Nursing

I am so blessed to have had our grandmother live with us for most of my life until she was laid to rest at 95. In reflection, this might be why the geriatric population has been my favorite age group to engage with in clinical practice. When it was announced that The Storytellers were coming to campus, I realized this activity was one that our senior nursing students would benefit greatly from, and one that I would thoroughly enjoy too. In many eastern cultures, it is not uncommon to live in intergenerational households, by such, enriching the lives of all through a heightened sense of community and understanding, the passing down of wisdom at mealtimes, stories, and bidirectional learning across broad age groups.

The Storytellers did not disappoint. This talented group of seniors gave, through well-written skits, a glimpse into their everyday lives. The vulnerabilities they shared contrasted with wit and humor; they showcased a clear passion for life and love along with the realities of isolation and disrespect that they too often experience by those who may be well meaning but just don't understand.

Looking around the young audience, their expressions alternated among solemnness, reflection, laughing and cheering.



And at the end, elders and youth alike were engaged in rich discussion as the actors proudly spoke of the sense of purpose they felt in being part of this touring group. So, what was the takeaway in the words of one of the actors? "I may live in an 80-year-old body, but I feel as if I'm still 20!"

Student Responses

The impact of the performances and conversations was evident in the students' feedback. Below are a few participants' answers to the question, "What did you learn most from this experience?"

- Different ways to deal with the elderly, and a LOT of things not to do.
- Elderly [people] can still make decisions and are as important [as] everyone else.
- ...It's important to treat elderly people with respect and to listen to them, whether or not they are "with it"...
- It is important to listen to how people feel at any age.
- That our elders are still young at heart!
- That the older population has rights that need to be attended to and we as professionals can do that.

The Storytellers event gave many students a new perspective on aging and fostered understanding, empathy and respect for this population. As these students encounter seniors in healthcare settings, they likely will have many opportunities to apply the lessons and insights they gained from The Storytellers.



Andrews University Receives Funding to Start Lifestyle Medicine Clinic & Training Center

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

In October 2021, Andrews University received a grant to start the Andrews University Lifestyle Medicine Clinic & Training Center to prevent and treat chronic diseases. The clinic was inaugurated and unveiled on April 25, 2022 by President Andrea Luxton and Provost Christon Arthur. Padma Tadi Uppala, PhD, MPH, professor and chair of the School of Population Health, Nutrition & Wellness, applied for the competitive grant and secured the funding. Uppala holds a degree in lifestyle medicine from Loma Linda University and is the director of the Lifestyle Medicine Clinic & Training Center. Lifestyle medicine physicians, practitioners and wellness coaches, along with primary care physicians and student interns, will work together to administer lifestyle interventions that include weight loss and diabetes reversal programs, patient assessments and other related services.

The \$97,000 grant was given by the Ardmore Institute of Health, an organization dedicated to increasing the availability of lifestyle medicine projects through grant-driven efforts. The institute strives to aid in the development and delivery of lifestyle medicine. Ron Stout, MD, MPH, president and CEO of Ardmore Institute of Health, is the son of John Stout, who served at Andrews for 43 years in various capacities including the biology chair for 17 years and dean of research for 10 years.

The Lifestyle Medicine Clinic strives to act as “the hands of Christ” as we apply research-based lifestyle interventions, illustrate the power of prayer and faith in healing, and foster student commitment to intellectual excellence in order to restore hope in our community and to make humanity whole.

The creation of the clinic was inspired by a conversation with John Kelly, MD, MPH, founding president of the American College of Lifestyle Medicine. Kelly shared from a historical church document that quoted Ellen White: “In due course of time, a sanitarium will be erected at Berrien Springs, not to compete with my other



sanitarium, but to represent our work in clear straight lines, and to give the students an opportunity of learning how to care for the sick” (Letter to Dr. David Paulson, 1902).

The clinic will provide evidenced-based lifestyle therapeutic intervention, including whole food, plant predominant eating patterns, regular physical activity, restorative sleep, stress management, water, avoidance of risky substances, and positive social and Divine connections as a primary modality to both the Andrews and Berrien County communities. The clinic will not only be a source of physical healing but a place for spiritual healing in these end times. There is a need for the Lifestyle Medicine Clinic at Andrews University, whose founding principles are to “make man whole” to further the teaching and healing ministry of Jesus Christ, and to spread the Adventist health message.

The Lifestyle Medicine Clinic is located in the Andreasen Center for Wellness and is integrated with Andrews University wellness initiatives. It includes an exercise and health assessments laboratory and a counseling center for dietary and other non-drug modalities.

Services include:

1. Full Plate Living plant-based weight loss program
2. Diabetes reversal program
3. InBody scans and blood tests
4. Hemoglobin A1c testing
5. Vo2 Max testing with CardioCoach
6. Consulting services for weight loss and diabetes reversal
7. Exercise testing and prescription
8. Cooking demonstrations

Collaborators on the grant include

John Kelly, MD, MPH, Lifestyle Medicine specialist (pictured 3rd from right); Loren B. Hamel, President, Spectrum Health Lakeland; Wayne Dysinger, MD, MPH, physician, founder and chair, Lifestyle Medical; Benjamin Lau, MD, PhD, emeritus professor, Loma Linda University Medical School; Esther Lau, MS, RDN; Susanne Montgomery, PhD, MPH, MS, associate dean for research, School of Behavioral Health and director of research, Behavioral Health Institute, Loma Linda University; Padma Tadi Uppala, PhD, MPH, Lifestyle Medicine Specialist and Chair, School of Population Health, Nutrition & Wellness, Andrews University (pictured center); Sherri Isaak, MS, RD, DipACLM, associate professor and director, Dietetics Internship, Andrews University School of Population Health, Nutrition & Wellness; Gretchen Krivak, MS, RD, director, Didactic Program in Nutrition & Dietetics, interim director, Fitness & Exercise Science, Andrews University School of Population Health, Nutrition & Wellness; Rachel Keele, Director Andreasen Center for Wellness; Loida Medina, MD, primary care physician (pictured 3rd from left); and Melinda Nwanganga, DNP, Board certified Family Nurse Practitioner. Emmanuel Rudatsikira, MD, DrPH, dean of the College of Health & Human Services, was also instrumental in securing the funding for the clinic (pictured left of center).

Contact Padma P. Tadi Uppala for further information at padma@andrews.edu.



Lionel L.W. Johnson, AIA, AICP, RIBA, LEED BD+C, CNU-A, MArch '09
Associate Professor of Professional Practice, Interim Chair
School of Architecture & Interior Design

It is my privilege to welcome you to Andrews University School of Architecture & Interior Design (SAID). Currently, SAID offers three undergraduate degrees and one graduate degree, with the newest academic offering—the Associate in Architecture degree—having additional incoming freshmen for Fall 2022.

The rigorous curriculum at SAID promotes excellence in the craft of architecture, civil communities, service and Christian values. In addition, SAID serves real communities with architecture and planning solutions as part of our hands-on studios. This opportunity allows current students to accrue substantial professional experience before graduating.

We were blessed to see the fourth year (BArch) students and fifth year (MArch) students graduate this May 2022, with the majority of students having secured jobs or internships in the months of March and April before graduation. This bears testament to SAID's development of a well-recognized and strong education program that helps affirm students' faith and deepens their interest in assisting the wider community. See p. 18 to view our graduating students' testimonials.

A few other notable developments in the past year include the following:

1. The first student chapter of the National Organization of Minority Architects (NOMA) increased chapter member enrollment and contributed to SAID by hosting impactful events such as architecture firm tours in the Kalamazoo, Michigan area.
2. SAID has revamped printed and digital marketing material and commenced distribution of said material.
3. SAID will be including pathways for students to gain additional industry qualifications while matriculating in the program.

SAID remains thankful to President Andrea Luxton, PhD; Provost Christon Arthur, PhD; Dean of The College of Health & Human Services Emmanuel Rudatsikira, MD, PhD; as well as alumni, parents and friends of Andrews University School of Architecture & Interior Design for your continued support and prayers.

DONATIONS TO SUPPORT THE SCHOOL OF ARCHITECTURE & INTERIOR DESIGN: <http://andrews.edu/go/give/arch>

MEDICAL MISSIONS FUND: <http://www.andrews.edu/go/give/tiny>

SCHOLARSHIP FUND: www.andrews.edu/GO/GIVE/ArchitectureESF

The Lord is Leading Architecture Alumna Called to Help Puerto Rico Rebuild

Interview with Ruthzaly Weich, MArch '06, BArch '05
Urban & Architectural Designer, BLDG Studio, Ponce, Puerto Rico

Ruthzaly Weich is a Puerto Rico-based urban and architectural designer and an alumna (MArch '06, BArch '05) of the School of Architecture & Interior Design. In an interview with Professor Andrew von Maur she discusses the way God has led her through her career, parenthood and more. Below are some highlights, but you can watch the full interview here: <https://www.youtube.com/watch?v=gZPyJpxemzw>.

Introduction

I was born and raised in Puerto Rico and I'm blessed to be back here for an amazing purpose. (More on that ahead.) We have three girls. I lead BLDG Studio, and I do consulting work for several urbanist firms that I feel blessed to be working alongside.

I attended Andrews University from 2001 to 2006. God led me there in a very special way. It wasn't until later that I realized, how incredibly fortunate I was—I praise God for that.

From Motorcycle Accident to Marriage

The summer of 2002 [my friend in the architecture summer program] called me and warned me about a competitive Canadian that had joined our studio, so I made up my mind to counter his influence. Interestingly, that fall when I returned to Andrews, I walked towards his desk, already set up because he had been there for the summer, and looking at a picture of him, the Lord showed me that I was going to marry him. I was not happy...

A year later, he and I were involved in a motorcycle accident. Funny, at that time I was in the process of setting him up with my roommate. We were coming back from Chicago and we hit a deer going very fast, catapulted over, and a car didn't see me and hit me on I-94. I spent six months without walking, I had to change apartments, I had to be in a wheelchair for two months and then in crutches for the rest of the time. But the Lord was so good and there's so much blessing in that testimony because He took that whole experience and made something amazing out

of it, and out of that was when Mike and I became began to date. I praise God for Mike; he has been a great strength to me—an amazing father and an amazing professional. I feel so blessed to be on this journey of design, the professional world and church planting with him.

Early Career

Professionally from the get-go we were both very interested in urbanism, and were incredibly blessed by the Lord to have both been hired by DPZ CoDesign. We got to work together for five and a half years (Mike is still there) and do amazing projects all over the world. In 2008, We made a special prayer to the Lord to please keep us employed through the recession, and we won a competition in Saudi Arabia and we kept working there, cranking out projects through the recession. We saw the Lord's power continually then.

They [DPZ CoDesign] have been incredibly respectful and have worked around the Sabbath. They understand that Friday evening we're going to stop working, and we try to come back to studio Saturday night and work through Sunday to make up for the time we were absent, and by the grace of God we've always been able to do that.

I've done over 70 projects today. I can probably find something very meaningful and exciting about each one of those projects, but it's definitely the people that I get to relate to that make it really meaningful.

Parenthood and Giving

When we were pregnant, we made the decision that I would stay home with our baby. Childcare would cancel my income anyways. Still, it required a lot of faith—living in the DC area with one income was not possible for us then either. So I began consulting over nap times. Still, there were many times that we prayed for our financial situation and the Lord always provided. I remember one time, and this is very personal, we were really behind, but we had made a commitment to tithe no matter what. And that month I just I didn't have where to write the check for the tithe, Mike said, "Whatever is in the account we're going to pay to tithe, and we're going to let the Lord provide." I kid you not, we did so that Sabbath, the next day I got a call from a client, and he had work for me, and by Friday we had more than we needed to cover expenses and tithe.

Call Back to Puerto Rico

The Lord called us here. After [Hurricane] Maria, my heart broke. I wanted to come home because I understood that the Lord had equipped both Mike and I to help Puerto Rico's recovery. I knew I couldn't do it from afar. I began to pray about it and the Lord began to answer. The first thing the Lord said was Ponce. Then, little by little, we received His guidance on the different aspects of the move. Amazingly, the Lord told us exactly when He would move us. We decided to start ending responsibilities, clearing up our house, we didn't put our kids in the school and prepared to come here. And finally, it all happened in God's time.

God's Calling in Ponce

As we began to pray, study and listen to the voice of God, He was saying that we were going to build the church in Puerto Rico. I had such a negative reaction to that, because it didn't fit with what I had in mind to do. I decided to visit a church in Ponce as God had first said. I met the pastor and shared my testimony about how the Lord had led us here, and he was amazed. He said, "We're going to plant churches and we're going to build a center of influence." I was so excited to have finally understood the Lord's plan! So we've been going through the process of being educated about church planting and about centers of influence. It's been amazing to have to have the opportunity to work on an urban design for a church and for our center of influence.

Advice for current students

I...would tell my [younger] self to pray more in all the circumstances that were challenging throughout architecture school, to really take it to God. I think there were many times that I just struggled with so many things that the Lord would have taken from my hand immediately...

A lot of people think it's amazing to have graduated with an architectural degree, but the fact is we get the opportunity to be servants of God, to be a light in whatever environment the Lord is putting us out there in the profession, and to take that in humility and the consciousness of who we are representing. That's...what I hope that students will understand.



Carscallen Mission Workshop

By Ariel Solis, MArch '08 & Lionel Johnson, AIA, AICP, LEED BD+C, CNU-A, MArch '09
School of Architecture & Interior Design

The School of Architecture & Interior Design faculty, staff and students would like to extend our profound gratitude to Professor Emeritus Carey Carscallen for his selfless dedication to service and his ongoing commitment to the School of Architecture & Interior Design. He has contributed countless hours to the various mission projects our school has undertaken and has made significant contributions to the establishment of our new Carscallen Mission Workshop, which was completed in 2021.

Professor Carscallen is an exemplar of what it means to have the heart of a servant. Carscallen comes from a family of missionaries and served as a missionary in the Democratic Republic of the Congo. He was the driving force for our mission while the dean of the School of Architecture & Interior Design and helped start the design and construction of the tiny houses, container clinics and many other projects.

The naming ceremony of the Carscallen Mission Workshop was held on September 23, 2021, during homecoming weekend. The video of the history of the container



clinic project was premiered during the ceremony.

The workshop named for Carscallen will facilitate the continuation of mission projects like the container clinics. It provides dedicated space sufficient for students and faculty to work on several large projects at a time. In addition to a larger space, the woodshop now allows students to participate in digital fabrication.

We would like to express our gratitude to all the donors and the University who believed in our mission and contributed to making this project a reality. The

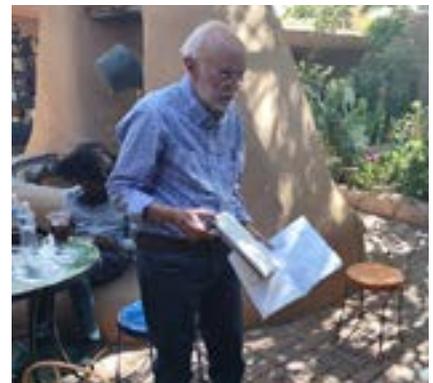


Stephens Foundation in particular was a principal donor to the woodshop, and we extend a special thanks to them. We know this building will be a tool to advance our mission, provide hands-on experiences for our students, and be an asset to our local community.

We thank Professor Carscallen from the bottom of our hearts for the commitment, diligence and love he gives so freely and for his continued service with various projects at the School of Architecture & Interior Design.

CONTAINER CLINIC VIDEO: <https://vimeo.com/725787776>

President Luxton presenting building name sign



Summer Study Tour Explores Great Design Across the Country

By Mark Moreno, MArch
Associate Professor, School of Architecture & Interior Design

To best learn how to design architectural-ly, it is critical to visit well-designed places. Therefore, from May 8 to June 9, 23 upper-level students of ARCH 330 immersed themselves in six great American cities, more specifically, their public spaces, buildings and landscapes. Beginning with the expressed understanding that it is a blessing and privilege to be able to travel so broadly and fully, Associate Professor Mark Moreno, with Tamara Karr (director of the Architecture Resource Center), led the class through Boston (8 days), NYC (8), San Francisco (5), Pasadena (5), Albuquerque (3) and Santa Fe (3).

We set out to find and make meaningful experiences and memories at a range of

place types, from the deeply historic and richly preserved, to the naturally organic, contemporary, and likewise, most loved. On this tour, the students were to explore these cities, observe their people, and to analyze designs with a most important objective in mind—that they document what makes them worthy of study. They were effectively responsible for representing their memories in a physical manner that will serve as precedent for making great designs in their careers.

As a bonus, along the way, we met with a few gracious alumni who joined us to share their places, their lives and their works. In Pasadena we visited with Wendell Joseph, BArch '10, MArch '11; Ashlen Zapara, BSA '18; Bryce Buckley, BArch '08, MArch '09; and Arturo Rodriguez, BArch '08, MArch '10 (with daughter and son), and in NYC, with Melody Hanna, BArch '06, MArch '07. We toured some great architecture firms and schools of architecture and spent some quality time in Albuquerque with a special friend of our school, Norman Crowe, retired professor of architecture from Notre Dame. We were also fortunate to have Assistant Professor Christopher Perry fill in for five days in NYC while Moreno traveled to Paris to present at the International Making Cities Livable conference. We are especially grateful to firms of Boyes-Watson & Winny, Robert A.M. Stern, and Moule and Polyzoides, as discussions with their architects and other representatives were special treats.



Urban Design Studio Completes Campus Plan in Rwanda

Andrew von Maur, MARCH, BArch '99
Professor, School of Architecture & Interior Design

The spring semester graduate studio at the School of Architecture & Interior Design was privileged to assist in the preparation of a new campus plan for the Adventist University of Central Africa (AUCA). Originally located in Mudende, Rwanda, AUCA moved to the capital city of Kigali after the Rwandan genocide. The profound educational legacy left by Mudende has inspired its alumni and supporters to boldly plan for AUCA's next phase of Christ-centered regional impact. AUCA has been thriving with growing programs and a new medical school, and Vice-Chancellor Kelvin Onongha was looking for a planning team that could help shape a campus vision grounded in Seventh-day Adventist principles. The 2022 campus plan is to address the following:

- There is a need to reestablish dormitories to build up a distinctive residential faith community on two AUCA campuses in Kigali.
- A new library, new administration building, improved health and wellness facilities, and various new academic spaces are required.
- The university seeks to promote increased activities in agriculture and industries.
- The new medical school, ASOME Health, is in need of expanded facilities and has a vision for a teaching hospital and lifestyle center on campus.

As part of the process to prepare the plan, the graduate student team was able to visit Kigali and work with AUCA leaders to



AUCA leaders studying the preliminary plans prepared by Andrews students

identify successful planning solutions. During this visit, students thoroughly documented the existing site and facilities and learned about Rwandan design culture and history. They were also able to visit and learn from various contemporary case studies, as Kigali is internationally recognized as one of Africa's leading centers of architectural design. Throughout the process, the team was assisted by an Andrews architecture alumna—Stella Abijuru, MARCH '20, BArch '19, who is now a practicing architect based in Kigali.

Many of the final campus plans are designed to help enable meaningful community engagement at AUCA. While the main campus is an ordered oasis of peaceful gardens, it is



Student design for new dormitories at the main AUCA campus

also surrounded by significant poverty in the local community. The students' engagement with local people and their reality motivated them to shape inclusive design solutions which welcome others and provide meaningful services for the neighborhood. Eustace Penniecook, MD, founding dean of ASOME Health at AUCA, praised the final outcome of the designs: "I have fallen in love with images I saw. Congratulations on this amazing contribution."

Having studied Ellen White's "Education" daily, the students' final design was inspired by these words and presents the AUCA campus as an object lesson pointing to the law of ministry:

"As the hillsides and the plains open a channel for the mountain stream to reach the sea, that which they give is repaid a hundredfold. The stream that goes singing on its way leaves behind its gift of beauty and fruitfulness. Through the fields, bare and brown under the summer's heat, a line of verdure marks the river's course; every noble tree, every bud, every blossom, a witness to the recompense God's grace decrees to all who become its channels to the world."



Captions from top, clockwise:

Graduate students Danielle Gonsalves and Marlon Perkins, both MArch '22, engaging locals

Students visiting AUCA staff at their home in Kigali

Graduate student Ashley Randolph, MArch '22, studying a local project in Kigali

Professor A. von Maur with Rwandan architecture alumna Stella Abijuru

Master plan for the main AUCA campus



Student design for the new ASOME Health Center in Kigali





© PHOTO BY DAVID SHERWIN

Combined Andrews, MEU and WISE team at the King Hussein Mosque in Amman

Architecture Students Go Beyond Walls in Jordan

Andrew von Maur, MArch, BArch '99

For the past six years (pre-Covid), architecture students have been traveling to Jordan on a non-academic trip to be a blessing to young Muslim people. Following the annual European architecture study tour and its Great Controversy curriculum, as well as the annual faith-history tour to the Waldensian valleys, this program was conceived to invite architecture students to spread messages of hope in the Middle East. Enabled by grant assistance from the Stevens Foundation provided especially for this annual project, four architecture students participated in this June's two-week program in the capital city of Amman. The group was led by Professor Andrew von Maur and Professor Rhonda Root.

The project was pursued in collabo-

ration with Lebanon-based Middle East University (MEU), where Brian Manley has been conducting Beyond Walls wall mural projects as a cultural bridge-building program for years. He led our Andrews University team together with four MEU graphic design students, one MEU alumnus, and Andrews Assistant Professor David Sherwin (photography), who was teaching summer classes at MEU. The Lebanese MEU students' fluency in Arabic was enormously helpful to the project.

To cultivate teambuilding, the combined group traveled to the famous archeological site of Petra and the natural reserve at Wadi Rum. Jordan also has numerous sites of Biblical significance which affirm our faith in the Word, including Mount Nebo, from where Moses was shown the promised land (Deuteronomy 34), and the citadel of Amman, where King David sent Uriah to die (2 Samuel 11).

The project itself focused on a collaborative public art project pursued together with Jordanian students and faculty from the School of Traditional Islamic Art and Architecture at World Islamic Sciences and Education University (WISE) in Amman. The project was kicked off with several days of workshops led by WISE, in-



Professor A. von Maur with Nassar Mansour, PhD, co-designer of this mosque

roducing Andrews and MEU students to traditional Islamic design principles and practices. The experience also included visits to study some significant mosques designed in part by WISE faculty. This included a visit to the beautiful King Hussein Mosque, which is normally off-limits to non-Muslims.

The principal activity of the Beyond Walls program is the preparation and execution of a public mural. Andrews, MEU and WISE students worked side by side on a project to beautify an almost 300-foot-long wall surrounding a public school across from a local mosque. The goal of the program is to be a blessing to people and to reflect God's character in this hands-on collaboration. Learning together with our Jordanian friends in workshops and field trips builds rela-



Andrews students and MEU students teambuilding with a Bedouin at Wadi Rum (Andrews students from right to left: Halim Im, BSA class of 2023; Julia Almeter, BSA class of 2023; Levi Montes, BSA class of 2024; and Jillian Herbert, BSA class of 2023)

tionships and plants seeds for deeper discussion and reflection. Sitting in the courtyard of the shrine to the prophet Shoab (the Biblical Jethro) sharing lunch, individuals opened up about their personal lives and challenges—an opportunity to witness with love. Drawing and painting for hours each day builds friendships, and local neighbors stop by to ask questions and even join in the process. The theme of this year’s mural was inspired by the circle-based systems of Islamic design, as well as the motto of our partnering school at WISE—“To know the truth, to love the beautiful, to will the good,”—painted in Arabic at the center of the mural. God is at work in Jordan, and we hope to play a small part in it as He wills.



Andrews student Julia Almeter being taught in a workshop by a WISE student

Architecture Alumna Applies Skills from the Classroom on the Job



Interview with Nadine Rios Rivas, MArch '17
Architectural Project Coordinator, Seven Generations Architecture and Engineering, Kalamazoo, MI

Andrews University School of Architecture [& Interior Design] prepared me for the workforce. I currently work for a company that’s owned by the Pokagon band of Potawatomi tribe, and I’ve had the opportunity and the honor to dive into other cultures different from mine. And I was exposed to that at Andrews on my master’s project. Having that confidence and ability to listen to other communities, especially ones that have been silenced, is a skill that I achieved

here at Andrews.

I think anyone entering the workforce, they’re a little bit nervous at first. But starting in on my first day, I realized that I already knew the software that I was going to be working with a lot of the time. REVIT was taught in a course here at Andrews, and the professor really took time to help us understand how to use the software and go beyond the book. And that is a skill I had that set me apart from my peers to really know how to use the software on my first day of work.

At Andrews University, you do a lot of presentations in front of your peers, in front of your professors, sometimes in front of guests from the community. Being able to practice that skill of public speaking and getting up and defending

your work is a skill that has really helped me in my career and set me apart because I feel that confidence because I’ve done it so much. And the support here has been so helpful and encouraged me to take in feedback and positive criticism for me to become a better designer. The professors here really went out of their way to get to know us and give us advice on things that they saw. So, the ability to not take things personally but grow from the feedback is definitely a skill that I learned here, and it’s acknowledged at my current company and it’s giving me opportunities.

Andrews University has the only accredited architectural program within the Adventist Church [in the United States]. We have a lot of amazing universities, but Andrews is the only one that’s accredited with NCARB (National Council of Architectural Registration Boards) [in the United States], which allows you to become a licensed architect, and it’s one of the only ones in the Southeast Michigan area.

I would just like to genuinely welcome anyone that is interested in the design world to come to Andrews University and be part of this wonderful family. I graduated in 2017 with my master’s and I’ve come back every year connecting with the school and connecting with my professors. And it’s just a place that you always want to come back to. I highly encourage and welcome and invite anyone interested to come on over and check it out.

Full interview: <https://vimeo.com/727180175>

SAID Special Events

By Lionel Johnson, AIA, AICP, LEED BD+C, CNU-A, MArch



NOMAS Game Night and AIAS Karaoke Night

The Andrews University School of Architecture & Interior Design's student chapter of NOMAS (National Organization of Minority Architecture Students) hosted an inaugural game night. The event was well attended and achieved the goal of allowing students to mix and spend time with classmates.

In part due to the success of the first social event, the AIAS (American Institute of Architecture Students) chapter organized a karaoke night. This event was also well attended and mentioned as a success by students.

<https://vimeo.com/727180157>

Women in Architecture

During the month of March (Women's History Month), the School of Architecture & Interior Design hosted various events focusing on women in the fields of architecture and interior design. The Women in Architecture panel discussion included recent graduates such as Nadine Rios-Rivas, MArch '17; Gwendoline Albright, MArch '20; and other experienced professionals who, during the forum, shared their experiences and wisdom with architecture and interior design students in attendance.

Women in Architecture Panel Discussion: <https://vimeo.com/727180148>

Gwendoline Albright's Interview: <https://vimeo.com/727180169>



Graduating Students' Testimonials <https://vimeo.com/732522932>

MArch 2022 Graduates



Michaela Broyer



Sara Commer



Vince Fernando



Marlon Perkins



Morgan Bland



Camille Hall



Amanda Pechero

MArch Students, Class of 2023



God has been good to the School of Communication Sciences & Disorders. During the 2021-2022 academic year, the school, like many others, learned how to thrive in the midst of a global pandemic. Our students and even faculty at times struggled with the emotional strain this moment in our world's history brought. But, praise God, we pressed on. Our students grew. We celebrated two faculty members achieving advanced degrees. We celebrated our faculty contributing to our growth with their research, academic and clinical expertise.

We were blessed to have the opportunity to teach our classes through a face-to-face delivery model during some of the most stressful periods of the pandemic. The programs within the school were designed for this mode of delivery. Therefore, the benefits were evident. Students were able to engage with each other, faculty, clients and our community. The Andrews University National Student Speech Language and Hearing Association (student club) was also very active, providing multiple social, academic and spiritually based programs. The faculty and staff celebrate the club's hard work under the leadership of President Savana Hayes (MS-SLP class of 2024) and club sponsors Assistant Professor Jenica Joseph, MS-SLP, CCC-SLP, and Brittanni Perry, administrative assistant to the chair. Community service and outreach was the theme of their work and efforts.

The school celebrated the graduation of 13 undergraduate students in May 2021 and 25 graduate students in August of 2021. This group went through half of their graduate experience during the height of COVID-19. However, they graduated on time. Congratulations to an amazing faculty team that literally went above and beyond for their students. Because of their dedication, not only did the graduate students graduate on time, but 100% of the graduates are now gainfully employed with 96% of them passing the national examination for speech-language pathology.

Students weren't the only ones who celebrated degree conferrals and graduations. Associate Professor Tammy Shilling (Andrews University, May 2022) and Assistant Professor Brynja Davis (Wayne State University, May 2022), faculty in the School of Communication Sciences & Disorders, both successfully defended their dissertations and had PhDs conferred by their respective institutions. Thank God for His mercy and faithfulness during this journey.

Our faculty have conducted research, presented at conferences, supported student research, written articles and book chapters, written grant applications, and submitted articles for publication. We are excited because as a collective group, the skills and expertise are diverse and holistic. Our students have many opportunities to learn across the knowledge and skills continuum set forth by the American Speech-Language-Hearing Association. This came full circle for SCSD in Spring 2022 when the faculty and students spearheaded the "Lift Every Voice" voice awareness effort to celebrate World Voice Day (see p. 5)

As we move forward into a new and untried academic year, we solicit the prayers of our alumni, families, students, administration and community. We remain committed to completing this work as a part of the Andrews University community to seek, affirm and change. World Changers continue to be made here.



Heather Ferguson, PhD '17,
CCC-SLP, BS '92
Associate Professor, Chair, School of
Communication Sciences & Disorders

Donations to support the
School of Communication
Sciences & Disorders are welcome
www.andrews.edu/go/give/ComSciDis

White Coat Ceremony MS-SLP Students, Class of 2022



Andrews University NSSLHA Chapter Highlights from the President

By Savana Hayes, MS-SLP Student, Class of 2024

As I looked at the email sitting in my inbox, reality hit me. “I would like to congratulate you on becoming the new NSSLHA club president for 2021-2022!” My initial reaction was excitement. But then doubts crept in. *What did I get myself into? I thought. I’m not a leader... I do better working in the background. I’m not sure why God has led me to this position.* This was what was going through my head as soon as I learned I would be a part of the student leadership team in the School of Communication Sciences & Disorders (SCSD). However, God worked in His perfect ways and truly made this year wonderful. Under the guidance of our sponsors, Assistant Professor Jenica Joseph, MS-SLP, CCC-SLP, and Brittanni Perry, administrative assistant to the chair, the Andrews NSSLHA Chapter was able to make an impact not only in our department but across campus and in our community.

The Andrews University NSSLHA (National Student Speech Language Hearing Association) Chapter is both a campus club and part of the larger NSSLHA organization. It is a community of students currently enrolled or interested in a degree in communication sciences and disorders. This year, our group consisted of approximately 90 members. Our officers this year were as follows: myself (Savana Hayes), MS-SLP class of 2024, president; Rithesh Ram, BS ’22, MS-SLP class of 2024, vice president; Bernadette Flores, MS-SLP class of 2023, graduate representative; Trinity Sulger, BS ’22, social vice president; Caralynn Chan, BS ’22, treasurer and secretary; Melanie Taina, BS class of 2024, religious vice president; and Elizabeth Cisneros, BS ’22; Janelle Richardson, BS ’22, MS-SLP class of 2024; and Mahayla Toews, BS ’22, MS-SLP class of 2024; our subcommittee who assisted with events and wherever help was needed.

To start the year, we had our annual welcome back dinner and vespers. The night consisted of ice breakers, Taco Bell and a worship thought led by Assistant Professor Brynja Davis, PhD, CCC-SLP. Our evening concluded with s’mores roasted over a bonfire. As the semester progressed, our next event was our Fall Fest in October. Our religious VP, Melanie, led us all in a worship thought after hot dogs and donuts were eaten. Then, the fun and games began: a balloon pop, pumpkin painting, hayrides and more! It brought so much joy to see my professors and classmates fellowship and get to know each other better outside of the school setting. Our last social event of the fall semester was a Friendsgiving for the graduate students. This night was a huge hit as the students ate a potluck meal and engaged in Minute to Win It games.

This year the officers introduced a new program called “AU NSSLHA Buddies” to help guide new students coming into the SCSD. The purpose of this program is to have a current student helping an incoming student with questions they may have, and to have a new friend! This idea stemmed from knowing the struggles of being a new student in college and having many questions.

A highlight of this year was designing the club crewneck along with our team. We wanted to incorporate many things related to communication sciences and disorders (CSD) to represent who we are. The final design incorporated concepts



of speech, language and hearing along with the NSSLHA logo. My favorite part of the crewneck was “NSSLHA” spelled out in American Sign Language (ASL) on the back. ASL is not only a relevant area in CSD, but it is personally meaningful to me and to many other students.

We kicked off the spring semester by offering a series of five Tuesday choice seminars, The World of Speech-Language Pathologists, where people could learn more about speech-language pathology and audiology. These were received well as we had more than 100 people attend each week. Speakers included faculty from our department as well as a guest speaker.

More meaningful than the lively social events, however, was the impact we were able to make through service. Our department and chapter participated in Change Day as we helped put together over 10,000 care packages for inmates. The prison ministry Christmas Behind Bars will distribute the care packages while sharing the love of Christ. It was a blessing to experience the community and the impact of working together for a cause.

During the spring semester our vice president, Rithesh, helped lead a non-perishable food drive for Redbud Area Ministries in Buchanan, Michigan. This organization seeks to help those in need with food, clothing and household items. It is a beautiful ministry that is impacting the lives of many.

To close off the year, we held “An Enchanted Evening” service gala in which a portion of the proceeds from the tickets went towards the Parkinson Voice Project. This nonprofit organization provides worldwide speech therapy and resources to those with Parkinson’s and similar neurological disorders. It has a direct impact on the SCSD students as most will become certified through this organization and work with the clients during their time here.

During this event, we also introduced the upcoming team of officers to the students and faculty. I am excited to announce Courtland Hamel, BS class of 2023, as president; Cameron Mayer, MS-SLP class of 2024, as president/graduate representative; Charisse Lapuebla, BS class of 2025, as vice president; Ceiry Flores, BS class of 2025, as social vice president; Cesia Herrera, BS class of 2024, as religious vice president; Vernisha Hodge, BS class of 2023, as secretary; Mica Aldridge, BS class of 2023, as treasurer; and Associate Professor Tammy Shilling, PhD, CCC-SLP, as the new faculty sponsor.

I want to acknowledge and thank the amazing group of people I had the privilege of working with this year. I also want to congratulate the new officers and thank them for stepping into their new leadership opportunities. May the Lord guide you as you work together to lead and inspire our fellow friends and students this upcoming year!

Christmas Behind Bars – A SCSD Cooperative Effort

Heather L. Ferguson, PhD '17, CCC-SLP, BS '92

Each year since Andrews University began Change Day, the School of Communication Sciences & Disorders (SCSD) has sponsored a specific effort. This means that most of our students and faculty commit to that specific project. In September 2021 our Change Day community-sponsored effort was Christmas Behind Bars. The mission of Christmas Behind Bars is to reach the souls of the incarcerated for Christ, showing inmates across the nation that they are not forgotten. Our school joined with other departments and individuals on campus to pack care packages for prisoners in the state of Michigan. The Andrews University Johnson Gym was turned into an assembly of various food items including chips, Rice Krispies Treats, crackers, chocolate, and Seventh-day Adventist tracts and religious materials.

Over 60 students and all of the SCSD's faculty and staff



participated in this community service effort. Some created an assembly line about 25 people long, with the sole purpose of placing items in bags as they passed along the line. Others formed a line of people who walked along the assembly line holding the bags and depositing them in a designated place at the end. Each line had 20 to 30 items that were placed in the bags. Speed and efficiency were essential. Some volunteers opened crates and boxes to replenish the supplies on the assembly line. In all over 10,000 packages were prepared, placed in large garbage bags, and loaded onto a box truck for distribution. It was a long day of standing, running, moving and packing. Yes, we were tired. But it was so worth it.

As we reflected later, most agreed they had no idea what to expect when we all volunteered. What we experienced was completely unexpected. There was so much love and care and energy in the gym on that day. Even though lunch was provided, most did not want to even stop to eat.

Matthew 25:40 states, *“Truly, I say to you, as you did it to one of the least of these my brothers, you did it to me.”* Christmas Behind Bars is a true “least of these” ministry.

CSD Faculty Present at International Conference

Tammy Shilling, PhD '21, CCC-SLP

Associate Clinical Professor, School of Communication Sciences & Disorders

In July, 2022, three faculty members from the School of Communication Sciences & Disorders attended and presented at The Twenty-Ninth International Conference on Learning hosted by the University of Valencia in Valencia, Spain. The focus of this conference was intercultural learning in plurilingual contexts. Associate Professor Heather Ferguson, PhD, CCC-SLP, Associate Professor Tammy Shilling, PhD, CCC-SLP, and Assistant Professor Jenica Joseph, MS, CCC-SLP, conducted an interactive workshop titled “Promoting Engagement Through Student-Centered Interactive Learning Opportunities,” and Shilling and Ferguson also presented a themed paper titled “How Faculty and Student Preferences for Active and Traditional Instruction Relate to their Beliefs, Quantity, and Quality of Experiences, Knowledge of the Benefits, and Professional Training.” It was an honor and a blessing to sit in a room with educators from 54 different countries as we collaborated and learned from each other.



A Dream Fulfilled

By Jordan Mondak, MS-SLP '18, BS '17
Speech-Language Pathologist, Colton Unified School District, Colton, CA

God has brought me back to where it all started, Andrews University. Andrews was where I completed my Bachelor and Master of Science in Speech-Language Pathology in 2018 and where I learned to not only be a speech pathologist, but how to be a World Changer. I am not coming back as a student this time, but as a supervisor fulfilling a dream I had three years ago.

As I sat there in my first job out of graduate school, four teenage boys with autism were looking back at me, ready for me to teach them social skill strategies. My thoughts froze as awkward silence permeated the room and we stared blankly at each other. Luckily, I gathered myself and started asking them what they liked to do for fun, and unanimously, they all agreed that video games were their favorite pastime. They proceeded to light up when sharing their favorite video games, characters and consoles, which formed an instant bond between them. It was in that instant when I realized that I needed to bridge the gap between video games and social skills. That moment birthed the idea of what is now known as Social Survival—a social skill curriculum based on video game structure and terminology.

Social Survival has been in the making for almost three years, and every time I met with my social group, new ideas and thoughts were created. I started to break down why video games were so motivating to my clients so that I could implement those elements into my curriculum. I boiled it down to three motivating factors: 1) Video games are structured. The levels progress from easy to difficult and the player knows exactly what they need to do in order to move forward in the game. 2) Video games have easy-to-understand objectives.

There are countless missions and quests to complete in order to defeat opponents, unlock upgrades and complete the game. 3) Video games have instant rewards. When a player completes a mission, they are rewarded with coins or upgrades. This keeps the player motivated to come back the next day and play again. I used all this information to ultimately create Social Survival.

Since the creation of the curriculum, I have used it on countless autistic individuals and groups which has them wanting to participate in therapy like I have never seen before. The comprehensive curriculum targets key social skill strategies including eye contact, listening, commenting, answering and asking questions, initiating conversation, understanding emotions, social problem solving and carrying on a conversation. Not only did I want to make Social Survival functional, but I also wanted to make it fun. I included ten levels which progressively get harder, mini-games to complete, three bosses to defeat, video game terminology to learn, a side quest to solve, avatars to create, tokens to obtain and a bonus level to uncover.

God has opened doors to have my small idea from three years ago come to life. Not only have I used Social Survival on my clients, but I have also passed it along to other speech therapists to use with their clients. The biggest breakthrough was having an opportunity to run Social Survival as a three-week camp this summer in the School of Communication Sciences & Disorders at Andrews University. I was able to teach and supervise four first-year graduate students to facilitate Social Survival with clients ages 9-20. Not only are the clients learning new and effective social skill strategies, but they are also having fun doing it. Every day brings new excitement and joy as the kids are eager to complete a new level and unlock rewards. The kids return to their parents delighted to share the newest video game terminology and social strategy, beaming

with pride as they show off their prize they received after trading in their tokens from the week.

My greatest reward has been seeing the smiles and hearing the laughter from both the clients and graduate students who participate in a dream I had three years ago: the dream to provide the world with an army of confident and capable individuals who can thrive in society by finding their voice and achieving their dreams.



Jordan Mondak
pictured back right

The Research Practice in Higher Education

By Marileda Cattelan Tomé, PhD, CCC-SLP
 Professor, School of Communication Sciences & Disorders

Tammy Shilling, PhD '21, CCC-SLP
 Associate Clinical Professor, School of Communication Sciences & Disorders



The School of Communication Sciences & Disorders starts research practice when graduate students are in their first year. The research methods course SPPA-574 works with students' research skills where they develop creative solutions for practical problems and search for deep topics of interest by applying specialized knowledge and learning how to

apply scientific knowledge. In the current master's cohort (2021-2023), 50 percent of the students are involved in research work. After concluding the research methods course, five research projects were submitted to the Institutional Review Board (IRB), and three are already collecting data for posterior analysis.

When students were asked why they decided to continue their research proposal after finishing the course, they mentioned, *"Our group decided to pursue research because of the fascinating things that can be discovered. We chose our topic out of random interest, and once we dug deeper and saw there were little to no publications on our topic, we decided to pursue it. Once we were given the tools and knowledge to investigate our resources, we were eager to learn more. There is much more to learn from research, and with our topic, we wish to continue pushing forward to put our project into action..."*

Another student said, *"For me, research has been a way to learn further and find answers to questions that have not yet been answered... Doing research for me has also changed how I look at topics and things I am learning in class into a perspective that is more based on critical thinking. Being able to have an experience so hands-on, where you are the one collecting information from people from all walks of life and*

running tests to see the differences and the significance between factors, really changes how you view problem solving. Research has also opened the door for me also to meet and work with other professionals both in and outside of my field and collaborate with them on growing the knowledge for our fields of study and, in turn, provide better care for our clients."



Another student studying the effects of COVID-19 mentioned, *"As we are in the midst of discovering the long-term consequences of COVID-19, we felt passionate towards contributing to those discoveries, specifically looking at how the virus affects college-age students' cognitive-communication skills. The effects of COVID-19 may be detrimental for college students who rely heavily on cognitive functioning abilities to succeed in school. It is something that we are all passionate about since it affects students in our age group. In addition, this raises awareness in the speech-language pathology profession to properly assess, diagnose and treat those who need help, specifically in cognitive-communication deficits due to COVID-19."*

Some of the topics under research are:

- The Effects of COVID-19 on Cognitive-Communication Among College-age Students;
- Quantitative Study on Social Communication Scores of Young Adults with High Functioning Autism Spectrum Disorder;
- Lingual Frenulum characteristics; Tongue-Tie: The Gap in Graduate Speech-Language Pathologist Students' Education; and
- Pragmatic Development of Younger Children Through Their Relationships with a Sibling Diagnosed with Autism Spectrum Disorder.

As faculty, we hope the research practice among our students grows, and we can see the impact of these studies not just in the students' professional lives, but in their impact on and contributions to the community.

IRB Approved Student Projects in Data Collection Phase

"The Effects of COVID-19 on Cognitive-Communication Among College-age Students"
 by Isabelle Dias, Bernadette Flores, and Ellie Butikofer (pictured left to right)

"Quantitative Study on Social Communication Scores of Young Adults with High Functioning Autism Spectrum Disorder"
 by Sloane Jensen (pictured far right)



Alumna Reflects on Virtual Therapy and Being a Bilingual SLP

Interview with Gabriela Dormus
MS-SLP '20, BS '09

Speech-Language Pathologist, St. Joseph
School District, MI

By Savana Hayes, MS-SLP Student,
Class of 2024

Gabriela Dormus graduated with her undergraduate degree in speech-language pathology from Andrews University in 2009. She came back to Andrews and graduated with her Master of Science in Speech-Language Pathology in 2020. She now works as a speech-language pathologist within the St. Joseph school district.

I had the privilege of talking with Gabriela Dormus to get to know more about her and her career as a speech-language pathologist. Our topics of discussion and her responses are as follows.

What led you to a career in speech-language pathology?

When I was 16, I went to a junior career fair at Andrews...The department head at the time saw me and asked if I was bilingual. I told her I was, and she said, "This is a special field for you." I had never heard of speech therapy before, but I really liked it because it's a mixture of my interests: I love science, I love the anatomy and medical part of speech, but I also like the teaching, creative side of it. So, I went to undergrad, I loved it, and never changed my mind.

But I feel like in my life I was guided into the idea of language. I grew up with immigrant parents who were learning English. When I was two, we moved to Canada, and I didn't know any English until kindergarten. I think I just grew up helping people translate. I just love bridging the gap of communication in any way that I can, whether it was interpreting and using my skills as a bilingual person or now as a clinician dealing with speech and language impairments.



How did your time at Andrews University prepare you for your career in speech-language pathology?

I had a really well-rounded experience. The classes I took prepared me as much as they could before the real-life practice. Each topic I have encountered so far was covered in my classes I took at Andrews.

What were some of the opportunities you had as a student in the School of Communication Sciences & Disorders (SCSD) here at Andrews?

I had a family, and the SCSD was great at accommodating internships and externships to be local. I did my clinical fellowship (CF) year at the St. Joseph school and started working there right after graduation. The department was aware of the possibility that where you are you make connections, and a job might open up. In addition, it felt nice to feel supported throughout my CF year. It was also nice to have a supervisor that

already knew me and was helping me along the way.

Where do you currently work, and in what area of speech-language pathology?

I work at an elementary school (pre-K to fifth grade), so I see kids from ages 3 to 10/11. Here, I mainly see articulation and language kids. The school building has an early childhood development preschool attached to it, which has a lot of kids with developmental delays...Most of my caseload comes from that classroom.

Are you a bilingual speech therapist?

Yes. Where I work here in St. Joseph, there are not a ton of opportunities...to use Spanish. However, I have been able to shed a lot of light to this situation because I don't think there's such a big awareness, whether it's in Spanish or Hindi, or it could be something else. A lot of kids come speaking like their language at home and then they come to school,

and teachers think something is wrong. It's been nice to explain to them about how language acquisition has happened throughout many years. It's also been nice to have personal life experiences to share along with that. Being bilingual has helped in understanding how dual language acquisition works.

Do you have any special projects you are currently working on?

Last spring, I joined a committee within Berrien Regional Education Service Agency (RESA) to rewrite and revamp the speech and language impaired (SLI) guidelines...(laws and rules so the speech-language pathologists within Berrien County have a guide to follow). The last time they were updated was 2006, so it's been a very long time, and our field is ever-changing. This is a volunteer basis, and I really felt like I wanted to be part of this team. I also just wanted to feel safe and secure that I knew the law.

I also take some private clients on the side...I still focus on kids, as I like that population. Most of my clients have been virtual, which is awesome because I love the virtual world. I love to create material, such as green screen material, to make it as interactive as possible. I really do enjoy...utilizing different websites and digital games to keep somebody entertained during my time with them.

Tell us more about your experience creating virtual therapy materials.

I graduated in 2020 during the pandemic, so my internship ended early. During that time, I taught myself to create green screen things through PowerPoint and by using different platforms...It was great timing that I had to learn these skills. The year that I got hired, our school became a hybrid model so parents were given the option to send their kids back to school or do things virtually...If their children [attending virtually] had an IEP and speech was part of their services, I had to provide virtual services for them.

I felt like I was a great asset to the team... because I brought a lot to the table on how to integrate technology into our virtual sessions. It's hard to keep kids entertained virtually. Prior to this I was an online ESL teacher, and I had a lot of props to keep kids entertained through the computer. I really think that even though the pandemic hit hard during our grad school, I got something out of it by deciding to teach

myself how to make these materials, how to turn them into green screen materials, and how to utilize them.

What advice would you give to students that are conducting virtual therapy?

I would say to make it a show! It might be harder if kids are not your jam. But how you would be in person during one-on-one therapy, transfer that same energy online. This generation is very tech savvy, so utilize that. Go on YouTube and keep learning. There's always a way to learn something new to integrate into your therapy. Instagram is another great source. Different speech therapists have big Instagram accounts, and they give tons of ideas as well as create digital material that you can purchase. They even have free samples. Just try to find whatever you can to make it work.

How do you see the field of communication sciences and disorders growing in the future?

Right now, it's going to grow because of the pandemic. Many kids were not able to be exposed to a kind of language other than what they received at home, so we are seeing an influx of referrals. These kids are not really speaking and that is the first thing that you notice.

I think we as a field now have so much more communication between other therapists. You can join a Facebook group for speech therapists and ask questions and get responses from other speech therapists...We're always willing to help and answer questions.

What advice do you have for students currently studying communication sciences and disorders?

If this is something that you want and that your heart really desires, just keep going at it. I think my perspective is a little bit different because I had two kids and a family while I was in grad school. My

philosophy is you can manage it; you just have to find the perfect time management and keep going. Also, find a good mentor. Don't be scared to reach out for help from the cohort above you. They can help calm down your nerves from the unknown because they just experienced it.

If this is what you want and this is what you love, just keep pushing through and persevere. When you get to practice your art, that is when you feel like it will be worth it. Right now, it can be hard because you are learning and this field is so vast, so there is no way that you are going to know everything...You are going to have a good strong base, but wherever you go there is going to be a lot more learning along the way. If you love this field and this is what you want to do, you are going to find that joy and energy to keep studying and keep going...

I think it is important that as a field we...know who we are in the sense of understanding that we are an important part of a diagnostic team. There are a few big schools that have two speech therapists in a building, but...usually you are just by yourself. So, understanding that you are valuable and that your worth and knowledge is very important. I had an instance this year where I had to intervene and basically become a child's medical advocate. That was a good opportunity for me to show my knowledge to my principal and to other people around me. Overall, continue to validate yourself and your knowledge.

Is there anything else you would like to share?

If you're doing something that you love, then through the hardest times you can still feel like you have a purpose. This is especially true when you get cases where you can show your knowledge and you can advocate for a student, and that makes it so much more rewarding. You feel like, *I'm going to help this child at least find a way to communicate*. The reward comes with parents thanking you and feeling that finally their child can let them know what they need and want. It is such a rewarding feeling to know that you're helping. Also, doing something that you love will show in your work and people will know that you do enjoy doing this. As with any job there's always ups and downs, so remembering that this is just a part of it, but you *are* making a difference.



Alumna Making an Impact Through Guyana, Entrepreneurship and Cultural Awareness

Interview with Lesley-Ann Bovell, EdD, CCC-SLP, BS '07
Program Director and Assistant Professor of CSD, Montreat College,
Montreat, NC

By Savana Hayes, MS-SLP Student, Class of 2024

Lesley-Ann Bovell received her Bachelor of Science in Speech-Language Pathology and Audiology from Andrews University in 2007. From there she got a Master of Education and Communication Sciences and Disorders from Valdosta State University. She received a Doctorate of Education in Organizational Leadership with an emphasis on special education in 2021. She is now a program director and assistant professor for the Communication Sciences and Disorders program at Montreat College.

I had the privilege of talking with Lesley-Ann Bovell to learn more about her journey as a speech-language pathologist and her time at Andrews. Our topics of discussion and her responses are as follows.

Background and Preparation at Andrews

Andrews prepared me very well for my career. Lena Caesar, EdD, PhD, was a professor when I started and then she became our chair. She was instrumental in a number of us becoming speech pathologists. I think she is especially instrumental because the field is very women driven; for minorities they make up 8 percent of the population of speech pathologists, and African Americans make up 3 percent. She got a lot of us African American females into the profession...She's like family to us.

When I got to Andrews I was originally pre-med...and I was trying to find what major I would declare. Professor Caesar said, "Meet me in my office Monday morning." I met her and she just gave me a class schedule and said, "You're going to be a speech pathologist." She was a blessing for that. She has mentored me throughout the years. I've never wavered in the profession.

Even though my clinical fellowship was almost 13 years ago, my clinical supervisor, Susan Franklin, is still the person I call to say, "Does this make sense?" and "Am I doing this right?" I also still have relationships with some of the people that I have attended Andrews with, and Jenica Joseph, [MS-SLP, CCC-SLP, now an assistant professor at Andrews] is one of them. We have been friends since our first year at Andrews...She's been a really great person that I can call on. Even when I was doing my dissertation I was able to call my past Andrews cohort members as well as my grad school cohort to help with participants in my study and things like that, so I'm appreciative of Andrews for... those connections.

Opportunities at Andrews

I remember going with Professor Caesar to migrant Head Start to do services. This helped me so that before I finished my schooling I knew how to do treatment, which was a plus. Another thing I remember from grad school is that Andrews had me way ahead of everybody else in hours. Then, I had the audiology experience. A lot of bachelor's programs are just strictly speech pathology focused, but because you get that dual degree in a

sense with speech and audiology at Andrews, I had a lot more opportunities...When I graduated from Andrews...I worked for an audiologist as an assistant for a year.

Life After Andrews

I am currently starting a new position as program director for the Communication Sciences and Disorders program at Montreat College as well as being an assistant professor. So, I will be teaching classes as well. Before that I worked at Gallaudet University as a clinical educator. I've also worked at Washington Adventist University as an assistant professor of special education. Through all of that I've still been doing speech pathology through my own private practice. Now I just contract about two school systems or subcontracts with companies looking to fill positions.

My favorite populations to work with are middle and high school...there's just this excitement to me in middle and high school.

Special Projects

I am on the board of a company called Link to Learn, and they are bringing special education services to the island of Guyana and throughout CARICOM, which is all the Caribbean countries. I am on their board of directors as well as their vice president for clinical services, which is establishing a virtual clinic to ensure that children have access to related services such as speech, OT, PT and counseling. We will be launching services starting September 6 to the Guyanese population.

For speech therapy I have worked primarily in the education setting, pre-K to 12th grade, mostly with kids with emotional disturbances. I've also worked in nursing homes and outpatient facilities, so on the medical side. Recently I wanted to shift my specialty a little bit more towards the medical side. For almost about a year now I've been trained and met the ASHA (American Speech-Language-Hearing Association) competency for it, and so now I can do video endoscopy...I've started to dip into that on the side, just to try to get hours and practice, and eventually it will turn into a business.

I am an entrepreneur when it comes to speech pathology. I've learned how to make money in this profession and so it has served me very well over the years. I'm a fierce advocate for... transparency of pay for speech pathologists and making sure that people understand their worth. Currently I supervise clinical fellows doing their...clinical fellowship. I'm licensed in Maryland, Virginia, D.C. and Utah.

The beauty of speech pathology is the diversity, not just in people that I can serve, but also things that I can do. I've always appreciated that...I'm the type of person that needs new experiences. I like that I can make my own schedule, so I don't have to show up at 7:30 or 8:00 every morning...So that's been a big plus for someone like me who just really wants to move at their own pace and do their own thing.

The Impact of SLPs

We have a big impact. We're at the forefront of communication in general, so if people can't access quality communicative



services or have the communication skills, they're not going to be able to navigate this earth with the higher quality of life that people want. So as a speech pathologist, we give them that—from a little kid learning articulation to an adult incorporating speech therapy and wanting accent modification or just to be able to give better presentations. We do life-changing work. Parents are grateful and just people in general are grateful to speech pathologists because we pick up on things that aren't readily noticed. But also, I think because we are a profession of primarily women and men that are empathetic and caring we can really help the parents to do that counseling piece...This is a multifaceted profession where we can be a counselor one minute and advocate the next.

For my business I do a lot of special education advocacy, and I've learned about special education law early in my career when I worked at a charter school that was doing a lot of illegal things. So, in order to protect myself, I learned the law, and since then I've just been this fierce advocate for students who don't necessarily have access to these services. [My fees are] affordable enough that parents can access my services, and I'm able to make sure that their child gets a proper IEP.

Another thing I'd like to mention: I am an adjunct professor at a Jewish university in New York. Speech has opened so many doors for me. Speech has opened the door for me to be a professor of special education and then that...drove me to want to get deeper into a doctorate in special education. Speech melds well with special ed.; I mean, they go hand-in-hand. I've been able to...leverage all of the things I like and do a bunch of different things. So, I'm rarely ever bored, always busy, but it's a

good busy because I'm doing things that I love to do.

Advice for Students

Come into it with an open heart. You will meet so many wonderful children and adults and clients. You're going to fall in love over and over again. You are going into a profession where you get to literally change lives and you get to see the fruits of your labor.

I would also say to come into it knowing your worth: don't settle for less, especially compensation. Just remember to keep abreast of what market rate is as well as how much you want to make and strive for that. Also, don't be afraid to start that private practice.

Join your NBASLH (National Black Association for Speech-Language and Hearing). I was always attending conventions. Working at different universities I saw the need for clubs like NSSLHA (National Student Speech Language Hearing Association) and NBASLH. Those clubs and associations really help students who may feel alienated on a campus. I've had students who might have been the only person of the LGBTQ+ community or have been the only minority student in a profession, but you are able to network with people at those conventions. NBASLH is a great resource to be able to connect with people that look like you and have gone through similar experiences as you...I think successful speech therapists have a community.

Experience as a Minority SLP

I would tell my up-and-coming minority future SLPs that it's not going to be easy. You will be undermined, underestimated and excluded at times, which is why building that community is so helpful. Also knowing who you are and your worth helps to keep your head high...But I have experienced exclusion in the workplace from fellow SLPs. I've experienced others making me look incompetent. I have experienced others making underhanded comments. One person who was very helpful to me was Jordyn, [jrc_theslp](#) on Instagram. There was one point where I just had my breaking point of essentially ridicule, and so talking to her and just again having that community was so helpful...Jordyn was able to encourage me through some of those instances within the profession that aren't necessarily the nice, glamorous or kind parts...It's not easy being a part of the 3 percent, but I do think that the 3 percent support each other very well.

Awareness of the Minority

I think there definitely needs to be cultural awareness. We push cultural competency and all of that, but part of cultural competency is being culturally aware and having the awareness of people's differences—whether you agree with them or not, just being accepting of a human. I think the pandemic has pushed this “we're all in this together” slogan, but literally for speech therapists, our focus is to help people communicate. We're all after the same goal. So, there's no reason to feel threatened or diminished because someone else is different from you or has different ideas or approaches. Especially because we are dealing with such a diversity amongst our clients, we should really apply that acceptance towards ourselves. I think everyone across the board needs to do some inner work, really have some introspection into the kind of therapist they are or want to become and really work toward that.



Karen A. Reiner, PhD, MT(ASCP),
MSCLS '99
Chair, Associate Professor, Department of
Medical Laboratory Sciences

Donations to the support the
department of Medical Laboratory
Sciences are welcome.

<http://www.andrews.edu/GO/GIVE/MLS>

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I often reminisce on my college experience and think: So glad I made that choice!!! The choice to become a medical laboratory scientist!

It is not uncommon to be asked what led me to become a medical laboratory scientist. I love answering this question because it gives me an opportunity to give tribute to the influencers in my life and to reflect on my influence on others. While my parents have always supported me in my educational pursuits, I attribute my decision to become a medical laboratory scientist to a special aunt. While visiting her during a summer vacation, she asked if I would like to visit her workplace. My aunt, now retired, was a cytologist. Her lab was near the morgue of the hospital she worked at, and I, inclined to medical things since a young age, was very intrigued by this. I agreed to accompany her, and after an afternoon of show-and-tell, I was hooked. I wanted to work in a lab just like her.

After some research, I discovered that medical technology (former name for medical laboratory science) was the profession that would put me in a laboratory, and while different than cytology, it would offer me a wide range of scientific expertise that seemed like a good fit. So, when it was time to choose a major in college, I chose medical technology. When I told my family and friends about my choice, some asked me, "What do medical technologists do? Do they fix machines?" Well, sometimes we do have to troubleshoot laboratory equipment, so in that sense we do fix machines, but we do way more than that! We are responsible for the nearly 14 billion laboratory tests performed annually in more than 200,000 Clinical Laboratory Improvement Amendment (CLIA)-certified laboratories [2]. We provide laboratory data for 70 percent of medical decisions made every day [1].

Medical laboratory scientists must possess an extensive theoretical knowledge base which couples scientific knowledge from stem disciplines, such as biology and chemistry, with sophisticated instruments and technology to perform and interpret laboratory testing on blood and body fluids. Laboratory testing encompasses disciplines such as clinical chemistry, hematology, immunology, immunohematology/transfusion medicine, microbiology and molecular biology. We are the ones responsible for generating accurate laboratory data needed in the detection of cancer, heart attacks, diabetes, infectious mononucleosis, identification of infectious agents such as bacteria, parasites or viruses, and detecting drugs of abuse [3].

The pandemic caused by SARS-CoV-2 helped to highlight medical laboratory scientists and further underscore their vital role as part of the healthcare team. Medical laboratory scientists continue to be in high demand—it's a career that's projected to grow 11 percent through 2030, much higher than the average for all occupations [4]. There are approximately 25,900 job openings for MLS professionals anticipated in the coming year.

In recognizing the needs in laboratory medicine and the anticipated continual growth potential for MLS positions, the Department of Medical Laboratory Sciences in the College of Health & Human Services at Andrews University is proud to announce the addition of a new program and four certificates beginning Fall 2022. The online MLT to BSMLS program offers certified medical laboratory technicians (MLTs) the opportunity to enhance their credentials, opening the door for promotion in various areas of the clinical laboratory.

We are also excited to offer an in-person MLS certificate and three online technologist certificates: Technologist in Chemistry Certificate (<https://www.andrews.edu/distance/degrees/undergrad/techchemistry.html>), Technologist in Hematology Certificate (<https://www.andrews.edu/distance/degrees/undergrad/techhematology.html>), and Technologist in Microbiology Certificate (<https://www.andrews.edu/distance/degrees/undergrad/techmicrobiology.html>).

Finally, it is with great pleasure that we introduce to the MLS profession the MLS class of 2022! (See class picture, p. 31.) In just a few weeks these dedicated and committed Andrews University graduates will join the workforce and become World Changers! Not only I am proud to be a medical laboratory scientist; I am blessed and honored to be a part of the education and training of future MLS and healthcare professionals. So glad I made that choice!!!

For more information on the MLT-BSMLS program: <https://www.andrews.edu/distance/degrees/undergrad/bsmls.html>.

Andrews MLS Students, Faculty and Alumni Participate in Pathway to Health Mega-clinic

By Timothy Newkirk, MSMLS '14, MLS(ASCP), BSMLS '92, BS '90
Associate Professor, Department of Medical Laboratory Sciences

The Department of Medical Laboratory Sciences (MLS) at Andrews University indicates service as one of the main parts of its purpose and motto—as does all of the CHHS. So in keeping with that, we had planned on being part of a huge service event with the Pathway to Health organization in spring 2020, but had to defer because of the pandemic. This opportunity became available again in April of 2022 as the Pathway to Health event was able to open in Indianapolis, Indiana, just a three-hour drive south of Andrews University. Associate Professor Timothy Newkirk, who had signed up with other MLS colleagues for the cancelled 2020 event, was able to go, and three of our MLS students committed to the event and signed up to go. Unbeknown to them, there would be Andrews MLS alumni also there to help in the lab section!

The Andrews MLS students that attended were Daisy Blu (class of 2023), Cheryl-Anne DeGuzman (class of 2023) and Natalie McArthur (class of 2025), all currently pursuing their BSMLS. Natalie and Daisy helped in the laboratory section of the event, observing and performing capillary and venipunctures on patients. It was amazing to see how quickly they adapted to this new and unusual environment with people they



had never met before. Daisy and Natalie were also using this experience to fulfill a field work section of their phlebotomy course they were enrolled in. Cheryl-Anne is also pre-pharmacy, so she decided to go to the pharmacy section of the event, helping to register patients and assisting the volunteering pharmacists in serving their patients.



Here is a testimonial from Daisy when asked about her volunteer time there:

“It was honestly a really good experience and I enjoyed it a lot because we got to apply what we learned in class to real-life situations. Being

able to help patients is something that I’ve always wanted to do in the future and to be able to have a sample or glimpse of what that would be like was exciting for me. Even though I was really nervous at first, I enjoyed it because everyone there was so helpful. All of the medical professionals that were there were so willing to explain everything and so understanding knowing that we were just starting off and didn’t have much experience, but they still entrusted us to be able to apply our knowledge to the people. It was really powerful as well to help people there that may not be able to get this type of treatment because of money or other circumstances. All in all, I would do it again and hope to volunteer more in the future.”

It was amazing to work alongside laboratory volunteers from across the United States, from the East Coast to Texas to Washington state. They all volunteered their time, which ranged from a single day up to a week, most sacrificing their vacation time and money to be there. Some of the MLS alumni that were there were Julie (Welsh) Daniel, BSMT '90; Katherine Nico, BSMLS '13; Josephine Ong, BSMLS '20; and Pepi Moyo, BSMLS '20. It was so great to work with former students that are now working laboratory professionals. We additionally are so proud of them for dedicating their time and volunteering to this valuable work of providing medical care to underserved people.



Josephine Ong (alumna) 3rd from left, Julie Daniel (alumna) center, Timothy Newkirk 5th from right, Natalie McArthur (class of 2025) 2nd from right, Daisy Blu (class of 2023) far right

My Journey to Andrews University

By Ikenna Anyabolu
BSMLS Student, Class of 2022

I was born in the southeastern part of Nigeria where I grew up alongside two brothers—an older and a younger brother. My older brother was always sick and very weak, sitting on the sidelines to watch us play soccer and other physical games with our cousins and friends. I have an older cousin whom I looked up to because he was a medical student when we were kids, and I admired the respect he commanded in our family which inspired me to go into the medical field. As we grew older, I became more interested in the medical field, especially as it pertains to my brother's health because I was always curious as to why he was always ill.

One morning, during one of our science classes at school, the students went on a trip to a city hospital in Awka where we visited the hospital laboratory, and I got a glimpse of the white-coat guys, just like my cousin. After that day, I was motivated to become a doctor, but I later learned that the employees were medical technologists, and their jobs were different from that of actual doctors. That was how I decided to become a medical lab technologist.

I later learned about sickle cell anemia, a condition my brother suffered from, and even after we lost him in 2006, I still wanted to continue to honor his memory by getting my degree. I eventually had an opportunity to move to the United States to get more advanced education in the field. Shortly after I arrived in 2012, I started taking prerequisite classes at Wayne State University, Detroit, and after years of taking classes, slowed down by two jobs, I transferred to Madonna University, Livonia, in 2018 to complete

the regular medical laboratory science (MLS) program.

In 2020, my progress towards completing my degree hit a roadblock when the COVID-19 pandemic hit. My application into the clinical rotations program was shaky with open spots limited on the acceptance roster because of the worldwide pandemic. I was disappointed not to get accepted, and worse still, I caught the deadly virus. Before I knew it, my condition had gotten severe, and I was hospitalized for about two weeks while the rest of my classes were ongoing. Afterwards, I spent my quarantine weeks catching up on missed homework assignments and quizzes as the rest of the classes were moved online. While thinking about my next steps academically, being replaced at work did not help as my entire world started to hit rock bottom.

I eventually completed my outstanding coursework for graduation purposes while searching and applying to numerous programs for my clinicals. I tried reapplying to the previous clinical programs affiliated with Madonna University, but it still did not work out. I expanded my search and further applied to programs out of state and nothing was promising enough. A majority of the programs, to my understanding, were required to accept only students from affiliated universities while the rest suggested that I start the MLS program over. I continued to explore my options, but I became exhausted since I could barely keep track of the places I applied to at that point. I remained hopeful and continued to explore. Eventually, I got my job back after a negative COVID-19 test result, and one morning at work, I got a phone call.

The next thing I knew, I was sending my transcripts, and that was how my journey to Andrews University, Berrien Springs,



Michigan started. I was incredibly happy and at the same time wondered if it was real that I had been accepted. On August 30, 2021, I started driving to Andrews University to start my MLS senior year program. I got a warm welcome from the program director and her team and my future looked bright once again.

In the first few weeks, I was still nervous, still wondering how I got there. The program instructors were very understanding and knowledgeable and helped the students feel more comfortable. The program curricula were well designed to properly equip the students with the tools for clinical rotations, and even more importantly, every student is guaranteed the place at the clinicals. My only regret is that I did not know about the MLS program and Andrews University sooner. I am proud to have passed through MLS at Andrews University and grateful to them for the medical laboratory scientist that I am today.

Special thanks to the Program Director and Associate Professor Karen Reiner, Associate Professor Timothy Newkirk, Assistant Professor Melissa Poua and Associate Professor Cristy Moss, who have all been encouraging and instrumental throughout my time at Andrews University.

The Department of Medical Laboratory Sciences Launches New Online Programs

By Melissa Poua, MT(ASCP), MS, BSCLS '01
Assistant Professor, Department of Medical Laboratory Sciences

The past pandemic years have brought two important facts to the forefront of public awareness: We need healthcare professionals and we need more of them. The field of medical laboratory

science (MLS) is no exception to these shortages in manpower. The demand for laboratory workers is compounded by an aging U.S. population leading to the retirement of current workforce and an increased strain on the future healthcare system (U.S. Bureau of Labor Statistics). The Department of Medical Laboratory Sciences at Andrews University takes pride in continuing to prepare quality MLS professionals to enter the field

and meet this growing demand. Beginning in fall of 2022, in addition to the face-to-face classes offered in the Clinical Year Program, new online programs will be offered by the department which allow current working professionals to seek MLS certification while staying in the workplace.

One online program, the MLT to BSMLS, is a completion degree. A variety of schools and community colleges offer a two-year medical laboratory technician (MLT) degree. Many laboratories hire MLTs to help meet job demand, and they are certified to work in all major departments in a clinical laboratory. These employees may desire to pursue MLS (bachelor level) certification for a variety of reasons, including changes in pay or eligibility for supervisory, charge or other advancement. The completion course offered through Andrews University is designed for working individuals, keeping them in the key roles they are already serving in the lab while they attend school virtually. Students can take completion courses fully online and will graduate with a Bachelor of Science in Medical Laboratory Science (BSMLS) degree. Students will be well prepared and eligible to sit the



Board of Certification exam offered by the American Society of Clinical Pathologists (ASCP) after successful completion of the MLT to BSMLS program.

Additional online programs offered are post-baccalaureate certificates in three key areas of the laboratory: hematology, chemistry and microbiology. These programs are specifically designed for graduates of science-based degrees such as biology and chemistry who would like to pursue eligibility to work as a technologist in the clinical laboratory. This may be a good option for a student who is retooling or may be currently employed as a laboratory assistant or otherwise. The online courses are designed to give the student the expertise in a specific area of the lab. Special certification in chemistry, microbiology or hematology (C, M or H, respectively) can be obtained

by examination with the ASCP after completion of the online certificate in the area of their choice.

Additional information about the online programs can be found on the Andrews MLS programs page.

<https://www.andrews.edu/chhs/mls/programs/index.html>

More Than Just a Club:

How the Medical Laboratory Science Club Raises Awareness About the Major

By Melissa Poua, MT(ASCP), MS, BSCLS '01

Every major hospital has a clinical lab, often placed out of sight on the basement level or in a side wing. An inpatient may receive medications from their nurse or discuss a diagnosis with their physician without knowing that these treatments and assessments were based on tests performed by medical laboratory scientists (MLS) behind the scenes. On the Andrews University campus, the Department of Medical Laboratory Sciences is tucked away in Halenz Hall, but it is hardly hidden. In fact, MLS majors are determined to showcase their future profession as an integral part of the healthcare team. The MLS Club on campus is open to all students and is a fun inclusive way to raise awareness about the MLS major and make friends in the process.

MLS Club members were well-known in the 2021-2022 school year for their sporty lavender crewnecks, featuring a hand-drawn logo showcasing red blood cells, bacteria, petri plates and antibodies. Students visited all three

floors of the MLS department throughout the year when the club offered treats such as bagel Tuesday or donuts to celebrate National Medical Laboratory Professionals Week. Students purchased MLS Club stickers shaped like blood transfusion units and white blood cells. Club members shared their musical talents at a beach vespers in the fall and at kinetic worship at University Towers in the spring. In addition to social events, members could be found throughout the year volunteering at the HERBIE clinic in Niles, Michigan as well as the Pathway to Health mega-clinic event in Indianapolis, Indiana.

Approximately one-third of the MLS Club members in the 2021-2022 school year were non-majors, and a few students stated that they had not heard of medical laboratory sciences before joining. The MLS Club has recently elected new officers for the upcoming school year. With the new year comes the opportunity to continue to promote interest and understanding of laboratory science. Through a student-led club, awareness of this hidden but life-saving profession can grow not only on campus but in our community as well.



Alumna's Journey from MLS to Med School

By Molly Kivumbi, MD, BSMLS '15
Family Medicine Resident Physician,
Riverside University Health System/
University of California Riverside



First of all, I would like to thank God for bringing me this far. I am now a family medicine resident physician. My journey to medicine began during my undergraduate studies at Andrews University. I was studying medical laboratory science (MLS), a wonderful program that prepared me very well for medical school. All the courses were well taught by the wonderful professors of the program. The material was taught in a way that ensures lifelong learning. During medical school, certain courses such as microbiology, hematology,

immunology and pathology were easier for me to learn because of the education I received at Andrews. I am very grateful for everything the MLS program offered me and I will carry it for the rest of my life. Not only did the education I received prepare me for a career in medicine, but also brought me closer to God who has carried me through. So, I urge the current students in the MLS program to be proud and appreciate the wonderful holistic education received as well as put God first in everything they do. Success comes from the Lord.

"I think it was all the working of God..."

How I Came to Andrews

By Prince Asante
BSMLS Student, Class of 2022

This is a little bit about my story of how God brought me to Andrews University.

I'm from a family of 10 in the city of Kumasi in Ghana, West Africa.

I attended an international school in Ghana that had a record of making it possible for students to go Europe or USA for their college education if that was their preference.

Back in 2016, I was part of a tour that came from my school to America. After that experience I went back home and thought it would be a nice experience to come to a school here. It was always in my mind after I went back. I was graduating from high school a year after that visit. I had to put in a lot of work, like taking the ACT. So, after the trip and back home, I registered for the ACT and officially made up my mind that I was coming to America for school.

I applied to a lot of different schools. By God's grace I was accepted to a couple of schools, and I was on the waiting list for others.

Somewhere along the line getting closer to August, I just felt that all the schools are great, but I grew up in a boarding school, and you know how hard it is to be isolated from your family and keep the things that you know in Christ. I thought to myself that it would be a lot easier if I went to a Christian school instead of a non-Christian one.

That morning I decided to apply to Christian schools. So, I went to Google, and I typed "Christian Schools in U.S." and Andrews University just popped up. I just went ahead and applied for it even though I already had all these other schools. I was also accepted to another Christian school, but I wanted to hear back from Andrews University. After a couple of days or maybe a week, I noticed that I was accepted. I was very skeptical of how quick the application went through and how fast I was accepted. So, I went to Google and searched more about Andrews University. I think this is one of the first miracles that happened, but just a little background story before then. I did not have the best experience with Seventh-day Adventists in Ghana. They didn't do anything particularly wrong, but growing up you hear all these stories, and so I didn't have the best image of them in mind.

So, I will say this, that I'm very confident that that's why God didn't allow me to see that Andrews was a Seventh-day Adventist school. I searched more about the school, and I didn't see that. I think that is very ironic, because when you type "Andrews University" in Google, the first thing that you see is that Andrews is an Adventist establishment in Michigan, but I did not see it. I was happy about being accepted to a Christian school. It seemed like it was in a nice location, isolated from things, and I knew that I was a person that got distracted easily. I knew this was a nice place to be and to be able to study, because my parents were very hard on me



to make sure that I studied. I was happy.

From all the schools that I was accepted to, Andrews was on the more expensive side, being a private school, but to my surprise my dad did not complain about it a lot. I went through the process and paid the international deposit of \$3,000, and I got my I-20. Then I went to apply for my visa and was accepted.

When I decided to come to Andrews, I couldn't come for the fall semester. By this time, it was already December. Going back a little, I couldn't really say exactly why I didn't pay the \$3,000 for the other schools, or why I waited till August—I think it was all the working of God, because I should have been more serious to hurry up and finish and finalize everything for the other schools and go. But for some reason I was reluctant up until August to finish the process with the other school, and I know

that it was God that held me back until I discovered Andrews.

After I got my application and my visa, I left Ghana January 2 and I got to the South Bend, Indiana airport on January 4, 2018. I didn't know anyone. I was 19 years old when I was traveling, and I had no family here. It was hard, but for some reason as I went through the airports going to another land, to Detroit and then to South Bend, it was scary, but I was not scared. Every time I think how far God has brought me now, it just puts me in tears, because I always remember me walking by myself through the airport. This was the first time that I had to travel alone. I remember I had so many questions: where is this gate, where do I have to go, all the paperwork that I needed to fill out.

When I was coming, it was hard, but God's presence was with me. Even though it was hard, there was never a time where I felt like I was alone. Indeed, in humanity I really was, but I got there.

Another miracle is, because I didn't know anyone, I didn't know who was going to pick me up from the airport, and I had not been able to be in contact with anyone from the school. At that time I was a biology major, so when I got to Detroit and I was able to get some Wi-Fi, I was able to contact Angela at Andrews, who made arrangements for Professor Goodwin to be there to pick me up. And by God's grace he really was. I was really grateful, because God knew, but I didn't know how I was going to get to Andrews.

When Professor Goodwin picked me up and we got out of the airport, it was snowing really hard that day. I had never seen snow or touched it before, and he was the first one to see me touch snow. He drove me to Berrien Springs and took me to Baguette. I had been in Ghana for 19 years, and I didn't know what Baguette was. He asked me what I wanted, but I didn't know what to say except to give me whatever, because I didn't know what I was getting. It was my first time having anything like that.

I got to campus, and they called an RA to take me to a room. Because I was traveling, I couldn't bring any bedding. So, I remember it was really, really cold that day, and it was my first time experiencing anything below 70° F. To me it was marvelous cold. I talked to the RA and told them that I didn't know that the room had no bedding. He gave me a thin

sheet, that's the only thing that he had, so I put that on my mattress and I wore my mom's jacket, which I had to sleep on.

The morning came, and I had been given these papers from the front desk in my hall of the things that they wanted me to do and where I had to go to get food. Friday morning, I got up and went to the gazebo after walking through the snow, because I didn't know which way the path was, and it was cold indeed. Eventually I ended up walking through the back door of the gazebo and I met a lady who finally brought me to the front to get my food. I got a burrito, because I knew rice and beans and it was the closest thing that I knew. I never had anything like a burrito. I took the food and went back to my room. I didn't know that you were supposed to eat the wrap of the burrito, so I put it on my desk, I opened it and ate it, because I thought that the wrap was supposed to be like the plate, I guess. I was wondering, why is this plate is so soft? What's wrong with these people? But rather, what was wrong with me—I was supposed to eat it with the wrap!

When I got here, my roommate hadn't come in yet. I still hadn't met anyone, apart from the RA, who came back in the morning and asked me if everything was okay. Later on, that Friday night, a nice guy named Mathew Rajarathinam came over to the room and introduced himself. That Friday evening, he went out to eat with his family and he brought me Indian food.

Saturday morning, I think, was when Qualyn Robinson, my roommate, had come. I noticed that they were dressed to go to church on Saturday morning. I grew up in a Pentecostal home for 19 years, so when Quentin was dressed in the morning to go to church, I was really confused, because we go to church on Sunday. So, I saw him going and I asked him, "Hey, where are you going?"

He said, "We are going to church. Do you want to come?"

I was like, "Are you confused? Don't you go to church on Sundays?"

He was like, "No, this is an Adventist school."

I said, "What?"

Then he said, "This is an Adventist school. You didn't know that?"

I said, "No, I didn't know that."

So, I quickly picked up my laptop and I typed Andrews University again, and this is when I saw that Andrews was an Adventist school. And I was like, oh, no, what am I doing here? But, due to how sweet all these people were, I decided to go to church with him. Quentin was a very nice person to me when he came, so I told myself it didn't hurt to go to church, because if anything, whether Adventist or whatnot, you are still in the presence of God.

So, I went with him, and I had an amazing experience that day. I had a really, really amazing experience in New Life and even cried to the sermon. I was like, if it's enough to be able to make me to cry then I know that the Spirit of God is here. So, after that I went and I kept going. I kept going until almost five years later, I still go to the Adventist church. Even when I had the opportunity to go to a Pentecostal church, I haven't yet been in that church. God is working in me in a marvelous way, in helping me to recognize why He brought me here. Over the five years that I've been here, I had a lot of struggles with doctrines and everything, but that's another story of my journey to becoming a Seventh-day Adventist.

This is the story of how I got here and how, in my way I put it, God didn't allow me to see what would have been a hindrance for me to come here. Instead, God brought me to the place that He knew I needed to be.

Class of 2022 Certificate Ceremony

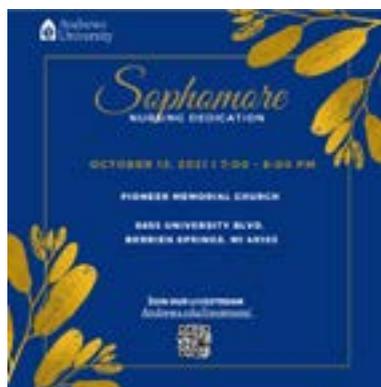




NURSING



Barbara Harrison, MSN, RN, ACNP-BC, BSN '91
Associate Professor, Interim Chair,
School of Nursing



Greetings and salutations, dear friends. Growing up, Friday evenings we would gather as a family and sing “Safely Through Another Week” as the sun sank down into the west. Well, here we are one year later, and I think it’s fair to say, “Safely through *another year*, God has brought us on our way. Let us now a blessing seek, waiting in His courts today.”

The academic year of 2021-2022 has been another testament of God’s leading in our lives and in the lives of our students as they launched or continued their journeys to become registered nurses. We began the year with our special dedication service of our incoming sophomore class, and because of adherence to COVID guidelines on the size of gatherings, we were thrilled to have it livestreamed so that 390 persons/family members were able to enjoy the events with our students on YouTube.

The year was filled with many more events, from socials, to vespers, AUSNA (Andrews University Student Nurses Association) events, and lots of studying for exams and classes. In fall we had a visiting professor (Ruth Robbio, PhD, MSN '85, BSN '83) from York University in Toronto, Canada; mission opportunities; and then finally, a celebration with our annual senior pinning ceremony. Congratulations to the class of 2022!

To follow are some short articles from faculty and alumni that will tell you in greater detail what has been happening in and around our beloved School of Nursing.



Nursing Dedication Service: <https://www.youtube.com/watch?v=WUY8oXCan9c>
<https://www.youtube.com/watch?v=WUY8oXCan9c>

Donations to the School of Nursing Mission Fund are welcome.

www.andrews.edu/GO/GIVE/NursingMission

Gifts towards nursing scholarships.

www.andrews.edu/GO/GIVE/NursingSCHLSHP

AU School of Nursing Townhall

Faculty Mentoring Circles: Closing the Mentoring Gap in Academia, Student Mentoring & E-Mentoring as a Socialization Strategy for New Graduate Nurse Role Transition and Workplace Adjustment

GUEST SPEAKER
Dr Ruth Robbio RN PhD
Assistant Professor, School of Nursing, Faculty of Health
York University, Toronto, Ontario, Canada.

Monday Nov. 29, 2021
5:30 - 6:30pm
Newbold Auditorium,
Buller Hall



Dr Ruth Robbio’s full presentation: <https://www.adventistlearningcommunity.com/resources/17728>

Nursing Faculty Conference Brings Opportunity to Collaborate

By Barbara Harrison, MSN, RN, ACNP-BC, BSN '91

This summer, our nursing faculty gathered together with faculty and leaders from our sister programs across the USA and Caribbean for the Nursing Faculty Conference on the Kettering College campus in Kettering, Ohio. Here, we spent two days in conferences and had the opportunity to tour the Kettering Health Network's NOCC (Network Operations Command Center), an impressive new center built on the



principles of situational awareness.

The gathering was a wonderful opportunity to collaborate with nearly 50 new friends as we work in harmony to educate and support our emerging nurses, while learning from each other's experiences in academia and through

sharing of research.

Thank you to our nursing educators near and far, and to our practice partners for their expertise and commitment in supporting our students' academic and clinical journey. Indeed, we are stronger together!

Nursing Alumna is Recognized with The DAISY Award® For Extraordinary Nurses

By Khonnah Weithers, MSN, RN, FNP-BC, CCRN, BSN '11
Assistant Professor, School of Nursing



The DAISY Award (<https://www.daisyfoundation.org/daisy-award>) recognizes nurses for their compassionate care, wherever they practice, and in whatever role they serve throughout their careers.

Nurses are nominated by anyone in the organization—patients, family members, nurses, physicians, clinicians and staff—who experiences or observes extraordinary compassionate care being provided by a nurse.

In January 2022, Kellie Shelton, RN, BSN '20, received the DAISY Award. This is the text message she sent: "Wow, I had no idea about it until I started nursing, but I wanted to let you and Ms. Harrison [know] that I actually got the DAISY award and I work at CHI Memorial in TN—and I wanted to thank you guys for

helping me get through nursing school because I was brought to tears hearing my patients' stories about their experience since I guess I was nominated over 5 times. I thought about you guys and how much y'all helped me to get to where I am today since it took a village. And I wanted to thank you, especially for never giving up on me in trying to get into nursing school, to begin with. You were the only advisor that encouraged me and told me I could do it. So, I wanted to let you guys know and pass the DAISY award thank you to you guys as well."

Kellie graduated with a Bachelor of Science in Nursing in 2020. As a nursing student, she consistently provided safe, empathetic care to her assigned patients. She conveyed compassion and concern for others, was always eager to go a step further than what was required of her, and consequently made many great connections with patients and their families. Furthermore, Kellie's excellent interpersonal and communication skills allowed her to collaborate efficiently while maintaining a professional relationship with the hospital staff.



Passport to Service

By Melanie Quion, MS, RN
Adjunct Professor, School of Nursing

“A Missionary does not necessarily go outside of their country, their state or even their own community. A true missionary needs only go outside themselves.”
—Author unknown

Andrews University School of Nursing class of 2022 went on a journey of service in spring of 2022. This journey took them to North Carolina, Arizona, Virginia, Tennessee, Canada, Costa Rica, Australia (all virtually), on campus, down and across the street in Berrien Springs, and to Indianapolis (in person), but most importantly it was a journey of stepping outside of themselves. They had to prioritize time for others during a semester where academic and work demands were heavy and weighing as graduation deadlines loomed ahead. It was a journey where change began with oneself.

The first service stop was writing notes of encouragement and prayers for



Kristy Chen instructs an Evergreen Pathfinder in proper hand placement for chest compressions.



Andrews School of Nursing class of 2022 with nursing faculty and staff ready to serve Indianapolis!

© PHOTO BY PR. ESTHER KNOTT

the students of Mt. Pisgah Academy in North Carolina during their Weekend Prayer Experience with Pastor Esther Knott. The academy chaplain commented on how the kids were impressed with the meaningful notes they received: “This person had their whole class send me a note!” and “Did they write this much to every student, or just me?” were some of their responses. One of our nursing students is a graduate from Mt. Pisgah Academy. This added special meaning as they identified in a personal way with the students while writing to some of them.

Optional mission excursions included nursing student facilitation of Zoom breakout classes for hydrotherapy clinical practice on Sundays. Susan Pellandini, HydroHub program director, commented how much she appreciated the nursing students’ willingness and competency in facilitating the online classes. Those enrolled in the online course joined from as far as Australia and Costa Rica. Also on a Sunday was the opportunity to assist the Pioneer Memorial Church Evergreen Pathfinders in receiving their CPR (basic life support) honor. Our nursing students led out in the various stations of CPR demonstrations. The Pathfinders had opportunities to practice on both child and adult mannequins, perform chest compressions, proper head tilt chin lift maneuver, as well as retrieval and use of the AED (automated external defibrillator).

The entire class stopped locally to serve in the Village SDA Church’s immersion lifestyle program. This is a 10-day program



where guests were introduced to the benefits of a plant-based diet, daily exercise, hydrotherapy and massage under the medical guidance of John Kelly, MD, MPH, a board-certified lifestyle medicine physician. A total of

15 health guests and 12 trainees eagerly participated in learning and applying the principles of natural interventions along with lifestyle medicine. The church was transformed into a community-based lifestyle center to heal and train others to duplicate this program in their own church community. All this was possible with the help of over 100 volunteers, which our nursing students were a part of. After just a couple of days in the program a nursing student commented on how delicious the food was and left with a renewed appreciation for the benefits of a plant-based diet. The students witnessed the health guests lose inches and weight, drops in blood pressure and blood sugar, and a cholesterol drop of 48 points with one of the guests in just seven days!

Our last destination was the Pathway to Health mega-clinic in Indianapolis, Indiana, April 14-21. Over 4,000 patients were seen with the help of over 2,400 volunteers and innumerable prayers. Our nursing students participated in serving in the following mega-clinic departments: primary care, cardiology, triage, women’s health, surgery, dermatology, mental health, laboratory and dental. They contributed their knowledge and skills in a wide variety of ways, including language translation, venipuncture, spiritual encouragement, and patient guidance and education to

name just a few. See our students in action at the Pathway to Health mega-clinic.

One student's response to Pathway was: *"I love this course! It helps us to be reminded of our calling/mission. It was great that we were able to attend Pathways and helped so many people there. For future Pathways, it would be great if the students could go to Pathways for a whole week to help. I enjoyed the time a lot. It should definitely be a course for the nursing program."*

Taken separately, each mission service opportunity was a prayer answered. During a COVID pandemic transition period, the traditional methods of organizing a robust learning experience and arranging safe transport and economical lodging were interlaced with varied limitations and restrictions, such as protective equipment and student numbers for each potential service location. Each mission stop had its own barriers and surprises. I was impressed with the flexibility the nursing students displayed when filling in where the needs were the greatest. Not all of them could shadow a nurse or provider all the time. Some took turns being translators, food preppers, health coaches and part of clean-up teams. But it was not until our final class of the semester, just following our last service location at Pathway to Health in Indianapolis, that we caught a glimpse of the true blessings the Lord had in store for us when He is



Nursing students (Sibu Soko, Janell Norton, Ruth Kaunda and Merylle Pauliah, all BSN class of 2022) practicing chair massage on each other at the Village Church immersion program.

involved with each step, or each stop, of our journey.

Almost the entire senior nursing class sat in chairs configured in a circle—a debriefing as it were. The students took turns sharing what they had learned. I soon realized that as each student spoke, their classmates would express similar shared experiences, and yet we realized that each recalled situation was somewhat unique and

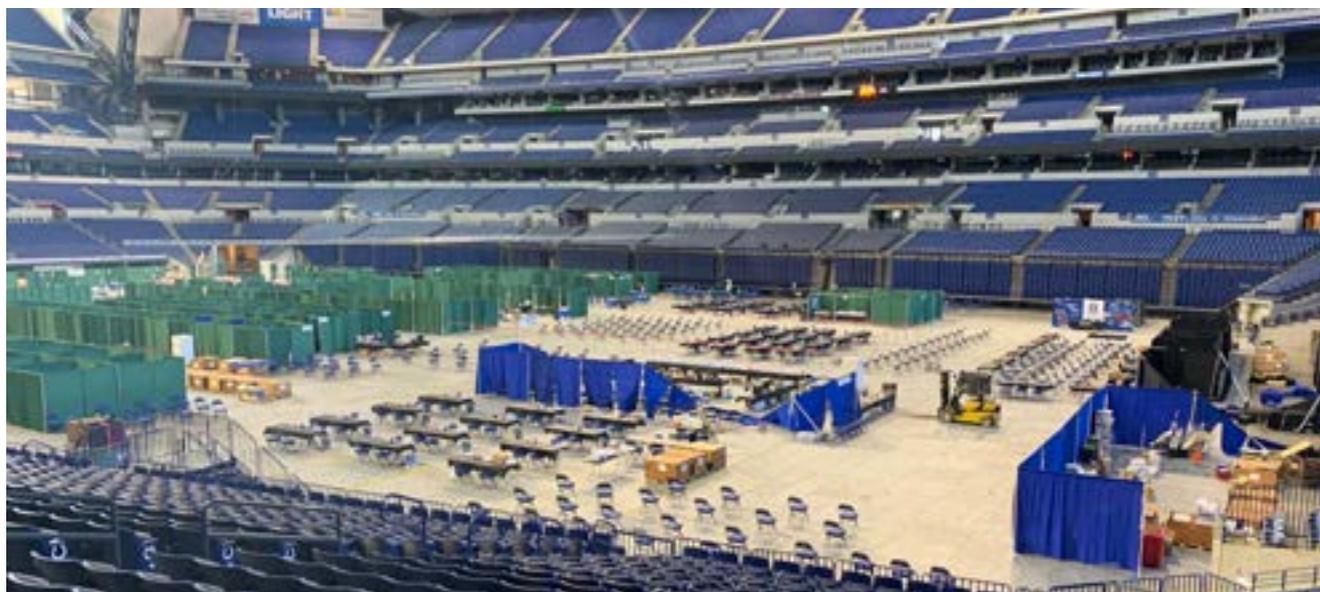
individualized. Examples of patient gratitude were expressed in varied yet meaningful ways: a word, a smile, a handshake, a hug. We realized that the public, particularly persons in need, look to us—even as nursing students—as possessing knowledge and compassion that would benefit their personal wellbeing. Those in translator roles experienced the value of accurate communication between the patient and the provider, and how without good translation (or any translation, at times) there would likely be low understanding of their health condition, and thus a lower compliance rate in following appropriate treatment and lifestyle instruction. I believe the nursing students could see that as compassionate nurses, we are blessed with a unique skill set that is needed and valued by society in general, with

the ability to participate in Jesus Christ's healing ministry on an individual level. As hands and feet of Jesus Christ they were moved in humility and gratitude and inspired to serve wherever God's leading takes them. Our journey of service just took on a deeper purpose and a heaven-bound destination.

It is in SERVICE that our GREATEST JOY and our HIGHEST EDUCATION will be found.

—E.G. White, "Education," 309

<https://vimeo.com/731061218>



Lucas Oil Stadium transformed into a mega-clinic for Pathway to Health in Indianapolis.

Nurse Attorney Alumna Returns to Andrews for DNP

By Sara Kim, DNP '21, JD, BSN '97
Nurse Practitioner, Signify Health,
Chicago, IL; Attorney

My journey as a professional nurse started at Andrews University over 20 years ago. Since that time, I had opportunities to grow as a nurse in the hospital setting, in the community and through my practice as a nurse attorney. Several years ago, an ad for the Doctor of Nursing Practice (DNP) degree caught my eye and I had the privilege to return to Andrews University to continue my nursing education.

By God's grace, I completed my DNP this past December. In the beginning, I had mixed feelings about the value of an online DNP degree. However, I quickly gained a new appreciation for virtual learning. I discovered classes were carefully designed to promote self-learning. I looked forward to weekly discussion posts with accomplished classmates from a variety of professional

backgrounds. Of course, there were many challenges over the past years including time management, the pandemic and the DNP project. Out of necessity, I limited my work commitments to devote enough time to study. Unfortunately, the pandemic hit right at the beginning of our clinical rotations. Thankfully, the school administration quickly provided simulation opportunities so that our cohort was not delayed. Warming up to performing patient assessments and care plans in the virtual environment was a blessing for me because I had spent time out of the healthcare environment. The DNP project was the biggest challenge of the program but also the most interesting component. I chose a policy analysis focusing on advanced practice nursing titles in Illinois. Ultimately, my project opened doors for me to advocate for the nursing profession. Since graduation, I have made plans to pursue a board position in my state's advanced practice nursing organization.



As healthcare continues to transform, I encourage nurses to challenge themselves to further their education. Nursing is such a diverse profession and there are many opportunities for interprofessional training and collaboration. I can attest that returning to nursing school with a law degree provided a new perspective on nursing practice and issues in healthcare. The entire process has been a learning adventure and a testimony that God answers prayers.

Concept Map Developed to Facilitate Clinical Learning for Nursing Students

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



One of the most important components for preparing entry-level students in nursing education is to help them develop critical thinking skills and clinical judgment (Eisenmann, 2021). As a clinical director, it is essential to provide students with meaningful learning from clinical experiences so they can make connections to theories and clinical practice. I have had the wonderful opportunity to work with our simulation director, Tonya Fisher, MSN, to develop several projects for our entry-level nursing students this summer. One of our main projects was to develop and create a concept map guideline with the purpose of helping students think through meaningful and relevant data and make connections for a main topic. In the literature, a concept map is identified as an important teaching method to improve the student's sense of achievement, self-belief, and critical thinking skills (Dörttepe & Arkian, 2019).

To develop a clear and logical concept map guideline that can be utilized throughout the entire nursing curriculum, we began to ponder what would be the most important data points for the students to learn at the beginning of their professional journey. Since this concept map focused on introducing one specific disease of a patient with the priority medical diagnosis, it is important for students to understand the relevant patient data, diagnostic tests, treatments, medications and interventions that are involved in treating this disease.

Therefore, the concept map serves to help students understand the medical diagnosis and pathophysiology by looking at the disease development process, risk factors that may have precipitated the disease, and the expected signs and symptoms of the disease that may occur in the patient. The student will also develop an understanding of why the physician

orders certain diagnostic tests and what to assess from a patient's physical exam and lab values based on the disease. The student will also utilize the concept map to focus on the medications that are ordered and what appropriate treatments should be performed for the specific diagnosis.

For the nursing profession, learning the five-step nursing process (assessment, nursing diagnosis, planning, implementation and evaluation) in monitoring their patients is essential. During the nursing process, it is crucial for the nursing student to provide proper nursing interventions and patient education based on the needs of the patient to establish proper care plan goals. Lastly, it is important to know common complications if the patient is not managed properly. The student will

need to provide the appropriate patient teachings to avoid possible complications. For the nursing profession, patient teaching is very important because effective teaching can improve patients' health-related knowledge, skills, capability for self-care, and ability to make informed decisions (Flanders, 2018).

After long hours and many days of working together, we finally developed the concept map guideline. In addition, we created a case as an example for students. In the example, we not only made connections between various points on the concept map, but we also made a color key to highlight pertinent patient signs and symptoms, common complications, diagnostics, assessments, treatments and nursing interventions such that students can understand the purpose of

medications, treatments and relevancy of the data to treat the disease (main topic). We hope that this guideline and example will help students to develop critical thinking skills and utilize concept maps to facilitate their clinical learning as they progress through the nursing program.

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In Remembrance of Stephanie Honrada

By Khonnah Weithers, MSN, FNP-BC, CCRN

Stephanie Honrada (1989-2021) graduated with her Bachelor of Science in Nursing in 2013. On June 17, 2021, Stephanie's life abruptly ended in a tragic fatal car accident. She was a loving wife, daughter and sister; she was a loyal friend, an exceptional nurse and an irreplaceable human being. Her classmates remember her as a caring, fun to be around, compassionate individual with a heart of gold. She gave back to the School of Nursing by volunteering her hours teaching nursing students in the nursing skills lab (pictured below, on the left).



Her coworkers in the cardiovascular intensive care unit (CVICU) at Beacon Memorial Hospital in South Bend, Indiana, also thought highly of Stephanie. A display of a memorial in her honor is in the unit hallway. Also, a black hoodie to remember her with her signature backpack became a uniform staple. A coworker and charge nurse shared her thoughts and memories:

"When I first met Steph, she started up on 9 south; she was quiet and barely spoke! She always smiled; she came there with a group of girls she attended college with. I was immediately drawn to their friendship and love for each other. Steph was always the quiet girl but expressed care and concern for her coworkers, patients and friends! I always thought of her as the peacekeeper, the one person who could always keep everyone calm with her beautiful smile and caring eyes. As I got to know Steph, the less quiet she became, and her laughter and quick wit were always a joy to be around. But as all young people are, she always wanted to do more, and she decided it was time to go down to the ICU and take her nursing to the next level. Down in the ICU, she flourished and grew; she mastered working down there, took on more challenges, became an open-

heart nurse, and started to be a charge nurse. I think anyone would have followed Steph into a battle because we knew she would always be right there with you, ready and willing to handle anything that came her way. I remember when Stephanie died, she was recognized as many things by many people, friends and coworkers. Still, one person said it best that she was a silent ninja, always there, willing to help, giving 100 percent to everything she did, never complaining, and always ready to get the work done with skill, grace and humility. Stephanie is missed by so many. She was indeed a blessing to the lives she touched. She was an angel on earth."
(Amy Hurley, RN)



Through It All



By Zora Williams, RN, BSN '21
Nurse, Kettering Health Network, OH

Regardless of one's class, background or creed, it seems as if life has a way of presenting constant struggles. As I reflect on the senior year of my university experience, and more specifically my last semester, the understanding that life is filled with adversities became a resounding theme. To give brief insight, my romantic relationships were failing, my tuition needed to be paid, my close friendships were being impacted, and needless to say, my mental health was deteriorating. Without question nursing school has been one of my hardest journeys in life so far. The unspoken question that remains is, "Was it all worth it?" My hope is to provide a response within the upcoming lines.

The theoretical portion of nursing school was painstakingly brutal. True fulfillment was experienced once I transitioned into the clinical practice. However, how can one enter the clinical setting without an understanding of it or how the body works? It is for this reason that I have found value in both. As it pertains to the clinical setting, it was there that I was reminded about the goal of nursing. The field of nursing is a ministry where one is given the ability to be God's helping hands on earth.

This fulfillment was exemplified in the summer of my junior year when I participated in a summer externship for nursing students. In 2020—that's right, in the heat of COVID-19—I attended a summer externship at the Kettering Health Network. During that time, I was placed on an ortho-neuro (medsurg) unit. It was also on this unit that I truly realized how nerve-racking nursing can be. On the first day, I was completely anxious as I

thought about the numerous lives under the care of my preceptor and me. This anxiety displayed itself externally as well. It was to the point where my preceptor, Sue Smith, pulled me aside and told me, "Center yourself." Unbeknownst to her, those words were a catalyst to a new approach towards nursing. By the end of my externship, individuals who were new to the unit asked how long I had been working as a nurse. However, at that time, I was still a student, which left them flabbergasted, as I appeared confident in my skillset.

It is truly impossible to expound on what nursing currently means to me without addressing the thought process of centering oneself. This experience can look like a multitude of things; however, whenever I needed to "center myself" it was a process of remembering that I am not relying on myself. Instead, I am placing my plans in God's hands and allowing Him to guide me every step of the way. As I center myself, I am reminded that what I lack, He is full of. In my inadequacies, He is perfect. It is through this process that I am reminded that God does not necessarily call those who are prepared, but He prepares those in which He calls.

In spite of life's challenges, God is greater. With this understanding, I was able to navigate through my darkest days. On July 27, 2021, I took the NCLEX, and God was merciful, as I passed on the first attempt. After passing the NCLEX, I returned to the unit that I did my externship on. Needless to say, I have grown tremendously during my first year working as a nurse. I struggle with sharing highlights in my life due to the fear of coming across boastful or proud. However, if one runs away from doing so, at what point will God receive glory? On March 11th 2022, I received a DAISY Award, which was one of the varying awards during my first year of nursing. However, the greatest award for me would be going into patients' rooms and watching their progress of care. Each time a patient says, "Thank you for taking care of me," I know that I made a difference. My parents often remind me that regardless of how a patient behaves, respond with love and kindness, as one is never truly aware of what another may be going through. Oftentimes, individuals end up in the hospital due to life's circumstances and not necessarily because they would like to be there. It is at the bedside more than ever where grace should be extended.

There are varying Bible verses that provided strength to me, during both my university years as well as my transition into the working environment. However, the one that is emphasized throughout is Jeremiah 29:11. God has a plan for our lives. If I was aware of how my future would play out at the beginning of my journey, I may not have started. The fear or stress of the turmoil that lay ahead may have hindered me from proceeding. This is the beauty of faith. There is great power in committing one's works to God, and He who knows the future will see you through. Although I am unaware of your status in life, one thing that I do know is that God will never leave you nor forsake you. Trust in Him, and He'll take you through.

POPULATION HEALTH, NUTRITION & WELLNESS



Welcome to the School of Population Health, Nutrition & Wellness (PHNW), a global leader in the areas of plant-based nutrition, public health and lifestyle medicine. We are excited to share new developments in the school and the contributions our faculty have made at Andrews University. We are planning to offer two new programs starting in fall of 2022 that have been approved by the Board of Trustees: 1) Master of Healthcare Administration (MHA) and 2) Culinary Medicine Graduate Certificate program. With these two new programs, our school will encompass nine distinct programs: 1) Master of Public Health (MPH), 2) Master of Science in Nutrition and Dietetics (MS), 3) Dietetic Internship Program-Graduate Certificate (DI), 4) Bachelor of Science in Public Health (BSPH), 5) Nutrition Science & Dietetics (BS), 6) Fitness and Exercise Science (BS), and 7) Wellness (BHS). We train Andrews University Master of Divinity (MDiv) students with a hybrid MPH/MDiv track. We also offer a hybrid MPH/social work track. The Council on Education for Public Health has currently accredited the MPH and BSPH programs. Both the Didactic Program in Nutrition and Dietetics and the Dietetic Internship at Andrews University are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

The MHA program prepares healthcare professionals to fulfill the demands of the ever-changing healthcare system and to become managers, administrators and leaders in various private and government healthcare settings who are devoted to improving health services delivery in the United States and throughout the world.

We are excited to offer the culinary medicine program that will focus on pathophysiology and evidence-based prevention and treatment of diet-impacted disease by incorporating plant-based eating into a patient's lifestyle. The Culinary Medicine Graduate Certificate program prepares professionals with innovative knowledge in plant-based nutrition science combined with practical approaches on what to eat for disease prevention. It is designed for those with healthcare degrees or individuals who are interested in learning how to integrate nutrition science with food preparation and disease prevention. Currently 60 percent of Americans and many children now live with at least one chronic disease, and more than 40 percent have been diagnosed with two or more diseases. Data from 190 countries analyzed by the Institute of Health Metrics and Evaluation on global burden of disease reports that "what people eat and fail to eat" is the leading cause of disease and death.

The vision of the school is to establish a lifestyle medicine clinic and training center that will serve as a benchmark for research and training in the areas of diet, exercise, spirituality, social and behavioral sciences, and environmental health sciences. We support a whole-person health and performance model. I am happy to announce that we were able to secure funding from Ardmore Institute of Health to establish the Lifestyle Medicine Clinic & Training Center that is operated by the College of Health & Human Services. This will provide internship opportunities for Andrews students.

We are collaborating with Andrews University seminary to offer course modules in wholistic aging. This course is significant not only for training seminarians on how to care for the elderly, but because we are living in the graying baby boomer era in America, where the 79 million people in the baby boomer generation account for 26 percent of the U.S. population. Training students in strategies of successful aging through lifestyle changes in the areas of diet, exercise, emotional, mental and spiritual health is integral at the School of Population Health, Nutrition & Wellness.

In addition, we were able to obtain the Title III and Title V eligibility for Andrews University. This will allow Andrews to be classified as a minority serving institution (MSI). As a result of receiving this designation, Andrews is eligible for several minority grants and a waiver of the non-Federal share matching requirements under the Federal Work Study Program (FWS), the Federal Supplemental Educational Opportunity Grant Program (FSEOG), and the TRIO Student Support Services Program under Title IV of the HEA. One of the objectives of the Title III grant is to provide learning strategies and improve study skills for students. This will be accomplished through the Lifestyle Medicine Clinic which will offer brain training programs in collaboration with the Center for Brain Health, University of Texas in Dallas.

These new programs and initiatives will open opportunities for our students and ultimately help our school to better accomplish its mission.



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

Donations to support the School of Population Health, Nutrition & Wellness are welcome.

[Andrews.edu/go/give/PopHealth](https://andrews.edu/go/give/PopHealth)

Funding for NEW Culinary Medicine Graduate Certificate to Start Fall 2022

By Shelby Huse, BS Nutrition Science & Dietetics Student, Class of 2022



Sherri Isaak pictured left, Shelby Huse right

In October 2021 Andrews University received a grant from Ardmore Institute of Health to establish a Lifestyle Medicine Clinic and Culinary Medicine Graduate Certificate program beginning in the 2022-2023 academic year. Culinary medicine is an emerging field and is gaining national and global recognition. Essentially, culinary medicine is an evidence-based field that combines nutrition and culinary knowledge to help prevent, treat and reverse chronic disease. Culinary medicine promotes behavior modification and helps the patient decide on how to eat for their health condition. Nearly 60 percent of adults in the United States have a chronic disease related to lifestyle factors including poor nutrition and a lack of physical activity. According to David Katz (2019), “diet is the single most important predictor variable of health outcomes in the modern world. It is the single leading predictor of premature death and the single leading predictor of total chronic disease risk.”

The Culinary Medicine Graduate Certificate has been designed for both medical and non-medical professionals to help prepare them to serve their communities. This program aims to

transform lives through plant-based wholistic disease prevention, treatment and reversal approaches that align with the Adventist health message. The vision of the culinary medicine program is to prepare healthcare professionals to integrate practical dietary behavior changes, nutrition knowledge and cooking skills needed to make plant-based food that is delicious, healthy and accessible to diverse populations of all ages. This program addresses numerous conditions including, but not limited to, diabetes, cancer, heart disease, thyroid conditions, metabolic diseases, autoimmune disorders, osteoporosis, gastrointestinal disorders, healthy aging, hypertension, weight management, immunity, skin conditions and other nutrition-related disease states.

The Culinary Medicine Graduate Certificate is a 12-13 semester-hour credit program designed for healthcare professionals or anyone looking for specialized training in culinary medicine related to plant-based cooking for disease prevention and treatment. The program can be completed in one year and is fully online. It is one of the few programs that prepares graduate level students with a culinary medicine specialty from an academic perspective.

Classes will cover content such as culinary medicine for chronic diseases; how to cook and grocery shop for different disease states; strategies to promote behavior change and modification; how to work with budget constraints, diverse populations and time

constraints; culinary strategies to promote health; and a culinary medicine workshop for hands-on experience. To be eligible for this program, participants must have a bachelor’s degree from an accredited university or college. In addition, students must have taken a basic undergraduate nutrition course and/or FDNT 310 Nutrition in the Lifecycle from Andrews University.

There is a huge need for preventing and reversing chronic diseases with lifestyle interventions that include diet and exercise. As the market for plant-based options increases, the need for more plant-based alternatives continues to grow. This will necessitate a greater need for knowledge in culinary nutrition to match the need for consumer interest in plant-based diets.

Contact: Sherri Isaak, Program Director, isaak@andrews.edu

MPH Helps Alumna Pursue Passion for Population Health

By Becki Loudon, MPH '22, CHES
Nutrition Pathway Teacher, Riverdale High
School, Murfreesboro, TN
Food Safety Inspector and ServSafe Food
Protection Manager Instructor and Proctor,
ATC Food Safety, USA

I graduated in 1999 with a bachelor's degree in nutrition and food science, and I felt that God called me to Andrews University in 2019 to work on the Master of Public Health (MPH) program with an emphasis on nutrition and wellness. This online program was convenient for my schedule since I teach culinary arts at a public high school. Additionally, it paired well with food safety, as I also work for ATC Food Safety where I serve both as an instructor and proctor for the ServSafe Food Protection Manager national certification and as a food safety inspector at restaurants, food trucks and stores across the United States.

My MPH cohorts and I experienced compassion, with genuine and positive regard from our professors, and this contributed to our whole health oneness. We learned information at macro levels, how to plan programs, and how to create solutions for public health problems. This program completely prepared me to take the Certified Health Education Specialist (CHES) national exam which I was thrilled to pass. Andrews gave our cohort team a toolbox we can use as professionals to make a difference in the world. I am currently seeking to do health initiatives at my school, as well as in my community and church. During the program, I was asked to serve on the School Health Index Team. As a leader on the team, I strive to improve our school's health and safety policies and programs.

In 2019 I received a grant to purchase Healthy Choices tube models that visually show how much sugar, fat, salt and caffeine are in certain foods and drinks



as well as a 5 lb. fat belt replica. During my applied practical experience (APE), I created a presentation using these models and traveled to after-school programs teaching students how to make healthy choices to prevent unwanted health consequences. I also did this program for my high school students at Coffee County Central High as my intervention-based capstone. The results were amazing as I witnessed the changes they made and the difference this made in their lives. The abstract for that capstone project, titled Nutrition Visual Tube Models for Healthy Choices in Adolescence, was accepted for the 17th Seminary Annual Scholarship Symposium on Faith & Health, and I will have the opportunity to present at the symposium in February 2023.

I have also scheduled to conduct a Children's and Teen Health Expo on October 5, 2022 at Woodbury SDA Elementary School in collaboration with other Adventist health professionals, including Jillian Zollinger, DPT '14, DSCPT '21. We will use both the program

I developed and additional resources from the Health Ministries department in our Kentucky-Tennessee Conference. After graduation with my MPH, our church nominated me to be the co-leader of health ministries. It is our plan in January 2023 to conduct a health expo in our community at a local building as a preparatory interest program before an evangelistic series.

The Andrews MPH program is exactly what I needed in my career to launch into my passion of population health. Benjamin Franklin said, "The noblest question in the world is, 'What good may I do in it?'" The Master of Public Health program at Andrews embodies this quote.



Dietetic Internship Offers Unique Cultural Experience

By Camille Adams, Dietetic Intern,
Class of 2022

I had the pleasure of completing a portion of the competencies needed for my dietetic internship at HEBNI Nutrition Consultants. HEBNI is an acronym for Health Empowerment/Education through Behavioral and Nutritional Initiatives. The creators of HEBNI, Roniece Weaver, RD, LD, MS, and Fabiola Gaines, RD, LD, aimed to create an inclusive space focused on giving nutrition education and services to high-risk populations and underserved minority communities. It is a non-profit company based out of Orlando, Florida. The co-founders are both Black female dietitians who are committed to expanding the reach and ability of dietitians throughout the community.

Since being founded in 1995 it has greatly expanded to reach thousands of citizens in Orlando. They have won countless awards and received many grants. Their work in the city of Orlando is celebrated by a local health system, Advent Health. So much so, it was explained to me that the hospital's emergency department visits have decreased because of HEBNI's nutrition interventions, and because of that they partner with the hospital. The founders are recognized authors because of nutrition education materials specifically for minority communities that reflect cultural competency in the field, such as "The New Soul Food Cookbook for People with Diabetes, 2nd edition."

As a minority myself, I knew I had to jump on this opportunity to soak up knowledge when my advisor and Dietetic Internship Director Sherri Isaak, MS, RD, CDCES, BC-ADM, mentioned her connection to Roniece. During my time there I learned more about community nutrition than I had ever learned during my undergraduate studies. I believe this is partly due to the opportunity of being hands-on working next to Roniece. Every day we did a different task that opened my eyes to the importance of HEBNI's work in the community. The week I was at HEBNI, I was involved in creating and passing out ready-to-eat nutritionally adequate meals, discussing how to successfully do bookkeeping and grant writing, giving nutrition education to a geriatric population at a local senior center, culturally competent projects, cooking demonstrations, and celebrating Registered Dietitian Nutritionist Day.

The biggest lesson I was able to gain from this experience is cultural competency. Roniece employs mostly minority staff of mixed genders. Having this heterogenous mix naturally helped me learn what minorities, other than myself, deal with on a daily basis. The act of having conversations with those who grew up



in a totally different social, economic and ethnic situation than me helped me learn more about a culture different than my own. That is something we do not get a lot in dietetics, as a lot of spaces are majority white females. Learning cultural competency this way will help me relate and apply what I have learned into nutrition education in the future with patients.

At the end of my visit, Roniece said something to me that will stick with me forever when thinking about delivering nutrition education to a lower income population. She explained the oh-so-common phrase of, "Just go to the food bank" is demeaning, even if those recommending it don't mean to be. Roniece discussed the reactions and feelings she learned over the years from telling people that statement. "There is shame associated around the food bank, lack of healthy produce, and poor people get tired of others telling them that is their only option." Roniece fights to spread knowledge that there are usually more community resources and other more dignified ways to nutritionally support the poor.

Thanks to Andrews University, I have an experience that will positively influence my nutrition career for the rest of my life. Camille on HEBNI Instagram: <https://www.instagram.com/p/Ca6A09TMMcv/?igshid=YmMyMTA2M2Y%3D>

Practicing Physician Uses Post-9/11 GI Bill to Earn MPH Online

By Anthony Daniels, MD, MPH '22
Gastroenterologist, Fayetteville Gastroenterology Associates, Fayetteville, NC

I graduated from the Andrews University online Master of Public Health program in 2022. It was a truly gratifying and challenging experience. I am a practicing gastroenterologist in a busy single-specialty private practice group in Fayetteville, North Carolina. Due to my prior service in the Army, I was eligible for the military's Post-9/11 GI Bill, which provides for undergraduate and graduate level education. The 100 percent online MPH program with emphasis in nutrition and wellness was exactly what I was looking for to provide additional treatment options for patients referred to our clinic for various gastrointestinal symptoms.

I was a bit apprehensive initially since it had been 19 years since I completed my

formal education. Questions swirled in my head as I prepared to start. *Am I too old for this? Do I have time to do this? Will I be challenged? Will I be overwhelmed? Will the professors be accessible, friendly and helpful to online students? Why am I doing this?*

These questions, and many more, were asked daily for the first semester.

The answers to these questions were all favorable. I was not too old to start the program, at the age of 51. Taking 1-2 courses (rarely three) per semester, I was able to make time (1-3 hours) in the evenings and on weekends to complete assignments. I was challenged academically, but I did not feel overwhelmed. Without exception, the professors for all the classes were very accessible by email, text, phone call or Zoom. They were also God-fearing, and very knowledgeable, with obvious mastery of their respective courses.

Why did I do this? I did it as a



challenge to myself, as well as to learn how to implement more lifestyle recommendation changes for my patients with chronic gastrointestinal diseases.

Public Health and Public Service

By Krystal Eskildsen, MPH '19, CHES
Adjunct Instructor, School of Population Health, Nutrition & Wellness



I first became aware of the relationship between lifestyle and health when I was about six years old. A family friend had just buried her husband, and my grandmother and I were visiting this woman to provide her some comfort. I overheard her telling my grandmother about her husband's blood pressure and how he refused to live healthier. As I listened, a strange realization occurred to me: people could

control their health. I was startled because I was raised in a culture where beliefs about curses and supernatural influences were common explanations for poor health and even death. And until that day at that family friend's house, I thought health was like a game of chance.

As I grew older, that understanding remained with me, but I still lacked the knowledge of how to control my health. I struggled with poor physical, mental and spiritual health throughout my childhood and adolescence. I learned how to take control of my health after joining the Adventist church. Studying the health message and later studying public health in the Andrews Master of Public Health (MPH) program have been crucial experiences in my life. It taught me a simple but powerful lesson that behavior is the single most important modifiable risk factor for our health. If we can positively impact behavior, we can positively impact health.

The MPH program equipped me with the knowledge and skills I needed to apply principles of public health to my work as a health educator in my local community

and now as an adjunct instructor in the School of Population Health, Nutrition & Wellness at Andrews. I have also used my public health experience in my mission work and with my friends and family.

Currently, I am in my first year of the Doctor of Public Health (DrPH) Preventive Care program at Loma Linda University. And I see even more how thoroughly the Andrews MPH program prepared me for not only public health practice, but also public health scholarship. I am thankful to the faculty and staff of the MPH program who prayed for me, guided, advised and encouraged me. I benefitted from the expertise and guidance of the many qualified professors in the MPH program, including Associate Professor Dixon Anjejo, DrPH, who has been my mentor and friend; Professor Uppala, PhD, MPH; and Associate Professor Cadet, MD, MDiv, MPH, who also provided academic and professional guidance to me. Having worked as the field practicum coordinator and adjunct professor in the Andrews MPH program, I've been very excited to play a part in preparing future public health professionals.

Andrews University Celebrates 52nd Earth Day

By Steven Injety, BS, Data Science, Public Health Minor '22

Andrews University celebrated the 52nd anniversary of Earth Day during the week of April 18-23, 2022 and featured several activities. The Andrews University Environmental Health Task Force, chaired by Professor Padma Tadi Uppala, PhD, MPH, and comprised of faculty and students from several departments including public health, nutrition, exercise science, biology, agriculture and chemistry, took the lead in organizing the celebrations. Student clubs that included Environmental Health Club, Biophilia Club, Pre-Vet Club and Sustainable Agriculture group recruited 150 Andrews students to be active members of the Earth Day Initiatives Interest Group on campus to participate in events that will occur during the academic year 2022-23.

Throughout the entire week the Andrews Botanical Conservatory was opened to the public, where students could visit and learn about various flora and fauna. Many students took the opportunity to study in the Botanical Conservatory. The peaceful environment was also a place of refuge and study breaks for students who were preparing for their final examinations. The Andrews Museum of Natural History was also open during the week. Students and

faculty alike were able to see various collections from various time periods. The Flower Walk was organized by the Biophilia Club and the students made use of the wonderful trails on the campus of Andrews University.

On Thursday, April 21, a booth was set up by the Environmental Health Task Force. The booth had various resources and activities. Those that interacted with the booth signed a petition that encouraged the Federal Energy Regulatory Commission to hold the gas industry accountable for pipelines that have violated guidelines. It also encourages the Federal Energy Regulatory Commission to not make changes to certain policies that would void the gas industry of any responsibility for the damage caused by gas pipelines. In addition, a basketball mini-game was organized near the booth, where contestants were able to win prizes and sign petitions. The contestants were able to get Earth Day T-shirts, plants, books, water bottles or metal straws! This piqued the interest of the campus and spread the word of the celebrations.

On Friday, April 22, a seminar was held entitled "Finding Environmental Solutions in Haiti." It was organized by the Environmental Fridays group hosted by Associate Professor of Chemistry Desmond Murray, PhD, and Princilla Tobias, editors of the Benton Spirit newspaper. The seminar was presented by an expert panel that

discussed unique ideas and solutions that pertained to Haiti. The final event was a petting zoo. The petting zoo allowed the attendees to interact with goats, rabbits and sheep. The event was attended by more than 100 people which included families enjoying a Sabbath afternoon.

Earth Day celebrations turned into a week-long celebration of Mother Nature. University administrators showed their support by wearing 2022 Earth Day Celebration T- Shirts.

The event spread awareness and created change through 150 petitions signed by Andrews University students with mindset changes that will make impacts on the future.



Dietetic Internship Alumna Starts Virtual Nutrition Therapy Practice

Interview with Betrina Stitt, DI '21
 Founder, Be Well Nutrition LLC, Holland, MI
<https://www.beawellnutrition.org/>

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

I'm excited you have started a medical nutrition therapy private practice since graduating from the Andrews University Dietetic Internship in 2021. Please tell us about your private practice.

One of my main goals with going back to school was to start a private practice. I like to spend time with patients 1:1 and

individualize nutrition plans for them. I love to be part of the patient's journey in making lifestyle changes and a whole person approach. I also am a certified personal trainer (CPT) so I can make exercise recommendations.

I see patients through telehealth and also in person. My specialty is women's health related to healthy weight, prenatal nutrition, managing migraines through food choices, nutrition related to autism and ADHS, and healthy nutrition for kids. I recently received a post-partum exercise certificate (PCS). This provided specialty training and knowledge to help women that want to get back to their prenatal

exercise routines and help women learn best types of exercise during pregnancy.

What do you do on a daily basis?

Several workshops including mindful eating, prenatal and mindful eating program with a biofeedback score, and I also host a migraine workshop. I am considering developing an advanced intuitive group class. In addition, I just finished a migraine cookbook. I also see patients 1:1 and work with them on individualized needs. So I'm either meeting with someone or holding a workshop, emailing, or making follow-up phone calls.

How did Andrews prepare you for starting a private medical nutrition therapy practice?

Andrews University Dietetic Internship helped me become more comfortable seeing patients, especially with the extension of clinical experience as well as interdisciplinary experience, which helped me become more comfortable with other professionals.

Also, doing the portfolio helped me get an idea of how to create my website. Being part of the Andrews program helped me pass the RD (registered dietitian) exam. Also, your guidance with strategies to take an exam was helpful. The dietetic internship helped me become more confident talking with people regarding research related to plant-based nutrition and guiding people in this area. I have a lot more confidence in this area now especially about the research behind vegetarian eating to help prevent and treat variety of disease states.

Advice for future graduates that want to start a private practice?

I consulted with a business coach to start. It's important to take advantage of opportunities to create resources. My past business classes and the knowledge I gained to understand behavior modification were also helpful. If you completed Andrews University Dietetic Internship, you are now well equipped to have your own practice. Don't let fear stop you from starting—you will always be learning.

The Lift Project and Wellbeing 360

By Gretchen Krivak, MS '10, RD, CGFI, EIM-1
Assistant Professor, School of Population Health, Nutrition & Wellness

In fall of 2020 the new general education package called the Andrews Core Experience (ACE) introduced a new course called Wellbeing 360. The course is built on the Andrews University wellness theme "MADE TO THRIVE." Andrews University is committed to becoming the healthiest university in the world. The University Wellness team is helping us achieve this through its MISSION to become FULLY ALIVE! The goal is to build the healthiest university in the world by helping every student, employee and community member, locally and globally, to thrive and live life to their fullest potential! Through this course, which is now part of the freshman year experience, students learn about personal wellbeing in a whole new way. The "lecture" part of the course occurs through the online learning management system and the lab meets weekly face-to-face.

A team of instructors developed the course and teach the lab sessions. The semester begins with three weeks focused on personal wellbeing, which includes physical fitness, nutrition and rest. The students spend two weeks learning about the importance of diversity and inclusion next. Then three weeks of mental health is included, followed by three weeks of financial wellbeing (utilizing three chapters from Dave Ramsey's financial

modules), and finally one week focused on public health and the Andrews Made to Thrive model, which wraps up the course.

In addition to the array of topics discussed in the course, we are proud to be able to utilize

The Lift Project as a part of the "lecture" portion of the course. The Lift Project was developed by Darren Morton, PhD, from Avondale University in Australia. His lighthearted and fun approach to teaching about the impact of lifestyle on living a better life makes the course interesting and uplifting. The Lift Project includes 10 lessons on lifestyle medicine topics which can help to improve positive mindset and happiness. Morton visited campus in October of 2019 as a guest speaker for Wellness Fest, a University Wellness initiative. On his trip in 2019 Morton launched a collaboration between The Lift Project, University Wellness, and the School of Population Health, Nutrition & Wellness. In 2019, the 10-week Lift Project program was made available to Andrews University Wellness Ambassadors. As individuals who promote wellbeing on campus throughout their departments, Wellness Ambassador teams seemed like a good place start to our use of the program. In 2020, The Lift Project was utilized for the first group of students through Wellbeing 360 and is still being used currently.

The Lift Project begins with a pre-program questionnaire and ends with a post-program questionnaire. The Wellbeing 360 course has utilized the questionnaires and begun collecting data to contribute to the larger body of research being done in this area by Morton and colleagues. We are currently entering data from past semesters for analysis and looking forward to seeing if our students' lives have been lifted from their interactions with The Lift Project modules.

Made to Thrive: <https://www.andrews.edu/wellness/index.html>





Kim Ferreira, PT, PhD, MSPT '98
Associate Professor, Chair, School of
Rehabilitation Sciences

God has continued to abundantly bless us since my last update. Yes, there have been trials, but those have challenged us to think outside the box and allowed us to grow. Overall, 2021 and 2022 have been “normal” with no need to transition back to online learning. We are very thankful for God’s provisions of health and safety.

I hope you enjoy this edition of our annual magazine. Examples of our students’ servant hearts are on display in the articles about the 5k fun run to raise funds for the pro bono HERBIE clinic, our mission work in Tanzania, and our volunteer work at Village SDA Church’s lifestyle immersion program. An example of our inquisitive minds can be read in the story about our first inductees into the National Physical Therapy Student Honor Society. Finally, our family spirit shines in the “backyard” project, and we hope you choose to support us in our fundraising efforts.

We are thankful for our alumni, parents and friends who continue to support our school and students. We are blessed by the stories of our alumni and would love to hear from you. Please contact me if you would like to be featured in our next magazine or know of a notable alum who should be recognized. Remember to follow us on social media!

Donations to support the Backyard Project are welcome.

www.andrews.edu/go/give/backyard

Serving the Underserved

By Rogelio Pulido, DPT '14
Physical Therapist, Homecare Dimensions, Brownsville, TX



Since graduating from the Doctor of Physical Therapy (DPT) program in 2014, I have had the privilege of serving patients in the Rio Grande Valley (RGV), more specifically in Brownsville, Texas (the place where Elon Musk has been sending his rockets into outer space). The community I

have served in for almost eight years now is located on the border with Mexico. I moved to the RGV on a travel assignment for pediatrics to fill in for a therapist on maternity leave, then I moved on to sports medicine, and I now have—for the past four years—been working in home health.

I have really enjoyed working with my patients in this area of the country, which I have found to be unique in many regards. There definitely was an element of culture shock coming this far into south Texas, even for me being Hispanic. I found that the RGV has a unique blend of Mexican and American cultures, even with the demographics being very homogenous, with 93% of the

population being Hispanic or Latino according to the 2020 census. I go through entire days in which I do not speak a word of English in communicating with my patients and the families that I work with.

This is one of the most impoverished areas of the country, and with that there is a great need for providing education, as lack of health literacy is a real barrier to care. This has placed me in a unique position of being a patient advocate in many cases in which patients do not know how or are hesitant—for a number of reasons—to voice their concerns regarding their health issues. In closing, I am grateful for my training at Andrews, and for the privilege of being able to be the hands and feet of Christ in my current line of work.



PT Perspective on Posture and Voice

Insights for Faculty and Staff from World Voice Day Event (see p. 5)

By Jon-Ross Ennest, DPT Student,
Class of 2023

The Secret

Did you know that how you watch TV, scroll on your phone and work at your desk all affect the quality and strength of your voice while you speak? Posture for speaking is not something we do when standing up to give a presentation; rather, healthy posture for speaking stems from a habit of healthy posture during our waking hours.

While it may be easy to view teaching as merely a mental or vocal activity, making a presentation is really a whole body activity. The position of our shoulders, head, neck and lower back all have an impact on how much effort we put into projecting our voice. Additionally, when considering the length of time the vocal chords are engaged to deliver a lecture, optimal body posture can augment the time to vocal chord fatigue.

So, What is Posture?

Posture, in a whole body sense, can be summarized as the balance between muscle strength/stability and support that bones provide in order to help the human body resist the dynamic forces that movement and gravity place upon the body (Kendall, 2005).

The 4 M's to Better Posture

While there is no substitute for one-on-one assessment from a physical therapist or speech-language pathologist, here are some of the physical therapy recommendations for optimizing your posture that were shared with attendees of the Voice and Posture Awareness Week event:

Modify your environment:

A few ways to help

Take opportunities to make changes in your environment that promote good posture such as using standing desks when available, chairs that promote good back support, and raising your lectern when teaching to prevent looking down as much.

Moderate sitting time

Sitting from day to day is inevitable. If you find yourself in a situation that requires excessive sitting, take regular breaks every 20-30 minutes to stand up, stretch and walk around for 5-10 minutes to give your body a chance to reorient itself.

Mindfulness

Start developing a habit of mindfulness about your body's posture throughout the day by taking a quiet minute to scan your body beginning at your toes and moving to your head, while trying to be aware of areas of tightness or discomfort.



Make changes

- Relax: take time to breathe, take a break, walk around, and change it up, even if just for a couple minutes.
- Strengthen: consider joining an exercise or stretching class offered at the Andraesen Center for Wellness

See a PT (On-Campus Clinic)

Did you know that Andrews University has PT treatment available on campus? The Andrews University Physical Therapy (AUPT) Clinic is available to consult with anyone interested in receiving physical therapy.

For clinic information: <https://www.andrews.edu/chhs/pt/pt-clinic/>

Reference

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DPT Students Encourage Lifestyle Change by Serving in Immersion Program

By Kim Ferreira, PT, PhD, MSPT '98

In April 2022, some of our physical therapy students (DPT and tDPT) had the privilege of serving the community at Village SDA Church's lifestyle immersion program here in Berrien Springs. We have been involved in the program each time it has been offered, and it is a great opportunity for our students to practice their skills including encouraging lifestyle change. Students learn about health promotion and wellness in two courses in the DPT curriculum, and the lifestyle immersion program gives them a chance to put into practice what they have

learned in those courses.

On the first day of the program students and faculty conduct a baseline assessment of the participants' fitness levels. We then prepare group exercise plans and conduct them almost daily for the remainder of the program. The final day ends with a reassessment of the fitness measures to determine what improvements have been made. We were able to be a part of the participants' significant progress in the 10-day program, which is beneficial to our students as they see the difference that can be made with lifestyle changes and a supportive environment for change.



tDPT Alumni Updates

Elizabeth Oakley, PT, DHSc, MSPT '88
Associate Professor, School of Rehabilitation Sciences

Our transitional Doctor of Physical Therapy (tDPT) program has been meeting a need for our international physical therapy community. This degree allows students that have received their training and physical therapy degree to earn an advanced degree and to expand their clinical experience. We are one of the few tDPT programs that offers a clinical practicum experience within the curriculum. In turn, they add to the richness of our already diverse student body in our school and College of Health & Human Services. I admire the courage and sacrifice that each one of our students makes to attend Andrews University to further them along the path of becoming World Changers. Our graduates continue to make an impact in the various places they serve after graduation. Here are a few stories from our alumni.

Rahul Shah, PT, DPT '21

Physical Therapist, The Orthopedic Hospital, Lutheran Health Network, Wabash, IN



“The key to growth and progress is to do a bit more each new day than you did the previous day and make small improvements as you move along.” I came to the United States from India in August 2018. It was the first time that I had moved out of my hometown and it wasn't just to another town/city, but a completely new country about 8,000

miles away. As excited as I was, I was also scared as I thought of the numerous unknown expectations I was going to come across. Looking back, it was one of the best decisions I have made. Andrews University, despite the cold Michigan winter, has a warm place in my heart and is now like second home.

Today, I work at a hospital associated outpatient facility in Wabash, Indiana, as a supervising physical therapist. I passed my licensing (NPTE) exam in January of 2020 and took up my first job as a PT in the peak time of COVID around August 2020 in Detroit, where I worked for about nine months before moving to Indiana. My love for research further developed from being at Andrews University and still continues. I have recently co-authored a paper presentation at the World Physiotherapy Congress (online) in 2021 and another research study that was selected for podium presentation at APTA CSM (American Physical Therapy Association Combined Sections Meeting) which was titled as “Factors Influencing the Success on National PT Licensing Exam.”

It was not only research but also the lessons for teaching and leadership that impacted me as well. I am now an APTA Credentialed Clinical Instructor and help PT students gain clinical knowledge. I also have volunteered and have been helping student PTs to get their license by tutoring them through NPTE Final Frontier for over two and a half years now, and I even provide a five-hour mega-session NPTE review class for the

Andrews DPT programs, and it was such a blissful feeling to be able to help my colleagues get to the position they deserve. I was recently elected and have started my position as vice chair of the APTA Indiana Chapter Central District. I am trying to be a World Changer in every way I can and feel that the leadership skills I absorbed at Andrews University were so beneficial in getting to my current position.

Andrews University has been significant in so many ways that I cannot even express and can never be thankful enough. It mentored me to be a good PT, a better human, as well as learning life lessons, and observing warmth and kindness. Such significant classes like leadership, teaching techniques, differential diagnosis, manual therapy, pharmacology and exercise science have been very beneficial. I would give a huge credit to Andrews University PT program for what they have helped me become and recommend the University to everyone. I am a proud World Changer and will always keep trying to do better every day.

Kajal Narola, PT, DPT '21

Physical Therapist, 1st Care Home Health Services, Carmel, IN



Healing goes beyond prescription for me. I wish to be the best soul that my patient meets. My patient is never a client or consumer but a health seeker on the journey of betterment.

The tDPT program challenges many people academically. Many foreign trained PTs fear not passing the NPTE as it is needed

to become a licensed PT in the United States. I would say to them that with commitment, hard work and right direction you can achieve what you want to do as long as you are focused and mundane issues of life do not deter you.

Andrews helped me bridge my gap between my education in India and practice in the United States. It made my transition smooth and now I can say that I am a successful licensed physical therapist in the United States. While in my second semester of tDPT, I managed to pass my NPTE in my first attempt with the dream score of 721/800—thanks to the guidance and support I received from the staff and professors at Andrews.

At Andrews I got the direction that I needed and met friends, professionals and teachers who helped along my journey which made it a very special experience with a lot of memorable events and gatherings.

COVID has been a challenging period for the whole world; a lot of people lost their friends and relatives. My heart goes out for them. While the world stopped functioning and a lot of students could not achieve the most from their courses, Andrews not only continued their teaching but also managed to handle the graduation ceremony for us! This was one of the most memorable days of my life.

One of the courses in my curriculum, Integration of Spirituality in Healthcare, gave me a new direction to the way I treat my cases. I want to treat patients, not their symptoms! Each one is a life with a spectrum of physical, mental and emotional challenges with a beating heart and a thinking brain. I'm being

trusted by those lives, and as a physical therapist, it's my responsibility to help them with comprehensive approach. I am thankful to Andrews for playing a big role for what I am today—a successful licensed physical therapist in the United States.

Tanaya Mehta, PT, DPT '21

Physical Therapist, ATI Physical Therapy, South Bend, IN



Being an international student has its own advantages and disadvantages. People more often focus on the disadvantages, but if you change your perspective and focus on your advantages, one realizes that life gets a different direction. It never gets easier, but it changes for the good. When I

started my tDPT program at Andrews University, I was lacking perspective. I had completed my master's in rehabilitation sciences from University of Illinois in Chicago and gained some experience as a research assistant and as a rehabilitation aide in the clinical setting. I had also attempted the National Physical Therapy Exam (NPTE) but wasn't successful; it did not help that the people around me kept focusing on the fact that I was an "international student." I also found it difficult to transition from a research track to a clinical track. But when I started school at Andrews University, my perspective changed. The first semester was the toughest, but by the end of the first semester, I started to gain some confidence to be able to swiftly transition into a clinical setting.

I also changed my perspective. I started to look at everything as an opportunity. At the end of the first semester, Professor Allyn, PT, DPT, approached me to be her lab assistant for her Therapeutic Interventions class; I did not hesitate even for a second to respond positively. It was a great opportunity to learn

about the way students are taught here in the United States. To be honest, it was very different from the way we were taught. At the same time, I was assisting Jillian Zollinger, PT, DScPT '21, DPT '14, in setting up the on-campus PT clinic. It was a challenge, but I learned what goes into setting up your own clinic and the difference between an insurance-based PT clinic and a cash-based PT clinic. It also helped me to further develop my management and administrative skills one would require as a clinic director or in any leadership roles.

When the clinic was finally up and we were ready to start seeing patients, the pandemic hit. It was a very slow start. We barely saw any patients initially, but then we switched to offering telehealth services. So here was another learning opportunity. It was easier to treat patients via telehealth, but it was harder to perform assessments. Jillian Zollinger, the director for the on-campus clinic at the time, really helped us by letting us observe when others from our cohort were assessing or treating patients. We also learned about and practiced our documentation for every patient we saw.

By the end of the fourth semester, I felt ready to go for my off-campus clinicals, but no one was accepting students yet. So, I focused on studying for the NPTE and passed it! Along with studying for the NPTE, we were also completing our research project for graduation. Through a research grant we received from the Andrews University Office of Research, we were able to purchase the licensing required for the two validated surveys we chose to use. The overall process of writing the grant proposal, obtaining the licenses for the surveys, transforming them into online surveys, to writing our research paper and defending our thesis created many learning opportunities.

I am currently working as a physical therapist with ATI Physical Therapy in South Bend, Indiana. I am also working towards being a certified clinical instructor so I can mentor new student PTs. I have worked in a professional setting for a little under a year, and facing different challenges in the clinical settings is an everyday routine, but navigating them with confidence and perspective was something I learned while I was going through the tDPT program at Andrews, and I am very grateful for that.

White Coat Ceremony Reflections

By Rosaura Mendez-Salazar, PT, DPT '22

My name is Rosaura Mendez-Salazar. I am a physical therapist from Costa Rica, but Michigan is my second home. I had the opportunity to continue my education at Andrews University in the transitional Doctor of Physical Therapy program and was part of the best cohort of my life. I had great support from the faculty, made lifelong friendships, and hope in the future to help others in the PT journey at Andrews.

Our cohort was invited to participate in the spring 2022 White Coat Ceremony, and it was a wonderful experience. A few weeks before the ceremony, when one of the ladies from the PT office helped me try on a coat for size, I started to feel anxious but full of joy. Until then, I had no idea it was going to be an actual white "doctor" coat.

On the day of the event, my family found seating in the front of the auditorium as I went to the back of the room with my fellow graduates to find our coats. As soon as I saw my name on the coat, along with my degree, all I could think of was the challenges and difficulties God had helped me through in my journey as a student, a mentor, a professional and a physical therapist, both at the University of Santa Paula in Costa Rica and at Andrews.



I am so blessed. I thank God for what he has done in my life. This ceremony and the physical therapy oath was the gateway to the real world and a strong embrace full of courage and responsibility to be God's messenger in the world, a vessel of healing, and finally yet importantly, a promoter of health and wellness in our community and everywhere He sends me.

“Backyard” Project

By Kim Ferreira, PT, PhD, MSPT '98

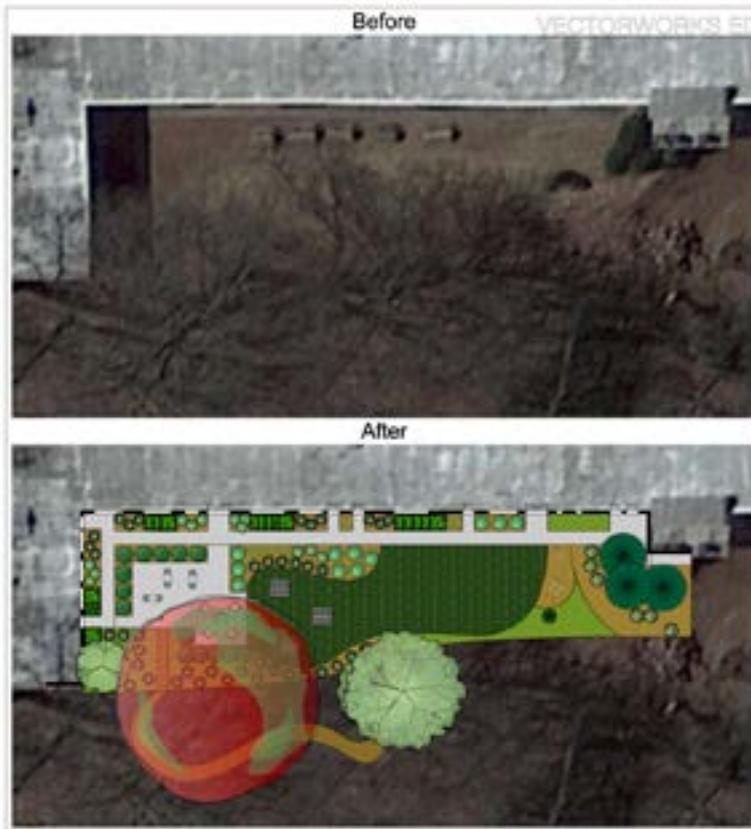
If you spent time in the physical therapy program, do you remember the backyard? That is the space behind our building that students use to take breaks between classes, socialize, play games and eat together. We even use it for our faculty meetings at times.

This space is ready for a face-lift, and we have worked together with our colleagues in Office of the Arboretum and the Department of Sustainable Agriculture to design a plan that will revive our backyard. We solicited feedback from our students, staff and faculty throughout the process to be sure we create a space that meets their needs.

We have had several generous donors get us off to a great start in raising funds for the project and now we are asking for your help. Any amount will be greatly appreciated! The first phase of the project scheduled to begin in fall 2022 with plans to finish in summer 2023 pending funding. It is not too late to give!

To contribute: www.andrews.edu/go/give/backyard

Credit to Garth Woodruff, PhD (ABD), MA '14, BT '96
Assistant Professor of Horticulture & Landscape Design



Donation Opportunities	
Item	Cost
Landscape Plantings, Soil, & Irrigation	\$26,500.00
Concrete	\$5,700.00
High-Top Tables & Chairs	\$11,500.00
Airondack Chairs & Table	\$1,600.00
Glass Doors	\$14,050.00
Electrical & Bistro Lighting Upgrade	\$3,500.00
Fountain Upgrade	\$1,500.00
Project Management Fees	\$4,000.00



Research and Mission Trips to Kihurio Village in Tanzania

By Sozina Katuli, DrPH, MPH

Associate Professor, School of
Rehabilitation Sciences

&
Brianna Seawood, DPT Student,
Class of 2023

Mission trips and other missionary activities have been a part of Andrews University for many years. Many of these trips have benefited the visited communities, but some have left the communities with a vacuum after the departure. To address this anomaly, Associate Professor Sozina Katuli designed a research/mission plan that seeks to establish a good operation model for these trips. The model follows a three-part strategy: an initial assessment visit, an in-depth research investigation trip combined with healthcare provided using local healthcare workers, and a follow-up visit to address health problems that were identified. In the second and third visits, we focus on in-depth research to investigate factors for the identified conditions and to provide healthcare to address the identified needs. The first case study for this approach has been a physical therapy mission in Kihurio Village, Tanzania.

Kihurio is a community which heavily depends on agricultural farming, and due to the bimodal rainfall pattern, they farm all year round with corn and paddy rice. Transplanting rice accounts for back



and knee pain among the farmers. This was discovered as one of the top health concerns during the first visit in 2017, when Katuli traveled to Kihurio along with then-student Roy Mendizabal, DPT '18.

In December 2021, a team returned for the second visit (Katuli and DPT student Brianna Seawood). We collaborated with the local health workers in Tanzania, including six doctors (four general practitioners and two opticians), a pharmacist, a lab technician and a nurse, for a week-long health fair. We constructed a simple clinic in a church with stations for physicians, opticians, lab and pharmacy. A total of 957 patients with mainly optical problems, hypertension, arthritis, back pain, pelvic inflammatory diseases and urinary tract infections were treated with medication. Eyeglasses were also provided for free to those with sight problems, and health advice was provided to encourage individuals to manage their hypertension and diabetes through changing their lifestyle. We also collected data to ascertain the actual prevalence of hypertension and pertaining risk factors. Analysis of this data is still underway. Healthcare is the right hand of the gospel, so daily seminars and sermons were provided by our evangelist who is also a physician, and many people were reached and blessed both physically and spiritually. Most of the people who attended the health fair were people from other denominations,

and mainly non-Christians. This was a tremendous opportunity for winning souls for Christ.

As part of the three-step strategy, we will conduct a follow up visit in August 2022 with a team of two DPT faculty members and two DPT students. This visit serves to evaluate the second visit as well as continue with in-depth research. The research focus will be assessing the nutritional status and factors contributing to malnutrition of the children under the age of five years. Patients seen in December 2021 will also be seen for a reevaluation. Additionally, we are designing a physical therapy intervention to address back and knee dysfunction. Assistant Professor Letrisha Stallard and two students will provide seminars and interventions to address the back and knee pain problems.

The three-step approach to our work in Kihurio has given us a deep understanding of the community's needs and allowed us to make a lasting impact on the health of its people. After the third trip, we will assess the plan's effectiveness to make recommendations for use of this approach in future missions.



Korea Year Abroad - “God Provides”

By Yehjee Lee

DPT Student, Class of 2023

Hello, my name is Yehjee Lee, and I am currently a third-year student in the Andrews University Doctor of Physical Therapy (DPT) program. I wanted to share what I learned through my experience in Korea during my year off of PT school. A little background about myself: for my elementary, middle school, high school, college and even graduate school I lived in a community of Adventists. The path that the majority of people took around me was just going through the education system, usually ending up at an Adventist college, and then grad school afterwards. So, I also followed that same path, and I didn't do anything out of the ordinary like student missions or ACA, but I was able to finish college a year early by working hard in high school and throughout the summers of college. Then, there I was just turning 20 years old, entering into post-professional school for physical therapy at Andrews University.

I think at first, I was proud of myself for accomplishing this, but as time went on by, I started to realize how unhappy I was and how fast I had gone through some of the most important years of my life. I realized that once I graduate PT school it's just work from here on out. I felt like I had missed out on something big, and that I had a missing puzzle piece to my life. I felt like all the work I had put in became meaningless because I wasn't happy with where I was. I won't go into details as to the whole process, but God opened Korea for me. Instead of starting my third year at Andrews, I would be living in Korea, working as a graduate assistant for one of the PT professors at Sahmyook University in Seoul, and enrolling in graduate classes there.

Once Korea was finalized, I was nervous because this would be the first time I would be alone in another country without my family next to me. I started school at Sahmyook in early

September 2021 where I was just taking six credits in their physical therapy graduate program. However, due to COVID, the classes were mostly on Zoom.

The biggest thing that I struggled with initially was that there were so many tasks all of sudden that I realized I could not do alone, and I had to use the helping hand of someone else. I was so used to being able to take care of things by myself, and it was almost embarrassing to ask for help. I thought I would be able to take care of everything myself, but God provided me with the helping hands of my aunt's family. They lived nearby and helped me with everything so generously, from rides to the university, moving into the dorms, getting my phone number issue settled, to helping me pay my tuition through their account. God really humbled me through this experience and helped me learn the lesson of acknowledging when I'm incapable, letting others help me, and thanking them for their help.

Going to Korea was a lot of money, starting from the plane ticket to tuition for school, the dormitory fees, and all my living expenses out there. Even though I worked up until my trip, it was not nearly enough to pay for all of it. So, how was I going to afford all of this? I didn't know, but I believed that God would provide for me since I knew God had led me to Korea.

The graduate assistant job was a huge blessing for my career because I was able to experience a lot of things. I was able to help out in their international research conference, go to clinics and observe, make test questions for the PT students, proctor exams, and give lectures to the college students in Korea about physical therapy in America, its pros and cons, and the program here at Andrews. All these things rekindled my childhood dream of being a teacher. The professor told me every day I went to work to just get my PhD and be a professor, and honestly, as time went on, I started to really like the idea.

Since I had always wanted to be a teacher, I feel like God also really planted this into my experience in Korea just for me. Through my cousin, I was asked to teach for three weeks at the SDA Language School in Seoul where I taught four different classes during the winter break. Although it was a very challenging experience, I was very happy to be able to live out some of my passion for teaching kids. This experience also reinforced the thought that the professor had been telling me about considering teaching. Korea is also a very education-driven—even crazed—country, and learning English is so sought after. So, naturally through various introductions, I was able to do some private English tutoring with several students. All these jobs were able to provide me with more than enough funds to truly experience Korea without really having to worry about money. And I thank God for providing me with not only jobs, but experiences that were really eye-opening for my interests and passions. My dream of becoming a professor was really fostered during my year abroad.

I was living in the dorms with a roommate who is actually an English literature major, which is why I think that the dean put me with her. One night, my roommate and I were talking about our journey in faith and sharing our experiences when she shared something with me that I'll never forget. She asked me if I loved Jesus, and I answered yes, like always! She said, “You know, I never really knew what it was like to really love Jesus.” I asked her what she meant by that, and she told me to think about



My kids from Seoul Main SDA Language School that I taught.



Lecture to the juniors in the pre-PT program at Sahmyook University.

having a significant other. You guys meet for the first time, you barely know the person at first, but during the process of dating, you spend lots of time on dates talking, sharing your experiences, bonding over the silliest things, and making memories together, maybe even fighting. Then you really get to know the person, who they are, what they like, what they don't like, and so forth. Once you are able to really make a relationship with the other person, we share the words "I love you." She told me that she always told people she loved Jesus, but once she had thought about that analogy, she couldn't say it as easily.

She said she had constantly heard how good He was from others during sermons from her childhood, but she hadn't really experienced that mutual relationship with God. She said she barely spent time reading the word, let alone spending time with God on a daily basis other than the 30 minutes during church every Saturday, but with the boyfriend that she is dating she spends hours on hours on end daily.

Once she shared her humbling experience with me that made me think to myself. I had been in Korea for quite some time now, and I had a really good start to my personal relationship with God when I was struggling and lonely—that's when I was really reaching for God. But once I got comfortable, I was really distracted once again and I was really struggling getting back to where I wanted because I got so comfortable with where I was.

Right at this time, another aunt and my uncle, who are missionaries at Hadong, which is down south at the tip of Korea, asked me to come visit them. They are missionaries at the Adventist rehabilitation center there where they receive patients and treat them with our Adventist health message. Looking at the lives of the missionary children who were living there was so inspiring. They were waking up super early in the mornings, helping out in the kitchen, going to the little school made by the missionaries there, farming in the afternoons, and they are so selfless with their service.

I also had my first time doing therapy or counseling. I guess all the patients who come through this rehabilitation center have therapy with the hospital director who is a pastor, and my aunt wanted me to have a session too. During my therapy session, all the things that I had been feeling up to this point just started pouring out and I have never felt better after verbalizing it all. The pastor was so empathetic and encouraging, and he prayed a very genuine prayer for me and my future. This was what I had needed: a reminder of who had brought me out here to experience all these things, and it was only because God had provided for me that I was able to come this far.

A little cherry on the top was that during Sabbath school at my church back at school, we had been reading from "Steps to Christ," a book that has both a Korean and English translation page by page. I was really enjoying the discussions and had been wishing that I had my own copy. At the end of my therapy session, another volunteer who had sat in on the session said

she wanted to give me something as a gift because she felt like I should have it. It was the exact copy of the book that I had wanted from our Sabbath school, and it was my first time experiencing one of these moments that I know God had planned.

As I was reading the book, I got to chapter 8, which says, "You became Christ's by faith, and you are to grow up in Him by faith. Faith calls for giving and taking. Give all to Him—your heart, your mind, your work. Give yourself to Him to obey all that He asks you to do. And you must take all. Take Christ, the blessed one, to live in your heart. Take Him to be your Strength, your Righteousness, and your Helper forever. He will give you power to obey. Give yourself fully to God every morning. Make this your very first work. Let this be your prayer: 'Take me, O Lord, as wholly Yours. I lay all my plans at Your feet. Use me today in Your service. Live with me, and let all my work be done to honor You.'" God provided me with the encouragement and instructions I had been needing.

They were such simple instructions and so direct, that even though it is something that I had learned or heard about it in the past, God reminded me once again that it's just day by day that I give my worries, plans and stuff all to God and take Christ to be my Strength and my Helper, and He is going to give me the power to obey.

All my experiences in Korea really helped me to realize that this was what I needed. I needed to get uncomfortable because it was in those moments that I struggled that I grew. And it was also in those moments I learned to rely on God and not my family or any other support system. I learned that God was always going to provide for me no matter what. I slowly formed my own relationship with God and started to make my faith my own and not something that I had learned from when I was a kid. I started to find meaning in my life.

Two years ago, if you asked me if I would ever take a year off, I would have answered no in an instant because I had this path that I had always imagined myself taking. There's a verse in Proverbs 16:9 and it says, "We can make our plans, but the Lord determines our steps." And God had led me to Korea to meet so many people that have just widened my perspective about every aspect of life. I learned that not having a relationship with God was my missing puzzle piece, and once I was able to recognize that, I worked towards trying to keep my relationship with God stable. There were many times where I got distracted by a lifestyle that I knew was not right for me, but God always led me back to my path no matter how off track I got.

My friend from high school once told me that God is like a GPS. Although there is one best way to get to our destination, if we fall off track, God's always going to bring us back to the path that He wants as long as we listen, just like a real GPS. Many of us here are students, and now we are in a stage in our life where we have chosen a major and a job that we will be doing for the rest of our lives, yet in some way we barely know ourselves at this age. But if I could give everyone a little encouragement today it is that God is going to provide for you and me.

In Isaiah 48:17 it says that "I am God, your God, who teaches you how to live right and well. I show you what to do, where to go." This promise in the Bible that God is going to provide us with the instructions and guidelines and anything else we need in order to live our life has brought me so much confidence in the life that I live today and the life that I will be living.

DPT Students Develop Andrews Annual Calendar

By Gerson Emilio De Leon, PT, DPT
Assistant Professor, School of Rehabilitation Sciences

In the summer of 2021, 12 students from the Doctor of Physical Therapy (DPT) class of 2022 decided to participate in creating the Andrews University annual calendar for the 2021-2022 academic year. The Office of University Communication reached out to the School of Rehabilitation Sciences with the idea of a calendar that would feature one stretch per month. They were seeking students to help them identify stretches and hoped to feature our physical therapy students as the models for the stretches on the calendar.

We believe in divine appointments. As the class of 2022 was taking the class Health Promotion & Wellness II, it was the right opportunity for the students to put their knowledge into practice through this service project. Students came up with the idea of how to structure the best stretches and wrote the instructional text, and faculty provided oversight. One group was in charge of researching and selecting static stretches. Their main target population was people that mainly sit in front of a computer to work. The other group worked with dynamic stretches and targeted people who wanted to participate in more active ventures.

The calendars were distributed in print, with each month's page featuring a labeled photo of a student demonstrating a stretch and a QR code to access video for the dynamic stretch. We were very pleased that our class project provided a valuable resource to facilitate wellbeing for Andrews faculty, staff and students, and the calendar is now available as a community service resource via the CHHS website.

Here are some of the DPT students' comments about their experience:

"My favorite part about this calendar was working on a project that could significantly impact our community while at the same time working on it with my friends. This was our chance to show the school and this community about the diversity not only of color and background we are composed of, but of knowledge we all have. Which is something I personally feel makes our DPT program that much more special. We worked very hard to come up with movements all types of people would be able to do while at the same time targeting major body parts, and being able to literally hear and see our efforts paint the walls of offices and homes has made this calendar even more special to me." –Diana Saavedra



"What I learned through this experience is being flexible. There were many steps or miscellaneous things throughout the process that did not go as we had planned or expected, but once we finished the whole project and looked at it a step back, it all worked out. So, as a physical therapist being flexible with our schedules, plans and tasks is an important characteristic in order to blend well with others and work efficiently with our patients."
–Yehjee Lee

"Professor DeLeon combined two groups to make it work; one group as the actors and the other as narrators. I learned that each person always has a role, even in a group project. It takes the effort of everyone to get it done. No matter how small or big your role is, it makes an impact on the entire outcome of things."
–Opeyemi Adesina

To see calendar & stretches: <https://www.andrews.edu/chhs/community-services/stretching/index.html>

Motion is Medicine 5K

By Shannon Olsen,
DPT Student, Class of 2023



The first annual Motion is Medicine 5K Fun Run and Family Walk hosted by the Andrews University School of Rehabilitation Sciences took place on Sunday, April 3rd on the beautiful Andrews University campus. We were blown away by the school and

community involvement for our first race and all those that made our first race a huge success.

We had 97 participants in the race along with numerous volunteers from the Andrews University physical therapy programs. Volunteers from the School of Nursing were also present to help run the medical tent during the race. Not only did we have numerous participants in the 5K race, but it was also a great family affair for many of them as they walked together,



walked their dogs, and shared in treasured memories together.

The race helped raise funds for the class of 2023 Doctor of Physical Therapy graduation events as well as for a local community outreach, the HERBIE clinic. The HERBIE clinic is a free healthcare clinic for community members without health insurance located in Niles, Michigan. We were overjoyed to give back to our community and touch the lives of those who receive care at the clinic.

A huge thank you to our generous community and campus

donors that made the race possible! These donors include Andraesen Center for Wellness, University Wellness, Apple Valley Natural Foods, Harding's Berrien Springs, Baguette de France, Healthy Springs, Revive Coffee and More, Spectrum Health Lakeland, Ameriprise Financial, Honor Credit Union, Andrews University Catering, Michiana Home Care, Hinman Counseling Services, AU Center for Youth Evangelism, and Richard L. Beckermeyer D.D.S., PC. We can't wait to host the event again next year!

Physical Therapy Alumni Endowed Scholarship Makes an Impact

By Bill Scott, PT, MSPT '96, BS '95
Assistant Professor, School of
Rehabilitation Sciences

Each year, Doctor of Physical Therapy (DPT) students are blessed by an endowment scholarship fund set up by the Physical Therapy Alumni Association. Students in the DPT program apply for this scholarship with a short essay sharing their experiences on the path to becoming a DPT and their visions for their careers. We have an amazing group of students on campus and are excited to see what impact they will have on the future of our profession.

This year, five \$700 scholarships were awarded. There is an overarching theme with all of our recipients. Each student has displayed a desire for service to others. One of this year's recipients, Julia Johnson, hopes that "Serving my patients as a physical therapist will not only bring physical healing, but spiritual healing as well." Brianna Seawood expressed her desire to "impact the profession of physical therapy by modeling and promoting a servant-oriented approach to providing therapy." She also expressed the desire to provide mentorship to future Black, Christian physical therapy students.

When asked why coming to Andrews University was important to them for their training, Chase Helgren responded, "I appreciate getting to learn from professors who have a faith-based perspective in the field of physical therapy." He says those professors have helped him learn "to provide high quality treatment...and care for patients holistically through the lens of my faith."

We are thankful to our alumni that have contributed to this fund, and have made these scholarships possible for our future Doctors of Physical Therapy.



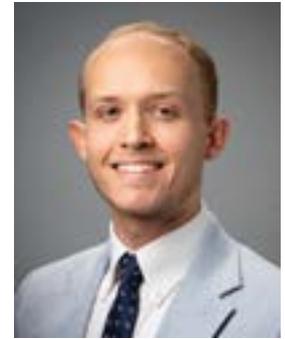
Chase Helgren

"My faith will guide my clinical practice as I offer compassionate care through listening, walking alongside patients in their pain, and providing quality treatment."



Julia Johnson

"I want to be a servant leader for Christ and bring healing and hope through my profession."



Ryan Kamieneski

"I plan to show the attitude and character of Christ to my patients in a way that both improves their quality of life and their holistic health."



Shannon Olsen

"I...couldn't wait to enter into a field where I knew I could make a difference on a daily basis to get people back to the best versions of themselves."



Brianna Seawood

"There is a need for Black, Christian physical therapists in America and I am enthusiastic about contributing to this rising number of clinicians."

Donations to the PT scholarship fund are welcome.

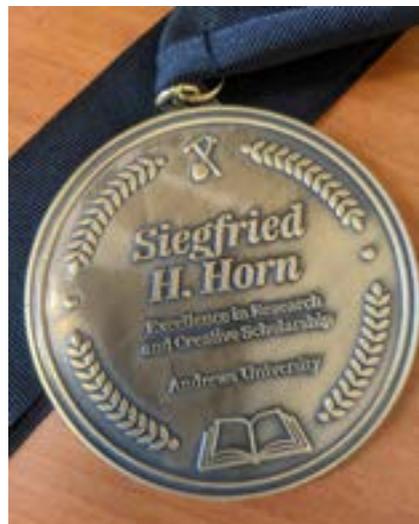
www.andrews.edu/GO/GIVE/PTesf

RESEARCH

New Horn Medallion Presented to Faculty Award Recipients

The Siegfried H. Horn Excellence in Research and Creative Scholarship Award recognizes Andrews University faculty members who have produced substantial scholarly contributions. Five CHHS faculty have been honored with this prestigious award since its inception in 2011, and those award recipients were recognized again in 2022 with the presentation of a newly designed Horn medallion.

At the April 21 CHHS Faculty Council meeting, Dean of Research Gary Burdick, PhD, presented the medallions to Karen Allen (2011, Department of Nursing), Winston Craig (2013, Department of



(Pictured Left to Right) Andrew von Maur, Kathy Demsky, Gary Burdick, Karen Allen, Marcia Kilshy

Public Health & Wellness), Marcia Kilshy (2014, Department of Medical Laboratory Sciences), Andrew von Maur (2015, School of Architecture & Interior Design), and Kathy Demsky (2017, Architecture Resource Center).

The design of the medallion, which includes a hammer and spade at the top and a Bible at the bottom, recognizes Siegfried H. Horn's legacy of scholarship and contributions to the field of biblical archaeology at Andrews University and

his impact upon the world church and the wider community of scholars.

Further information on the life and legacy of Siegfried Horn is available at https://www.andrews.edu/services/research/faculty_research/horn_award/siegfried-horn.html, and further information on the contributions of the CHHS award recipients can be found at <https://cmspreview.andrews.edu/chhs/faculty/siegfried-horn-award-recipients-chhs---write-ups.pdf>

Undergraduate students are italicized, ***graduate students*** are bold/italicized, and **faculty** are bolded within their department. Entries are duplicated in each faculty co-author's department.

Peer Reviewed Publications

School of Communication Sciences & Disorders

Tammy Shilling, **Heather Verhelle**, and **Julia Johnson**. "Online Vocal-health Education Program for Teachers." *The Journal of Adventist Education* 83(3), 32-35, 2021.

School of Rehabilitation Sciences

Roseline Nyaboke, **Dovison Kereri**, and Loice Kerubo Nyabwari. Competence-Based Curriculum (CBC) in Kenya and the

challenge of vision 2030. *International Journal of Education Technology and Science* 1(4), 155-169, 2021.

Bryan O'Halloran, Chad E. Cook, and **Elizabeth Oakley**. Criterion validation and interpretability of the Single Assessment Numerical Evaluation (SANE) of self-reported recovery in patients with neck pain. *Musculoskeletal Science and Practice* 56, December 2021, 102467.

Jillian M. Zollinger and **Sozina D. Katuli**. Knowledge, Attitude, and Practice of Orthopedic Manual Physical Therapists Toward Lifestyle Screening and Education: A Descriptive Study. *American Journal of Lifestyle Medicine*. Online First (July 19, 2021).

General Publications

School of Architecture & Interior Design

Andrew von Maur. *A Vision for Buchanan.* Andrews University School of Architecture and Interior Design, Berrien Springs, MI, 2021.

School of Communication Sciences & Disorders

Jenica Joseph. Speech Sound Disorders Syllabus and Unit Plan: Mini-Unit, Basic SSD Assessment. *CIRCLE.* May 1, 2021.

Medical Laboratory Sciences

Timothy Newkirk. Education-Remote learning, ready or not. *The American Society for Clinical Laboratory Science: Newslinks* 33(2). March-April 2021, 3-4.

School of Nursing

Jerry L. Chi and **Grace C. Chi.** Walk through the Famine and Distraught of Life. *Last Day Shepherd's Call* 99, May/June 2021, 12-19.

Conference Presentations

School of Architecture & Interior Design

Anthony Bosman, **Andrew von Maur,** and Rodney Palmer. "School of the Prophets: Cultivating Faith in University Students." Adventist Virtual Global Camp Meeting, General Conference of Seventh-day Adventists. May 19-22, 2021.

Andrew von Maur. "Urban Design Update 1: Adaptive Reuse." CNU29: *Design for Change,* Congress for the New Urbanism (virtual). May 19-21, 2021.

School of Communication Sciences & Disorders

Caralynn Chan (with Karl G. D. Bailey and **Rhonda Tomenko**). "Spatial distraction and speech recognition thresholds." Michigan Academy of Science, Arts & Letters Annual Conference, Alma College (virtual). March 11, 2022.

Heather Ferguson, Tammy Shilling, Anneris Coria-Navia, and **Jenica Joseph.** "Promoting student readiness and resiliency through peer assisted learning." Andrews University Teaching and Learning Conference. Berrien Springs, MI (virtual). March 31, 2021.

Heather Ferguson, Tammy Shilling, Anneris Coria-Navia, and **Jenica Joseph.** "Promoting student readiness and resiliency through peer assisted learning." Michigan Academy of Science, Arts & Letters Annual Conference, Alma College (virtual). March 11, 2022.

Jenica Joseph. "Review of current research on trauma-informed practice in higher education within healthcare professional programs." Andrews University Teaching and Learning Conference. Berrien Springs, MI (virtual). March 31, 2021.

Alayne Thorpe, **Heather Ferguson,** Andrea Luxton, and La Ronda Forsey. "From the classroom to the boardroom - Lessons in leadership." Andrews University Teaching and Learning Conference. Berrien Springs, MI (virtual). March 31, 2021.

Marileda Tomé. "The Evolving Field of Myofunctional Therapy: Innovation and Research Updates from Brazil." Academy

of Physiological Medicine & Dentistry, Collaboration Cures 2021 Conference. Atlanta, GA. September 23 - 26, 2021.

School of Population Health, Nutrition, & Wellness

Jochebed Bea Ade-Oshifogun, Jimmy Kijai, **Jean Cadet,** **Zora Williams,** and **Amarpreet Sudhaker.** "Students' perception of the transition to remote learning at Andrews University during COVID-19 pandemic." Andrews Research Conference. Andrews University, Berrien Springs, MI, May 17-18, 2021.

Jochebed Bea Ade-Oshifogun, **Jean Cadet,** and **Amarpreet Sudhaker.** "Students' perception of what worked for their learning during the COVID-19 pandemic transition to remote education." Michigan Academy of Science, Arts & Letters Annual Conference, Alma College (virtual). March 11, 2022.

Dixon Anjejo, Jean Cadet, Sammy Ngetich, and **Stephen Maitanmi.** "Factors Associated with the High Rates of Divorce among Sub-Saharan African Immigrants Living in the United States." Adventist Human-Subject Researchers Conference. Andrews University (virtual). May 19-21, 2021.

Dixon Anjejo, Padma P. Tadi Uppala, Sammy Ngetich, Stephen Maitanmi, **Jean Cadet, Rebecca Alva,** and **Shantel Wahl.** "Factors Associated with the High Rates of Divorce among Sub-Saharan African Immigrants Living in the United States." Adventist Human Subjects Researchers Association-Africa Conference. Adventist University of Africa, Nairobi, Kenya. April 7-9, 2022.

Jean Cadet, Dixon Anjejo, Jochebed Bea Ade-Oshifogun, and **Padma P. Tadi Uppala.** "Quality status of private wells drinking water in Berrien Springs and Benton Harbor, MI." Michigan Academy of Science, Arts & Letters Annual Conference, Alma College (virtual). March 11, 2022.

Jasmine Cha, Lun Kim, Hugo Jie Qin, SungBeen Han, MinSeo Kang, Nathaly Manrique, Rekha Issac, Sarah Wolf, Ryan Hayes, **Padma P. Tadi Uppala,** and Brian Y. Y. Wong. "Induction of Apoptosis via Modulation of Pro-apoptotic and Anti-apoptotic Proteins in Glioblastoma U87-MG Cancer Cells by Aqueous Extract of Chinese Medicinal Herb *Oldenlandia diffusa.*" Michigan Academy of Science, Arts & Letters Annual Conference, Alma College (virtual). March 11, 2022.

Anthony Daniels and Jean Cadet. "Lifestyle factors and non-alcoholic fatty liver disease." Michigan Academy of Science, Arts & Letters Annual Conference, Alma College (virtual). March 11, 2022.

Sherri Isaak, Jesse Hsieh, and **Padma P. Tadi Uppala.** "The impact of lifestyle medicine on wellbeing and medical outcomes." Michigan Academy of Science, Arts & Letters Annual Conference, Alma College (virtual). March 11, 2022.

MinSeo Kang, Nathaly Manrique, Rekha Issac, Sarah Wolf, Jasmine Cha, SungBeen Han, Hugo Jie Qin, Lun Kim, Padma P. Tadi Uppala, and Brian Y. Y. Wong. "Chinese medicinal herbs *Scutellaria barbata* and *Oldenlandia diffusa* modulate apoptosis via induction of pro-apoptotic and anti-apoptotic proteins in MDA-MB-157 and 93B breast cancer cells." American Association for Cancer Research Annual Meeting, New Orleans, LA, April 8-13.

Hugo Jie Qin, SungBeen Han, MinSeo Kang, Nathaly Manrique, Rekha Issac, Sarah Wolf, Jasmine Cha, Lun Kim, Ryan Hayes, **Padma P. Tadi Uppala,** Brian Y. Y. Wong. "Selective Induction of Apoptosis via Modulation of Pro-apoptotic and Anti-apoptotic Proteins by Aqueous Extract of *Bryophyllum pinnatum* in HCT-116 Colon Cancer Cells and CCD-841

CoN Colon Epithelial Cells.” Michigan Academy of Science, Arts & Letters Annual Conference, Alma College (virtual). March 11, 2022.

Padma P. Tadi Uppala, Sherri Isaak, and Michael Uppala. “Systematic review of evidence-based natural therapies for the prevention and treatment of COVID-19.” Adventist Human-Subject Researchers Conference. Andrews University (virtual). May 19-21, 2021.

Padma P. Tadi Uppala, Sherri Isaak, Brian Wong, *Nicole Boddeti,* and Guru Uppala. “Potential antiviral and immune-enhancing herbs and spices used globally to treat COVID-19: Community responses survey data.” Michigan Academy of Science, Arts & Letters Annual Conference, Alma College (virtual). March 11, 2022.

School of Rehabilitation Sciences

Michelle Allyn, Greg Almeter, Tevni Grajales, and **Lee Olson.**

“The Development of a Functional Performance Test for the Back - Timed Back Functional Test (TBaFT) for Adults: Reliability and Validity.” American Physical Therapy Association: Michigan Fall Conference. Detroit, MI. October 15-16, 2021.

Michelle Allyn, Kristin Anderson, Samantha Higgins, Diana Saavedra, Kalie Villanueva, and **Sozina Katuli.** “Descriptive data for a functional performance test for the back - Timed Back Functional Test (TBaFT) for Symptomatic and Asymptomatic Individuals.” International Virtual Conference of Sahmyook University: “Sharing Mission, Vision & Passion with the World.” Seoul, South Korea. November 17-18, 2021.

Kimberly Coleman-Ferreira, Michael L. Fink, Ivan Joseph Mulligan, and Lora Packer. “Early Assurance: What, Who and How.” American Council of Academic Physical Therapy, Educational Leadership Conference. Atlanta, GA. October 22-24, 2021.

Kimberly Coleman-Ferreira, Sozina Katuli, Calvin Imperio, Madison Olberding, Roger Roselio, and **Michelle Sabangan.** “Wellness beliefs and practices during the COVID-19 pandemic amongst students, faculty, and staff at a Midwest university.” American Physical Therapy Association: Michigan Fall Conference. Detroit, MI. October 15-16, 2021.

Kimberly Coleman-Ferreira, Sozina Katuli, Calvin Imperio, Madison Olberding, Roger Roselio, and **Michelle Sabangan.** “Wellness beliefs and practices during the COVID-19 pandemic amongst students, faculty, and staff at a Midwest university.” International Virtual Conference of Sahmyook University: “Sharing Mission, Vision & Passion with the World.” Seoul, South Korea. November 17-18, 2021.

Jeffrey D. Emde, Jodi Liphart, Matthew L. Daugherty, **William L. Scott,** Thalia Brenan, Ragan N. Crowley, Kolby Golden, Tawnya M. Holland, Paolo Ilagan, and Sheekha V. Patel. “Prevalence of Impostor Phenomenon among DPT students and relationship to depression, anxiety, stress, and GPA.” American Physical Therapy Association Combined Sections Meeting, San Antonio, TX, February 2-5, 2022.

Sozina Katuli, Ope Adesina, Yehjee Lee, and **Alison Walean.** “The effects of using an exercise apps on achieving one’s weight goals.” International Virtual Conference of Sahmyook University: “Sharing Mission, Vision & Passion with the World.” Seoul, South Korea. November 17-18, 2021.

Jessica McKinney, Kimberly Coleman-Ferreira, and Laura Keyser. “A Life Course Approach to Women’s Health in Physical Therapy: A Narrative Review.” International Virtual Conference

of Sahmyook University: “Sharing Mission, Vision & Passion with the World.” Seoul, South Korea. November 17-18, 2021.

Karl C. Rusch, Ayse Ozcan Edeer, **Elizabeth Oakley,** and Emil Euaparadorn. “Real-time Ultrasound Imaging of Lower Lumbar Interspinous Spaces Following A Passive Intervertebral Movement Technique.” American Physical Therapy Association Combined Sections Meeting, San Antonio, TX. February 2-5, 2022

School of Nursing

Jochebed Bea Ade-Oshifogun, Jimmy Kijai, Jean Cadet, *Zora Williams,* and *Amarpreet Sudhaker.* “Students’ perception of the transition to remote learning at Andrews University during COVID-19 pandemic.” Andrews Research Conference. Andrews University, Berrien Springs, MI, May 17-18, 2021.

Jochebed Bea Ade-Oshifogun and Abosedede Obikunle. “Barriers to breast cancer prevention and screening among African American women: A qualitative study.” Adventist Human-Subject Researchers Conference. Andrews University. Virtual. May 19-21, 2021.

Jochebed Bea Ade-Oshifogun. “Nursing Informatics in a Digital Era: Which way forward?” First Hybrid International Nursing Conference. Dar Al Shifa Hospital, Hawally, Kuwait (hybrid), August 25, 2021.

Jochebed Bea Ade-Oshifogun. “Students’ perception of the educational environment during COVID-19 pandemic: Which way forward for nursing education?” Second Global Virtual Summit on Nursing Education, October 4-8, 2021.

Jochebed Bea Ade-Oshifogun and Kathleen Williamson. “Developing a Systematic Plan of Evaluation or Continuous Plan of Improvement that integrates the NCLEX® Program Reports.” NCLEX Professional Development Program Evaluation Series. October 12, 2021.

Jochebed Bea Ade-Oshifogun. “Health Disparities and Social Justice.” Congress on Social Justice. Andrews University, Berrien Springs, MI (hybrid). October 14-16, 2021.

Jochebed Bea Ade-Oshifogun and Augusta Olaore. “Measuring Factors Affecting Marital Dissatisfaction Among Nigerian Immigrants in North America (NINA): A Pilot Study.” 11th Annual and 1st Scientific Virtual Conference of the National Association of Nigerian Nurses in North America, November 5-6, 2021.

Dixon Anjejo, Jean Cadet, **Sammy Ngetich,** and **Stephen Maitanmi.** “Factors Associated with the High Rates of Divorce among Sub-Saharan African Immigrants Living in the United States.” Adventist Human-Subject Researchers Conference. Andrews University (virtual). May 19-21, 2021.

Dixon Anjejo, Padma Tadi Uppala, **Sammy Ngetich,** Stephen Maitanmi, Jean Cadet, *Rebecca Alva,* and *Shantel Wahl.* “Factors Associated with the High Rates of Divorce among Sub-Saharan African Immigrants Living in the United States.” Adventist Human Subjects Researchers Association-Africa Conference. Adventist University of Africa, Nairobi, Kenya. April 7-9, 2022.

Jochebed Bea Ade-Oshifogun, Jean Cadet, and *Amarpreet Sudhaker.* “Students’ perception of what worked for their learning during the COVID-19 pandemic transition to remote education.” Michigan Academy of Science, Arts & Letters Annual Conference, Alma College (virtual). March 11, 2022.

Sabina Bett, **Jochebed Bea Ade-Oshifogun,** Dixon Anjejo and Eric Rutto. “Effectiveness of educational intervention on

diabetic knowledge, self-efficacy, and HbA1c levels of Kenyan adults with T2DM.” Adventist Human-Subject Researchers Conference. Andrews University. (virtual). May 19-21, 2021.

Jean Cadet, Dixon Anjejo, **Jochebed Bea Ade-Oshifogun**, and Padma Tadi Uppala. “Quality status of private wells drinking water in Berrien Springs and Benton Harbor, MI.” Michigan Academy of Science, Arts & Letters Annual Conference, Alma College (virtual). March 11, 2022.

Jerry L. Chi and **Grace C. Chi**. “The impacts of servant leadership on burnout level of nursing staff: A structural equation model.” Adventist Human-Subject Researchers Conference. Andrews University. Virtual. May 19-21, 2021.

Sara Kim and **Jochebed Bea Ade-Oshifogun**. “Policy analysis of the Illinois Nurse Practice Act (APRN Title Section 225 ILCS 65/65-50): Using a patient survey of DNP role confusion.” *APRN Midwest Conference*, Illinois Society for Advanced Practicing Nurses (virtual). October 21-22, 2021.

Performances, Exhibitions, & Recordings

School of Architecture & Interior Design

Andrew von Maur. Urban and Architectural Designer, 5-day public and private stakeholder participatory planning charrette for Utilities Board of Tuskegee, “Western Gateway Master Plan Volume 2,” Tuskegee, Alabama, June 2021.

Andrew von Maur. Urban Designer and Illustrator, 5-day private stakeholder participatory planning charrette for Oakwood University, “Oakwood Village,” Huntsville, AL, November 2021.

Andrew von Maur. Project Manager, private stakeholder participatory planning process for the Adventist University of Central Africa (AUCA), Kigali, Rwanda, March 2022.

Faculty External Grants or Research Fellowships

School of Architecture & Interior Design

Andrew von Maur. Project Manager, public and private stakeholder planning process for the City of Buchanan, Michigan, January 13 - May 12, 2021.

School of Communication Sciences & Disorders

Jenica Joseph. 2022 *SPEAK OUT!*® & *LOUD CROWD*® Grant. Parkinson Voice Project. (2022-2023)

School of Population Health, Nutrition, & Wellness

Padma P. Tadi Uppala. Andrews University Lifestyle Medicine Clinic and Training Center to Prevent and Treat Chronic Diseases. Ardmore Institute of Health (2021-2022).

Faculty Research Grants

School of Nursing

Jochebed Bea Ade-Oshifogun and Jean Cadet. The development of a questionnaire to measure the perception of marital dis-

ruption among Nigerian immigrants in the USA: Immigrant Marital Disruption Questionnaire (IMDQ).

Shawna Henry, Melinda Nwanganga, Mordekai Ongo, and Jimmy Kijai. COVID-19 Vaccine Hesitancy Among Students and Employees in Midwestern Universities.

School of Communication Sciences & Disorders

Shanter Alexander and D’Jaris Coles-White. Neurobehavioral correlates of central auditory processing disorder in adolescents with autism.

School of Population Health, Nutrition & Wellness

Jochebed Bea Ade-Oshifogun and Jean Cadet. The development of a questionnaire to measure the perception of marital disruption among Nigerian immigrants in the USA: Immigrant Marital Disruption Questionnaire (IMDQ).

Dixon Anjejo, Padma Tadi Uppala, and Jean Cadet. Determination of Factors Associated with High Rates of Divorce Among sub-Saharan African Immigrants in the United States.

Jean Cadet, Padma Tadi Uppala, and Dixon Anjejo. Quality Status of Private Wells Drinking Water in Berrien Springs and Benton Harbor, Michigan.

Padma Tadi Uppala, Ryan Hayes, Dixon Anjejo. Environmental Determinants of Cardiovascular Disease in Berrien County, Michigan: Exposure Assessment of Lead, Arsenic and Cadmium.

School of Rehabilitation Sciences

Sozina Katuli, The Prevalence of Lifestyle Diseases among Adult Males and Females in Kihurio Village Same Tanzania: A Community Health Assessment.

Graduate Grant in Aid of Research

School of Population Health, Nutrition, & Wellness

Ana Howard (Jean Cadet). Socioeconomic Risk Factors That Influence Vegetarianism among Seventh-day Adventist Hispanic Americans.

School of Nursing

Nadine Larcher (Jochebed Bea Ade-Oshifogun). *Effects of a 12-week Plant-based Diet Program on Obese and Overweight Adults in Rural Michigan*.

Juliana Maldonado (Carol Rossman). Mental Health Promotion Intervention during COVID-19.

School of Rehabilitation Science

Tanaya Mehta (Elizabeth Oakley). *Impact of Premenstrual Syndrome on the Quality of Life Among University Students in the Michiana’s Area*.

Undergraduate Research Scholars

Medical Laboratory Sciences

Alec Bofetiado (Melissa Poua). *Synthesis and Antibacterial Properties of APT-6K and Analogs*. Spring 2021, Summer 2021, Fall 2021, Spring 2022.

Continue the Conversation



To hear from Bryna Davis, Associate
Dean: <https://vimeo.com/738309618>

Thank you for taking the time to read the annual *PULSE* magazine showcasing the schools and departments in CHHS! We want to hear what you think of this year's edition, so please take a minute to share your feedback with us by participating in a short survey.

If you are a CHHS alum, we would love to hear what you are up to in the wide world. Send us updates, including pictures and short video clips!

Did you know that we would love to partner with you? We are always seeking new mentorship, internship and employment connections. All of our programs also benefit when great professionals drop in for guest lectures or professional presentations.

And, if you feel moved to bless our College with a financial gift, we would be grateful for that as well.

We welcome your feedback and updates!

Feedback

Please share your feedback on *The PULSE* magazine, provide alumni updates, and/or let us know how you'd like to connect via this short survey. The survey also includes an opportunity for alumni to provide updates or let us know how you'd like to connect with the CHHS.

<https://www.andrews.edu/classclimate/online.php?p=PULSEAugust2022>

Updates

Share your photo(s)/short video updates! Upload to the department folder that your degree is from. Name the document in the following format: Last, First name; degree, graduation year (ie: Smith, Jane BSN 1995; Jones, Sue MS Nutrition 2000)

https://drive.google.com/drive/folders/1Wkin_-U-LVYeJW50VD_gli3aFjmpltlv?usp=sharing

Financial Giving

Links to support various CHHS projects, schools and departments can be found under the dean's message on pg. 3 and the chairs' messages at the beginning of each section. Donations to the College of Health & Human Services are welcome at:

CHHS Building fund

<http://www.andrews.edu/GO/GIVE/COLLHealthBldg>

Dean's Emergency Scholarship Fund

<http://www.andrews.edu/GO/GIVE/COLLHealthESE>



CO-WORKERS IN GOD'S SERVICE

CHHS is blessed to share the stories of how our students, alumni, faculty and staff are changing the world. Here are just a few of the alumni and the endeavors you'll see in this issue of *The PULSE*:

CLICK THE PHOTO OR TRIANGLE
TO JUMP TO THAT STORY
IN THE MAGAZINE



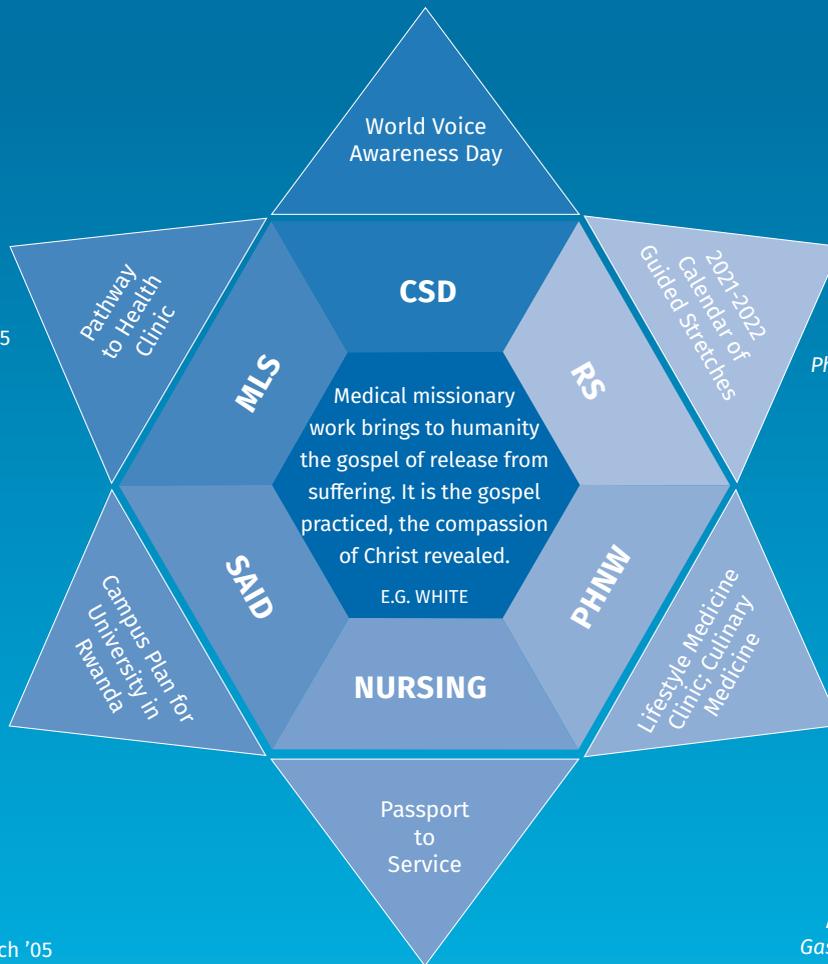
Lesley-Ann Bovell, EdD, CCC-SLP, BS '07
Program Director and Assistant Professor of CSD
Montreat, NC



Molly Kivumbi, MD, BSMLS '15
Family Medicine Resident
Physician, Riverside, CA



Rogelio Pulido, PT, DPT '14
Physical Therapist, Brownsville, TX



Ruthzaly Weich, MArch '06, BArch '05
Urban & Architectural Designer,
Ponce, Puerto Rico



Anthony Daniels, MD, MPH '22
Gastroenterologist, Fayetteville, NC



Sara Kim, DNP '21, JD, BSN '97
Nurse Practitioner, Attorney,
Chicago, IL