“Go into all the world...”
MARK 16:15

Seeking a Healing Ministry in Christ
Through Healthcare, Wellness, & Design
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Dean’s Message

I

n the last two academic years, which were like none other, faculty, staff, and students in the College of Health and Human Services (CHHS) worked together tirelessly to achieve the mission of the college, which is to provide excellence in education for healthcare, wellness, and design professions that foster collaboration, research, and service, thus promoting the healing ministry of Jesus Christ to restore in humanity the image of God.

The unprecedented challenges that came our way were met with exceptional creativity. The methods of course delivery, labs and workshops, clinicals and field practica were adapted to meet the constraints imposed by the pandemic. Our alumni played a pivotal role as they rallied together to assist in many ways. Their generous gifts were directed to the CHHS general fund and the CHHS Dean’s Emergency Scholarship Fund, for needy students

andrews.edu/go/give/health, the new CHHS building fund and the CHHS Dean’s Emergency Scholarship Fund, for needy students andrews.edu/go/give/COLLHealthESF. Alumni mentored students in their clinicals, internships, field practica, and mission outreach.

The theme of this newsletter is “World changers: one person, one place, one community.” World changers in a changing world is who we are at Andrews University an exceptional place to live and learn. 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 goals for the future. We welcome your feedback and solicit your prayers and support.

Emmanuel Rudatsikira, MD, PhD

Maria Karras, Denae Russell and BHCS
kindergarten students (p. 22)

MLS Graduating class of 2021 with their Professors.

Andrews.edu/CHHS / chhs@andrews.edu

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Managing Editor Debby Andvik / Associate Editor Emily Woodhull / Designer Diane Myers

By PHNW faculty, students, and alumni on lifestyle changes to control chronic diseases and strengthen the immune system; a physical therapy on-campus clinic and local outreach service projects where alumni worked alongside faculty mentoring students; and MLS students and alumni working in the trenches conducting COVID-19 testing and research.

God blessed us beyond measure during the pandemic. I will mention just a few of the blessings that the Lord bestowed on us during the “time of famine in the land”: We continued to grow new programs and at the same time sustain a good financial performance. We received a $3 million endowment for AdventHealth Nursing Endowed Chair and a $2.6 million federal grant. Our alumni held prominent leadership positions both in the US and internationally.

In order to sustain quality and increase enrollment, we need a state-of-art training and learning facility that will enable interprofessional evidence-based education, sustain and expand learning experiences, utilize the most advanced technology to enhance learning, and prepare graduates in interprofessional service. Preliminary planning for a new health professions building that will meet those needs is underway. Donations to the CHHS building are welcome at andrews.edu/GO/GIVE/COLLHealthBldg.

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 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 and solicit your prayers and support.

Emmanuel Rudatsikira, MD, PhD

March students on eSwatini tour (p. 4)
A Children’s Village in eSwatini: INSTABA Project

By Andrew von Maur, MArch, BArch ’99
Professor, School of Architecture & Interior Design

Health Assessment Overview
By Padma Tadi-Uppala, PhD, MPH
Professor, School of Population Health, Nutrition & Wellness

Students and faculty in the 2019 Urban Design Studio graduate course were honored to work with Saving Orphans through Healthcare and Outreach (SOHO) to complete preliminary plans for a Children’s Village in the mountains of eSwatini, formerly known as Swaziland. The small southern African country struggles with poverty and the highest HIV infection rate in the world, leaving about one quarter of the population as orphans and vulnerable children (OVCs). SOHO is a non-profit organization dedicated to serving these OVCs through hope-filled, holistic, Christ-centered programs. The SOHO Children’s Village will be a new home for up to 250 OVCs in eSwatini and conduct a two-week participatory design process with local stakeholders and OVCs. They were joined by Marcelle Thomas-Richardson, then a Master of Public Health student (MPH ’20), under the mentorship of Padma Uppala. This collaboration with the School of Population Health, Nutrition & Wellness was established to inform the preliminary plans for the SOHO Children’s Village from a public health perspective. Thomas-Richardson and Uppala worked to determine the needs of OVCs in eSwatini and prepare a whole health assessment and a strategy for providing services to meet those needs. https://www.andrews.edu/chhs/files/eswatini-summary-report.pdf

Besides the work pertaining to project planning, the students also raised money to locally purchase new shoes, raincoats, and undergarments for over 120 OVCs in a local informal settlement. God also opened the door for our team to help start a new vegetable garden there. A final report was prepared in December for the use of SOHO to help with consolidating support and project fundraising. SOHO advisor Tom Chirnside, retired Andrews University (AU) professor of agriculture, has since traveled to eSwatini to begin the early phases of implementation on the ground. SOHO also plans to work with AU architecture alumnus Wandle Mthiyane and his South Africa-based Ubuntu Design Group on future architectural development.

CHHS Clinical Directors Collaborate

By Bill Scott, MSPT ’96, BS ’95
Director of Clinical Education, PT programs
School of Rehabilitation Sciences

Meaningful clinical experiences for our students are a staple part of our programs within the College of Health and Human Services (CHHS). Most of our CHHS clinical education faculty face similar challenges and utilize many of the same clinical partners for our students’ real-life clinical experiences. About two years ago, the CHHS Internship Committee was born: Clinical education directors from all CHHS schools and department as well as the School of Social Work began meeting once a month to review our processes for educating students in the clinical setting. This collaboration allowed each director to share what worked well for each program. We quickly realized that most of us were doing many of the same things and that we could pool our resources and energy to accomplish those tasks better as a college rather than within our individual programs. Examples of what the committee accomplished early on include establishing an inclusive contract with clinical facilities, streamlining our clinical education software, and enhancing site recruitment strategies. Through the work of the Internship Committee, CHHS has seen the beginning of interprofessional communication and clinical education within our programs as well. Each program will be able to utilize students from other programs as mock patients and subjects for screenings, which will allow our students to give each other feedback on soft skills in the clinic. While this committee is in its infancy, the ability to make positive changes at a grassroots level is effective. It has demonstrated that a little collaboration can go a long way to improve the Andrews University experience in the College of Health and Human Services.
The spread and impact of the COVID-19 pandemic will no doubt be a study of topics for years to come. Faculty and students across the Andrews University School of Human Services (CHHS) have already begun exploring various aspects of the fight against COVID-19 and the impact of the pandemic. The study summaries below provide a sampling of the questions being raised and research being conducted. In addition to CHHS scholars and the collaboration occurring among departments and schools inside and outside the CHHS, the "First Food Demo" is an interdisciplinary team collaborated to study CHHS students’ perceptions of the transition to remote learning at Andrews University during COVID-19 Pandemic.

Study Authors: Reza Ade-Oshifegun, PhD, RN-BC, CNF (P), Jimmy Kijai, PhD, Jean Cadet, MD, MPH; Zora Williams, Department of Psychology; and Amatuerud Shaker, School of Population Health, Nutrition and Wellness undergraduate student.

First Food Demo in the Andreassen Center for Wellness

By Jessica Gryzbowski
BS Nutrition and Dietetics Student, Class of 2021

With the grand opening of the Andreassen Center for Wellness (ACW) on September 7th, Gerstenberger aimed to demystify group fitness, using her Instant Pot out of necessity to find an easier way to provide quick, healthy meals for her husband during his busy farming season. Gerstenberger is passionate about the gift of health that has been given to us by God, and this passion is evident in her credentials. She has an MS degree in education with a concentration in therapeutic recreation, as well as certifications in group fitness, personal training, and sports nutrition. She has also completed a Plant-based Nutrition Certificate through the Andrews University School of Nutrition Studies. Her commitment to health has led her to spend many years providing healthy, plant-based meals to her family.

Featured vegan recipes were black bean, sweet potato, and a mix of other nutritious ingredients. Her use of the Instant Pot turned the recipes into a quick, delicious meal. Students and faculty received rave reviews on all recipes featured in this Instant Pot food demo!
A Home for Hope

By Christopher Perry, MArch '09
Assistant Professor, School of Architecture & Interior Design

Betty Wood has a difficult story to tell. She had been working as a medical massage therapist for 17 years serving church employees and seminary students when her life quickly changed. About five years ago, Betty’s home suffered multiple floods, and that prolonged exposure to moisture created the perfect environment for toxic black mold to thrive. As a result of this mold, she developed severe allergies that have had a devastating impact on her physical and mental health. The symptoms included an impact on her joints and muscles that she couldn’t continue her work and ministry as a massage therapist. However, the impact on her brain presented even deeper challenges: she experienced memory loss, disorientation, and depression, among other things.

In an attempt to find a home that was free of mold, Betty continuously moved from place to place. Unfortunately, at each location there was either mold already present or the mold spores in her possessions continued to introduce mold to the home. In addition to her mold allergy, she also experiences allergic reactions to many common building materials present in all typical homes such as plastics, insulation, adhesives, and wood finishes, to name a few. Betty eventually realized that her best option was to custom-build a home that fits her needs. Betty continually prayed about her situation and was led to the School of Architecture & Interior Design.

A few years ago, Betty approached Professor Carscallen and asked if there was a way School of Architecture & Interior Design could help by designing and building a home that would allow her to regain her health. Professor Carscallen saw this project as a good fit for our graduate Design-Build Studio, in which students take on design projects for actual clients and then construct what they design. This project was also seen as a unique way of directly carrying out our school’s mission to foster wide human health, to explore innovative solutions, and to provide service to mankind through our profession. With this in mind, he accepted the challenge.

In spring semester 2019, the students of the Design-Build Studio embarked on this complex task. Betty had decided to purchase a small Airstream Land Yacht and to repurpose it as her new home. The students stripped the Airstream down to its structure and rebuilt it with a completely customized interior. The students worked closely with Betty to find materials and methods that didn’t cause her to experience allergic reactions. For instance, to avoid the introduction of allergens, wool insulation was used rather than more standard fiberglass batts or foams; solid wood was used rather than engineered woods such as plywood and MDF to avoid the adhesives present in those materials; and a beeswax and mineral oil mixture was used to finish typical finishes such as varnishes, stains, or paints. Due to the complexity of the project, as well as a delay when COVID-19 caused the suspension of in-person instruction, the design and construction extended through three separate graduate student teams and was finally completed during fall semester 2020.

With her new home, Betty is now able to live without the same challenges she has faced in the past. This, in turn, has opened up opportunities for her to continue ministering to others in ways that were not possible before. Betty’s home is a great example of the impact students can have on the lives of others while still in school—how education, practice, and service can all be met together. Watch the video, located on our website: andrews.edu/said/video.
Container Clinics
By Christopher Perry, MArch ‘09

During the fall semester of 2020, graduate architecture students in the Design-Build Studio completed a new container clinic. Built from a shipping container, this self-contained clinic will be used to provide medical services to an underserved community in a rural part of the Democratic Republic of the Congo (DRC). The client, Société Minière de Bisunzu (SMB), is a mining company that operates in DRC that the School of Architecture & Interior Design (SAID) has worked with in the past. The CEO of the company, Ben Shungu, has a burden to uplift people in the communities where his company operates and has partnered with SAID to provide access to healthcare in remote locations where services would not otherwise be available.

The students transformed the shipping container into a first-rate clinic that one wouldn’t even recognize as a container once inside. A shipping container is used to provide a highly durable structure and relative ease of relocation. Because the clinic will operate in a remote location, the clinic has a photovoltaic electric system that allows it to function off grid as well as connected to a generator, when available. The clinic has its own water storage tank, and the room has both a heating and cooling system.

This is the second container clinic SAID has provided for SMB, and the building was completed in 2021. The first one, designed by 2017 graduate students, was also a medical clinic (pictured) for SMB, and it reached the DRC in 2019. That clinic has been in operation for a couple of years now, and the services provided in it have been given completely free of charge by SMB. The long-term plan for this location is to have multiple container clinics that can meet a number of specific needs such as obstetrics and dentistry.

A second medical container project began in 2018, this time for Saving Children through Health Outreach, a nonprofit in Switzerland that works with orphans and vulnerable children. In 2019, graduate students began work on a third container which would become SAID’s first dental container clinic. It will be on its way to Guatemala soon. Finally, this most recent container clinic, though once again built for SMB and headed to the DRC, will be used to provide for a variety of healthcare needs in a different location—a small town called Mushaki. We look forward to continuing our relationship with SMB and doing what we can with our vocation to serve others’ needs wherever there is a need that God is calling us to fill.

Summer 2021 US Study Tour Provides Educational Opportunities and Alumni Connections
By Andrew von Maur, MArch, BArch ‘99

The annual School of Architecture & Interior Design (SAID) summer study tour that usually studies venues throughout Europe was conducted in the United States this year. With COVID having cancelled the usual plans for 2020 and 2021, we are continuing to provide international travel in 2021, Andrews University administration gave our school special permission to conduct a domestic itinerary instead. Only one university department (archaeology) was given such a study tour opportunity in recognition of the discipline-specific need of in-person experience.

Professors Rhonda Root and Andrew von Maur led a group of fourteen SAID students after their fourth year. This exposure to a broad variety of buildings and places came one year later than usual, and many students recognize how important such exposure is prior to the fourth year of design studio. Pending travel restrictions, we plan to resume the study tour before the fourth year in 2022.

Notwithstanding the forced change in timing and venues, this year’s students were treated to a uniquely meaningful and relevant itinerary in July of this year. The goal was to mirror the educational outcomes of the usual European study tour as closely as possible, including study of a broad diversity of climates, cultures, faith contexts, time periods, scales, and rural-to-urban locations. At the same time, traveling in the United States came with the opportunity to visit professional alumni and tour some of their projects and offices as a way to expose students to a variety of professional paths and opportunities in the industry.

Here is a brief itinerary overview:

**Week 1: New England**

This itinerary began with vernacular design in the rural farming village of Stonington on Deer Isle, Maine. In Maine, the group was able to tour sites with practicing alumni and visit projects under construction. This included a brand new timber frame carriage house in Bristol, Maine designed by Gerald Wasmier ’(79) of Houses & Burns by John Libby, as well as a composite of modern architecture overlooking the sea in Branwick, Maine by Russ Tyson ’(79) of Whitten Architects. New England provided a wealth of opportunities to study quality historic preservation, including several sites located such as Louis Kahn’s library at Exeter, but we were blessed to have broad access to some masterpieces such as the Boston Public Library and its recently renewed Philip Johnson wing. New England also gave us the opportunity to visit the historical roots of the Seventh-day Adventist movement, including a special visit to the first SDA church in Washington, New Hampshire.

**Week 2: New York City**

A week in New York gave us the chance to study large, urban projects and the evolution of high-rise design. The city was open for business at Grand Central Station and Santiago Calatrava’s Ocuusus Center, although COVID restrictions made some other landmark interiors unavailable to visitors. One highlight was the ability to study the city’s contemporary design near the High Line, from Renzo Piano’s new Whitney Museum andcondos by Zaha Hadid, to new public projects by Heatherwick Studio. Students were able to visit a condominium project by Robert AM Stern Architects wrapping up construction in the Upper West Side—an in-depth tour co-led by alumna and architect Melissa Hanny ’(07). Melody also met students for a dinner with other New York City alumni, including Cristina Caballero ’(08), Cecilia Cameron ’(16), Diya Mathew ’(12), Alessandro Perdomo ’(99), Devin Philips ’(09), and Diana (Pastor) Phillips ’(09). New York, however, was extremely hot and humid in July, somewhat impacting the ability to focus and study on a tour that usually is in May. On Saturdays, SDA churches on the East Coast were usually reopening after COVID restrictions, usually with very limited attendance but with an opportunity to meet alumni in places such as Chelsea, where we met Haeun Wi ’(19).

**Week 3: The Southeast**

Traveling by train from Boston along the east coast, our next stop was Charleston, South Carolina to study remarkable house interiors, as well as award-winning Spanish colonial communities on the way to Taos to see historic adobe missions and plazas. Unfortunately, COVID restrictions prevented us from visiting Taos Pueblo (the oldest continuously inhabited settlement in the United States), but we were able to study the archeological remains and cliff dwellings of the environmentally responsive design, America’s oldest landscape garden, and the historic role of the community in local building culture. Multiple weeks of high temperatures and humidity, however, began to take their toll as two of our students ended up in Charleston’s ER due to heat exhaustion and dehydration.

Trying to balance the needs for rest and continued study, the group proceeded to Beaufort, South Carolina, where architect and alumnus Jeremiah Smith ’(12) of Allison Ramsey Architects led us on a remarkable tour of infill projects, interiors, and new development in Beaufort. At nearby Habersham, we were pleasantly surprised to meet alumnus Erik Peterson ’(09) of Musser Design Group and review some of their projects together. A highlight in Beaufort was to get together for dinner and vespers at Jeremiah’s house, where we were also joined by local alumni Ben Reeves ’(11), Bonita Pineda ’(12), Justin Seibold ’(10), and Andrew Sellor ’(09), and a few alumni from the Southeast who were barely reopening after COVID restrictions, usually in May. SDA churches on the East Coast were usually reopening after COVID restrictions, usually with very limited attendance but with an opportunity to meet alumni in places such as Chelsea, where we met Haeun Wi ’(19).

We look forward to continuing our relationship with SMB and doing what we can with our vocation to serve others’ needs wherever there is a need that God is calling us to fill.

Week 4: New Mexico

After several hot and humid weeks, it was a relief to find cooler and drier conditions in northern New Mexico. Located at 7,000 feet above sea level, New Mexico’s architecture, interior design, and urban design provided an important and unique counter-point to the building culture of the East Coast. We were privileged to be able to study historic La Fonda hotel—a building that helped determine the architectural direction of New Mexico inspired by local indigenous traditions, Spanish colonial design, as well as later “Anglo” building practices. With a desert climate and completely different cultural history, New Mexican architecture challenged our students to rethink assumptions and question even current practices. Besides studying the Pueblo Revival structures of Santa Fe, the team also traveled through various Spanish colonial communities on the way to Taos to see historic adobe missions and plazas. Unfortunately, COVID restrictions prevented us from visiting Taos Pueblo (the oldest community to continuously inhabited settlement in the United States), but we were able to study the archeological remains and cliff dwellings of the

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Alumnus DesignClass Promotes Learning, Creativity, and Diversity
By Josh Sanabria, MArch ‘14 Founder & CEO, DesignClass

After graduating from Andrews, I worked in California with DLR Group, one of the largest architecture firms in the US as a member of the research, development and educational design teams. During my time at DLR Group, I led the utilization of data analysis in master planning projects for educational clients. By using data analysis, the master planning team sought to give school districts the ability to make more informed decisions on what campuses to renovate, expand, or even close according to shifting community needs. While at DLR Group, I had the opportunity to work with many talented designers and leaders, and I noticed there might be an opportunity to bring their stories and wisdom to the world in a new way.

After working for a few years in the architectural industry, I set out to start DesignClass, a media company that creates online classes in partnership with leaders in art and design. The mission of DesignClass is to foster curious and creative confidence in the next generation of creative leaders. Two years later, DesignClass is creating community of 2,000+ designers from around the world who come together to learn and even compete in design competitions. 

Even though DesignClass focuses on design in general, it still holds a special place for architects and future architects. DesignClass is creating a completely new way for future architects to study for the ARE (Architect Registration Exam) in a fun and engaging way. Remy & Ray’s Guide to the ARE uses character-driven lessons and animations to teach essential test information.

Becoming a licensed architect is an important goal for thousands of students and professionals in the US. Unfortunately, the road to licensure is long and has many roadblocks along the way. Bad study materials shouldn’t be one of them. The DesignClass team is passionate about architecture, and by creating these guides, we hope to help build up future professionals in a way that celebrates the joy, passion, and diversity of our industry. Through the guide we want to encourage the diverse future of architecture. Providing accurate study materials is the minimum goal; we see Remy & Ray’s Guide as a bold move to encourage diversity in the architectural field. The story features characters from diverse backgrounds and stages of life. We believe that creating this diverse cast moves the industry forward by showing current and future professionals that architecture is and can be a vivid kaleidoscope of thoughts and people. Remy & Ray’s Guide is about learning, but at its core it’s also about building a future that we want to live in and helping fellow professionals be the creators of that future.

In addition to establishing DesignClass, Josh has also authored several books including Norman’s Architecture Adventure, Unexpected Salmon Sea, and Visions of Notre-Dame. He lives in Southern California and enjoys bringing architecture to life through sketching, education, and business leadership. https://www.godesignclass.com/
BIAAA Conference
By Ariel Solis, MArch ‘08

School of Architecture & Interior Design Professors Paula Dronen and Ariel Solis participated in The International Biennial of Adventist Academic Architecture (BIAAA) “Territories by Stories” that took place at Universidad Peruana Cayetano Heredia in Lima, Peru in October 2019. The BIAAA takes place every two years in a different country from the Network of Adventist Architecture Schools, which includes the architecture schools of the Universidad Peruana Union (Peru), the Centro Universitario Adventista de São Paulo (Brazil), Andrews University (United States), the Universidad de Monterrey (Mexico), and Sahmyook University (South Korea). These schools worked together to start the BIAAA, and the first event was held in 2017. The BIAAA’s main purpose is to bring together designers, professors, and students to get involved and reinterpret the design process considering community service as an essential principle.

During the three-day event, participants were part of different lectures, discussions, and workshops where they were invited to reflect on how social architecture can strengthen the academic setting and society. Dronen and Solis presented projects done by the Urban Design Studio, “Andrews University Campus Master Plan” (Paula Dronen) and “Oasis for Ministry, A Proposal for Colegio Adventista Ypacca Amaru, Juliaca, Peru” (Ariel Solis). At the end of the event, Andrews University was announced as the host for the next BIAAA.

We are pleased to announce that the BIAAAy Conference will be held at the School of Architecture & Interior Design, both virtually and in-person, from March 29-31, 2022. The theme for the conference will be “Build – Serve – Be Well with God. In the Footsteps of the Pioneers.”

INTSABA Project Recognized with Two International Awards

By Andrew von Maur, MArch, BArch ’99

The 2019 Urban Design Studio’s plans for the INTSABA Children’s Village in eSwatini (see p. 4) were recognized for design excellence with two international awards. First, the project won the inaugural 2020 International Faith & Urbanism Award from the CNU-Members Christian

Caucus (CNU-MCC). The award was presented on June 12 at CNU128, this year’s gathering of the annual Congress for the New Urbanism, which was held virtually due to COVID-19. Professor Andrew von Maur received the award on behalf of the student team. The jury’s remarks about the project emphasized the highly professional nature of the project and presentation as well as the excellence and mission-oriented spirit of the design and its participatory process in eSwatini.

Second, the project was awarded a 2020 Urban Guild Award in the student category. This award celebrates projects that exemplify design excellence and advocate improvements to our built environment. The Urban Guild is dedicated to promoting the creation of better places through traditional patterns and languages of architecture and urbanism. COVID-19 delayed the official presentation of this award, but an online feature and interview about the project.

2020 Urban Guild Awards interview: andrews.edu/said/video

Guatemala Mission Project
By Ariel Solis, MArch ’08

Due to COVID-19, the Guatemala mission trip was not possible in the summer of 2020 or 2021. Students from the School of Architecture & Interior Design (SAID) have been helping the community of Momostenango, Totonicapán, Guatemala since 2019 when they designed and started construction of the hydrotherapy rooms at Vida Sana Emmanuel Medical Missionary School in Momostenango. Although the SAID mission trip was cancelled, Professor Ariel Solis had the opportunity to visit Guatemala on a mission trip from June 30-July 14, 2021 with members of the Fairplain SDA Church, Benton Harbor, and young people from California, Missouri, and Oregon to continue the work in this area. The group helped install tile on the girls’ restrooms and showers at Vida Sana Emmanuel and built six ecological brick rooms for Mayan families in rural areas of Momostenango and Quiché, Guatemala.

While there, Solis also furthered progress on another SAID project. Solis met with the president of Changing Lives, Dr. Ramiro Ruiz, to discuss delivery plans for the mobile dental clinic SAID has designed and built for Changing Lives to use. Because of COVID, the shipping of the mobile clinic has been delayed until the end of the year, but Changing Lives is looking forward to expanding their ministry to other communities in need with this mobile clinic.

This mobile clinic is one of several mobile clinics that SAID has been able to complete thanks to grants from the Winifred L. Stevens Foundation. SAID has now sent medical clinic containers to serve underprivileged communities in Guatemala, the Democratic Republic of the Congo, and Swaziland.

We invite you to partner with us by participating in the Guatemala mission trip or other summer 2022 by helping us financially to advance the medical missionary work around the world.

Urban Design Studio works with the Nicest Place in America
By Andrew von Maur, MArch, BArch ’99

The grade 2021 Urban Design Studio was invited by the City of Buchanan, Michigan to envision redevelopment concepts for its historic downtown and Northside neighborhood. Buchanan Economic Development Director Rich Murphy had worked with the studio in Michigan City, Indiana back in 2007, so he knew exactly how powerful a design-driven process for community redevelopment with School of Architecture & Interior Design students could be. Buchanan was recently recognized by Reader’s Digest as the “Nicest Place in America,” and newly appointed City leaders saw a collaborative process with Andrews University (AU) as an opportunity to shape a fresh vision of improved quality of life and economic opportunity.

Five trips to Buchanan were held with students from the School of Architecture & Interior Design (SAID) to conduct participatory processes to engage local residents, business owners, authorities, and special interest groups. Extensive meetings and workshops were held at Buchanan City Hall, with Northside neighborhood representatives, the Buchanan Preservation Society, retailers, housing advocates and developers, downtown business proprietors, and Buchanan High School students. The AU team, led by Professor Andrew von Maur, included Urban Design Studio students Ren Avellona, Jason Choi, Justin Foote, Ornella Gregorotti, Renosto Pineda, and Joel Soto.

The project focused on a number of special sites selected by the City of Buchanan Plan Commission, including various private and public properties at Riverfront Park on the city’s north side. Due to its special location overlooking the St. Joseph River and the Moccasin Bluff Historical Site, the team coordinated its efforts with the tribal representatives of the Pokagon Band of Potawatomi. The Northside, a historically Black neighborhood, was also an opportunity to use the engagement and design process to bring the city’s attention to the needs and history of neglect experienced by local residents there. Even before the project was complete, the process inspired Buchanan City Council to vote to reverse certain restrictions that had been put in place around a neighborhood park which had unnecessarily hindered community activities.

A major focus of the project was to conceptualize redevelopment strategies in the historic downtown, including streetscape and public space improvements to enhance walkability as well as diverse housing and private development opportunities. The team worked with nationally renowned traffic engineer Peter Swift of Colorado to help generate practical but transformative design solutions, including an emphasis on waterfront walkways along McCoy Creek and various public amenities to promote all-season activity. A new splash pad was proposed for the Buchanan Common and a covered ice-skating rink was illustrated for Duck Pond Park. All recommendations were created by the students with the assistance of Troy Homenchuck of South Bend-based Abomarche Architects.

Led by Mayor Sean Denison and City Manager Heather Grace, the City of Buchanan hosted a reveal of the students’ final proposals in downtown Buchanan. Social distancing and COVID protocols were enabled because the city prepared the open-air Common with a large LED wall, a tent, music, and food trucks on April 28. Over 150 people attended the well-received final event, which was also the final presentation for the students before graduation. By God’s grace, the student work is already having an impact, with current city budget plans including a number of the proposed projects. The final student work is available for download and review at www.nicestplaceinamerica.org/urban-design-

file/urban-design-studio-final-reveal.pdf

To learn more: https://youtu.be/xfqfrzgfM

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Renaissance Kids Goes Virtual

By Mark Moreno, MArch

Associate Professor, School of Architecture & Interior Design

In response to the COVID-19 challenge, Renaissance Kids has created a new way to connect with young people. Renaissance Kids had held its architecture summer camps exclusively in person for 13 years, but 2020 needed to look different due to the pandemic. With the help of a team of architecture student assistants, we developed a distance learning version called Renaissance Kids: The Household Edition. This new virtual program provides an online series of activities engaging kids in architecture, interior design, landscape design, urban design, and more. Renaissance Kids Camp as one of Professor Moreno’s assistants! Although we may have had challenges ourselves, we are now, I think having made the camp available online has not let any of us down.

It is a blessing to be able to work with architecture students and with kids in this way. Renaissance Kids website: www.andrews.edu/renkids

Maryza: Having worked with Renaissance Kids in the summer of 2019, it was a challenge to make the camp work virtually this year. But Professor Moreno’s team, including Dorcas, Isaac, Emmony, Jenalee and I, rallied and managed to create something unique! By making it virtual, there has been an entirely different kind of approach to the camp. We approached it by trying to create activities for them to get inspired by designing, building, and expressing their ideas through drawings with the items they may have at home.

It has been very engaging to be able to meet and see different professionals around the world and some of the things they have done. It was also really cool to be able to get a glimpse of the creativity of the children in this year’s camp and to see how far they are able to take the challenges we give them. Regardless of the challenges we may have faced trying to get to the point we are now, I think having made the camp available online has not let any of us down.

As the faculty of the School of Communication Sciences and Disorders (SCSD) sat in the conference room table in March 2020, we looked at each other with bewilderment. Clinical placements were closing down, the university had just gone remote,” spring break plans were abruptly cancelled, and only faith in God and our corporate prayer could give us peace of mind. More than a year later we have learned much about remote teaching and learning, the support of our campus community, and our resilience. God is good.

During this pandemic, all SCSD students completed their programs of study on time. By God’s grace, graduate students were able to engage in tele-therapy, work with private practices, and complete simulation experiences. It could not have happened without the commitment and dedication of all members of our team.

Despite a pandemic the SCSD has witnessed growth, change, and the hand of God. Since the last issue of The Pulse, we have welcomed three new faculty members, and a new advisory support team. Professor Phillip Stone, MS, CCC-SLP, joined the faculty as the new off-site clinical director. As a 2018 graduate of MS in Speech-Language Pathology (SLP) program, Stone came with a passion for the program and a knowledge of what it feels like to be a student in it. His clinical specialties include adult language, dysphagia, motor speech, and cognitive disorders.

Rhonda Tomenko, PhD, CCC-A, assistant professor of audiology and Andrews alumnus (BS, BA ’96), has jumped in with both feet. She teaches audiology and hearing courses and a graduate course that prepares students for the national SLP examination. Tomenko brings extensive teaching and clinical experience and is well liked and respected by our students and faculty.

Finally, the SCSD is thrilled to welcome Marileda Tome, PhD, CCC-SLP. Tome hails from Brazil and joins us with over 20 years of experience. She is licensed in Michigan and Indiana and holds her Certificate of Clinical Competence with the American Speech-Language and Hearing Association. Her specialty areas are in speech sound development and disorders in children, myofunctional therapy (tongue thrusting, mouth breathing, sleep apnea, and chewing disorders), SLP and public health (primary prevention of communication disorders). She has a passion for working with students and for research. We are proud and excited to have her join our team.

Sadly, we wished Professor D’Aris Coles-White well as she moved on to another experience. Coles-White served for more than five years as a graduate professor of SLP. She brought wide-ranging teaching and research knowledge and touched the lives of many students. We were blessed to have her and know that as she moves on, she will be a blessing to others.

The greatest struggle during this last year was conducting service in an authentic and meaningful way. This meant moving SPEAK OUT!® and The LOUD Crowd®, speech therapy programs for patients with Parkinson’s disease, to a tele-practice delivery model. Shifting to this delivery modality has made these programs more accessible to people with Parkinson’s worldwide, advancing the Andrews University mission to Seek Knowledge, Affirm Faith, and Change the World.

Student-supported research has also continued with three undergraduate students completing their J.N. Andrews Honor’s Program projects and presentations. Isabelle Dias, Cameron Mayer, and Shelby Slade adjusted, regrouped, and reworked their projects to finish strong.

As we move into a new academic year, we are different. COVID-19 has taught much. Some things we hope to leave behind forever, but others we will embrace with open arms. Through it all we are reminded, “He still, and know that I am God. I will be exalted among the nations, I will be exalted in the earth!” (Psalm 46:10).
A Heartfelt Donation

By Heather Ferguson, PhD ’12, CCC-SLP, BS ’92

Many of us move around easily and speak without thought of how wonderful it is to be able to have immediate and successful access to the functions of our senses, cognitions, and emotions. Freedom of speech runs a little deeper than speaking what is on your mind with the right to do so. This freedom also constitutes the simple ability to speak. Therefore, we express immense gratitude to Mr. Robert Scott, who created devices, undertook research, studied the science, and are trained to help individuals who experience hearing and/or communicative deficits. These devices are expensive, and students rarely have full access to work with them.

In the fall of 2019 I was surprised to receive a call from Dixie Scott on behalf of the Scott family about a heartfelt donation. The Scott family has been a meaningful part of the Andrews University community, with patriarch Richard (Dick) Scott serving Andrews tirelessly for many years. He was instrumental in the 2012 renovation of what is now the School of Communication Sciences and Disorders (SCSD). Mr. Scott lost his battle with amyotrophic lateral sclerosis (ALS) on July 12, 2019. Mr. Scott is survived by his wife, Dixie Scott (retired staff), daughter Shelby Bolin, a financial advisor in Student Financial Services, and son William (Bill) Scott, PT clinical education coordinator in SCSD.

ALS is a progressive neurodegenerative disorder that affects the cells in the brain and spinal cord. In turn, one of its predominate impacts is the inability to communicate through speech. For that reason, individuals are often given an alternative means of communicating. When ALS affected Mr. Scott’s ability to speak, he began using an assistive device to help him communicate better.

The Scott family graciously chose to donate the device, a Tobii Dynavox i 121+, to the SCSD. This device is equipped with a system for programming for a specific user’s needs. It came equipped with eye-tracker capabilities, a picture-symbol program with voice communication capabilities, and software that allows the user to send emails and access Netflix, TikTok, and Facebook with picture, touch, or eye-gaze commanding. Needless to say, such a blessing will continue to be felt for years to come.

Because of their donation, our clinical Assistive Technology/Augmentative Alternative Communication lab is much more equipped to support the learning needs of our students. The SCSD sincerely thanks the Scott family for this generous and meaningful gift.

During my first three years of work, I worked in schools really well, and I enjoyed that! It comes with more responsibilities, but what I like is that, even in this role, I am still going to be working alongside kids and also doing a lot of training and onboarding. There is a clinical fellowship year that graduates have to do in speech pathology, so we have hired two clinical fellows who will also be working with families as well, which is why I transitioned from schools to private practice where I can communicate with and see the families weekly as opposed to once or twice per year in schools. I have continued communication with the kids and their families, about what we worked on in session, different strategies, and we work on carryover. My favorite thing is building rapport with families and watching them work at home with their kids as well.

Preparation at Andrews

One of the things I liked was that all of our classes had a very large focus on evidenced-based practice, where we examined scholarly research articles on current strategies on best therapy techniques. In my real-time work scenario, I was then able to match these findings with my cases.

In my clinical internships, I did the adult side of therapy along with pediatrics in order to be more well-rounded. Pediatrics was my passion and I was able to communicate to my professors where my passions lie. We had theory and development in our classes which I could apply on my graduate internships. I had everything in my toolbox, so now I just needed to apply the tools I already had.

I also loved that I could get to know my professors individually and was able to bounce ideas off them on cases that I needed assistance with. There were also different summer camps, including the LIPS program which I learned at Andrews. I kept all my materials and I use all those materials to this day! All the things I learned in graduate school I held on to. We want to create as many opportunities for the community around us as possible, especially for the special needs community to come in and be part of the groups we have.

Advice to Students

Have confidence in yourself that you can learn these things, whether you think it can be applicable now or will be applicable later. Also, build relationships with your professors, cohort, and persons in your externships. Don’t forget why you started SLP. Don’t forget your passion. Remember why you chose SLP.

Be open-minded to receiving advice and take that feedback. Be confident in your clinical skills but be open-minded. You may feel like you keep getting knocked down, but stay focused in your skill sets and be positive. Try not be down about it. With feedback you can develop and grow. All the feedback you receive will be helpful. I am still asking questions, still reaching out for answers, and still learning. You will always be second guessing yourself at the beginning, but you are always going to be learning.

Alumna Ministers and Mentors through Speech-Language Pathology

Interview with Erin Bailey, MS ’16

By Trudean Scott-Elliott, MA

Assistant Clinical Manager, Mini Minds, Indiana

Erin Bailey is an alumna of Andrews University School of Communication Sciences. She graduated in 2016 with a Master of Science in Communication Sciences & Disorders. Mr. Scott is survived by his wife, Dixie Scott (retired staff), daughter Shelby Bolin, a financial advisor in Student Financial Services, and son William (Bill) Scott, PT clinical education coordinator in SCSD.

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Advice for Students
To undergraduates, figure out which area of communication disorders interests you the most. Try to get out and shadow as many professionals as you can because this particular field has many different options regarding specialty—schools, hospitals, adults, children, etc. Figuring this out will help you in your higher education scouting because not all programs are made equally. Some programs are heavy in research, others place significant emphasis on balance, and others have a lot of resources and opportunities for internships in speech pathology and speech therapy. If you know at the undergraduate level where your passion lies, it will help you decide where to pursue your higher education. That way, you get the most out of it.

To those students looking into the graduate programs, I would suggest that you treat that process as if you are interviewing the program just as they are interviewing you. I wouldn’t let them have all the control just to see if you’re the right fit for them. I would encourage you to ensure the program is also the right fit for you in your life. If you know that you are passionate in one particular area and a particular school does not really have the ability to foster and fully support you in that area, then you will not be gaining the full benefit of that higher education when another institution might offer a better curriculum that suits your passion.

Also, the size of the program is to be considered. If you want a more individualized experience, then consider, how many other students will be in the class with you? What kind of internship opportunities does the program offer? What does that mean for competition for internships?

Andrews University Memories
I think it was the combination of the environment and culture of Andrews as well as my peers that really helped to make the whole experience rich. I found that when I moved on to higher education, many people were not religious or spiritual which changed the environment for me. Being in an environment like Andrews, where teachers are willing to pray with you, spoke to the holistic approach of the university. A very different experience! I could study with my friends and start with prayer which made learning easy to integrate in my daily life. Studying at Andrews was a unique experience that I had not gotten in my educational journey elsewhere.

Professional Challenges and Fulfillment
My first job was in a private practice and I didn’t realize that in smaller businesses that are also medically affiliated, business can take precedence over patient care. This was something that I had to grapple with. It was difficult to follow guidelines and protocols where the emphasis was on business and not patient care. Ultimately, I decided that this way of practice did not align with my own morals and ethics, so I changed my environment. COVID-19 greatly impacted our clients in a very unique way. Since the adult and geriatric population are the most vulnerable in the pandemic and most susceptible to hearing loss, I felt satisfied about being able to work with this group of patients with their communication problems, even with the mask mandate. My duties as an audiologist are very fulfilling and I feel very fortunate to be able to help persons the way I do.

In Memory of Blythe Waddell Leer
By Heather Ferguson, PhD ’17, CCC-SLP, BS ’92
Blythe Leer was a 2016 graduate of the MS in Speech-Language Pathology and Audiology at Andrews University. She was a part of the first graduating class receiving this degree. With an undergraduate degree in education, Blythe followed her calling to work with children and adults with communication disorders. She passed away suddenly on January 4, 2021. She leaves behind her husband Chris, her parents James and Lisa Waddell, and a host of family and friends. At the time of her passing, Blythe worked as a pediatric speech-language pathologist for Jacob’s Ladder Pediatric Rehab. Blythe was a part of a close-knit group amongst her graduate cohort. During the week following her passing her classmates mourned together and spoke about the memories of their time with her. Some of her classmates shared thoughts and memories.

Blythe was such a shining light to our cohort and I was the luckiest to call her one of my closest friends throughout graduate school. She was the go-to lady if you wanted fun, school help, emotional support, and girls’ days that would always turn into nights. Her smile would light up any dark day and she would always be there to laugh with you through such a compassionate and genuine perspective through a lot of trying situations. Blythe’s laugh was the absolute best. She would laugh so hard until you cried and would always have the whole room belly laughing. I will always cherish our study sessions, sushi nights, and dance parties forever. I am so incredibly grateful God knew exactly what He was doing to put such an incredible, strong, brilliant, and beautiful person in our class to help us get through graduate school. I will hold onto my pictures and videos tight to always remember your soul and will never forget our countless memories. I love you so much and will miss you more than you know, but I can’t wait until the day we can reunite in heaven. Love you, B. (Michelle Anzures, 2014, 2016)

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The faculty and staff of the School of Communication Sciences and Disorders continues to pray for comfort for Blythe’s family and friends.

The Pulse 2021 / 21
New Course: Voice Awareness for Teachers

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

Communication Sciences & Disorders

Teachers use their voices daily as the primary mechanism for the delivery of their occupation. Oftentimes, the operating conditions of school rooms have competing noise levels and require a great deal of energy for vocal production. As a result, they are at risk of developing vocal problems that may have a negative impact on their careers. Research has shown that vocal health programs can improve teachers’ quality of life. Teachers with vocal health knowledge also report fewer episodes of vocal problems (Du Costa, V., Prada, E., Roberts, A., & Cohen, S., 2012). Realizing the tremendous benefits of such programs for teachers, we decided to contribute our expertise to this growing area of interest so that more teachers can further enjoy their careers with longer lasting vocal health.

In the area of communication sciences and disorders, we often see missed opportunities to provide fun and interesting activities with children. Incorporating our program’s initiative to strategically focus on the aspect of prevention, two of our own graduate students, Julia Johnson and Heather Verhelle, helped us to create an online self-paced voice health course utilizing Adventist Learning Community (ALC) platform. Along with our department team were Janine Lim and the ALC staff who provided a considerable amount of assistance in the launching of this course.

The course, Voice Awareness for Teachers: When Something Goes Wrong with Your Voice, consists of 10 modules.

1. Review of current research related to teachers and voice disorders,
2. Anatomy and physiology of voice,
3. Common voice disorders,
4. How to know that something is wrong with your voice,
5. What to do when you have symptoms of a possible voice disorder,
6. Prevention and vocal health education,
7. How to engage students in the classroom.

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Throughout the course, participants watch videos, review PowerPoints with audio voiceover, and complete questionnaires to assess their current vocal function, engage in learning activities, and practice exercises to improve their voice in the classroom.

Upon completion of the course, participants receive a certificate and earn 0.5 CEUs.

Currently, the course is open for enrollment on the Adventist Learning Community platform. Create your free account at https://www.adventistlearningcommunity.com/login and then access the course: https://www.adventistlearningcommunity.com/courses/voice-awareness-for-teachers-when-somethings-wrong-with-your-voice-a-practical-guide.

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It was just the beginning of what appeared to be a typical workday when I found myself rushing upstairs to the classroom where the seniors were set to take their very last final exam for the 2020 spring semester. This time in the spring semester is typically filled with final exams and great anticipation for the upcoming clinical rotations. Little did we know that this day marked the beginning of an incredible journey dedicated to thriving during a pandemic!

My impromptu need for vigorous exercise was the result of an urgent phone call from the College of Health and Human Services (CHHS) dean relaying the provost’s message to cancel all examinations. In person classes were suspended immediately! From that moment on, our focus was turned to clinical rotations. With some ingenuity, creativity, and a lot of dedication from the students, faculty, clinical coordinators, and staff, we made it. All medical laboratory sciences (MLS) students from the 2020 cohort graduated by the end of 2020! There were some significant delays with clinicals. Students’ practicum schedules had to be revised, adjusted, and then revised again. Overnight, the faculty had to develop clinical material that could be delivered remotely. We are all thankful to our clinical education coordinators who advocated for students’ education in the face of hospital lockdowns. It sure took some teamwork, and at the end all the students graduated. We celebrated the end of 2020 with our first Zoom certificate ceremony on Sunday, January 24, 2021. We continue to receive updates from students of the class of 2020. Read some of their stories in this newsletter. Some have gone on to graduate school or medical school and some are working in the lab alongside those that facilitated their practicum training during the pandemic.

It has now been over a year since that fortuitous day. As things settle a little more every day, and we find our way back to the proverbial normal, we celebrate our MLS class of 2021 completing their clinicals and graduating in August 2021. The pandemic has put additional strains on already heavily taxed laboratory services across the nation, so our clinical instructors were juggling their workload and training students. Many of our clinical sites were and continue to be key COVID-19 testing sites across the nation. Therefore, we acknowledge their commitment not only to their jobs, but also to MLS education. A huge thanks to our clinical affiliates, education coordinators, and clinical instructors!

Life on campus has also proved to be exhilarating. We had ABC 57 work with Professor Melissa Poua to film several clips on UV sanitation and face coverings in the MLS student labs as part of their ABC 57 Investigates series. You can view them here: UV light sanitization devices. Do they work? https://abc57.com/news/uv-light-sanitisation-devices-do-they-work—are-they-worth-your-money. Face coverings have become the new normal, but how well do they work? https://abc57.com/news/abc-57-investigates-face-coverings-have-been-the-new-normal-but-how-well-do-they-work? We held The MLS Research Symposium (https://drive.google.com/file/d/1qgX-Vv5g3upcGhBWhVY8GW5eLлас4F0Kq/view) and celebrated MLS Professionals Week with on-site capstone presentations and participation in the virtual K Lab Week Run; welcomed Dr. Moss, new MLS faculty and alumna of the MLS program; supported the HERBIE Clinic’s laboratory services; and continue to work on staying connected to our MLS graduates.

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We are pleased to introduce our newest faculty member, MLS alumna Cristy Creighton-Moss who began July 1, 2021! You can read more about her in the interview on p. 26. As we welcome the class of 2022 to our Clinical Year Program, our hearts are filled with anticipation and expectation. We are grateful for your support. Please join us in praying for a successful and safe school year.
A year ago today, I was finishing up my clinical rotations, worrying about where I would get a job, the interview process, what I would do with my life... Today I look back, and the worries that were significant at the time seem silly. Why? Because there was no need to worry in the first place. Even when God comes through for me time after time, I seem to forget that He is in control and has my back! But with His steadfast love, He patiently reminds me that HE IS FAITHFUL! And I can trust Him! Thank God so much for helping me graduate alongside my best friend and for providing me with a job I love, at my favorite department (blood bank), with the schedule I wanted, and a beautiful group of people! Whatever you may be going through, whatever your worries may be, never forget that GOD IS FAITHFUL! 

-in a different format successfully, but also that we really loved teaching our labs in person! Also, that the students actually learned and absorbed the material they considered when in the company of fellow classmates and an instructor in-person or face-to-face (FTF). It proved that we were adaptable and competent as instructors, but that there were certain emotional and intangible aspects that helped students retain material and keep a positive attitude when in a rigorous program that was not (delivered/ available) online. We were confident that we supplied the context in a way that would not disadvantage the students who had to suddenly take the courses online, but we observed behaviors and results that were not congruent with the students’ abilities, since we had already taught them in courses FTF and saw a difference in their progress now that they were taking courses online.

What were these intangibles? Out of curiosity I sent questions to my students at the end of the semester asking them to compare advantages and disadvantages of online learning. One common theme in favor of FTF classroom experience was “I felt motivated to study when attending a class because 1) I felt I had some competition and 2) there was a sense of “we are doing this together” when meeting in person.” The friendships and comradery felt by the students was significant enough to help them study and perform better than if the material was presented online. A study comparing advantages and disadvantages of online education found that online and it would be interesting to hear their explanations on how they deal with this issue. In reality, is this our responsibility, to provide this emotional support? If not, how do we help make sure our students have the grit and mental toughness to make it through?

How do we screen for that?

In closing, I think we have more questions than answers, but we have learned a lot that I would share with other medical laboratory professionals that I worked with during this past year; from the students, from our program itself, and also from the material. The results of the survey are inconclusive and there was no clear consensus on what students needed to complete their clinical rotations and pass their certification exams.

The title of this section proved to be a couple of things to us. That we were capable of delivering our course content in a different format successfully, but also that we really loved teaching our labs in person! Also, that the students actually learned and absorbed the material they considered when in the company of fellow classmates and an instructor in-person or face-to-face (FTF). It proved that we were adaptable and competent as instructors, but that there were certain emotional and intangible aspects that helped students retain material and keep a positive attitude when in a rigorous program that was not (delivered/ available) online. We were confident that we supplied the context in a way that would not disadvantage the students who had to suddenly take the courses online, but we observed behaviors and results that were not congruent with the students’ abilities, since we had already taught them in courses FTF and saw a difference in their progress now that they were taking courses online.

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The title of this section proved to be a couple of things to us. That we were capable of delivering our course content in a different format successfully, but also that we really loved teaching our labs in person! Also, that the students actually learned and absorbed the material they considered when in the company of fellow classmates and an instructor in-person or face-to-face (FTF). It proved that we were adaptable and competent as instructors, but that there were certain emotional and intangible aspects that helped students retain material and keep a positive attitude when in a rigorous program that was not (delivered/ available) online. We were confident that we supplied the context in a way that would not disadvantage the students who had to suddenly take the courses online, but we observed behaviors and results that were not congruent with the students’ abilities, since we had already taught them in courses FTF and saw a difference in their progress now that they were taking courses online.

What were these intangibles? Out of curiosity I sent questions to my students at the end of the semester asking them to compare advantages and disadvantages of online learning. One common theme in favor of FTF classroom experience was “I felt motivated to study when attending a class because 1) I felt I had some competition and 2) there was a sense of “we are doing this together” when meeting in person.” The friendships and comradery felt by the students was significant enough to help them study and perform better than if the material was presented online. A study comparing advantages and disadvantages of online education found that online and it would be interesting to hear their explanations on how they deal with this issue. In reality, is this our responsibility, to provide this emotional support? If not, how do we help make sure our students have the grit and mental toughness to make it through?

How do we screen for that?

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Meet our new faculty—Cristy Creighton-Moss!

Interview with Cristy Creighton-Moss, MBBS, MT (ASCP), BSMLS ’13, Assistant Professor, Department of Medical Laboratory Sciences

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

Cristy Creighton-Moss, an Andrews University alumna (MLS ’13), went on to earn a medical degree (MBBS) from the University of the West Indies in 2009. She comes to the Andrews University (AU) faculty most recently from the Bahamas, where she served as a junior physician. She has also held several medical technologist positions in the US and the Bahamas.

Hi Cristy! Thank you for answering a few questions so that we can get to know you. First of all, I want to welcome you back to the AU family! I know you were a student here. How did you decide to pursue medical laboratory sciences (MLS) for your undergraduate degree at Andrews?

I was initially a bio major. I remember being in the science complex one day for class, and I think the Department of Medical Laboratory Sciences must have had some sort of display up of Shakespeare). The Chicago Pier was always so pretty at night (no offense to lab students). I did an observership with a physician in New York City. I was actually able to test out of two classes because of how closely the material matched what I’d already learned while studying MLS. (Even though our schedules were fixed so I couldn’t add another class, that extra study time was useful).

MLS provides an interdisciplinary foundation for medical studies and practice. Classes like microbiology are obviously useful as a foundation for understanding the causes of and treatments for infectious diseases. How do you think your clinical chemistry and hematology background have been helpful in your role as a medical technologist and a junior physician?

In the lab, clinical chemistry especially, the analysts do a lot of the sample processing for us. A well-trained MLS needs to be able to analyze the results given and determine if they make sense, given a little bit of the patient’s clinical history. In other words, when the analysis given to the technologist is considered normal, do you believe it? Will you release it? Does it fit? Is that the result you want the physician to tailor treatments based on? My experience as a medical lab scientist and as a physician helps me to see things from both sides of the curtain and pass that on to the students.

In your experience working at a large hospital system in metro Detroit, nCoV laboratory testing was under my purview. I pray that Michigan would not be nearly hit by the virus but knew that I had to bring nCoV testing in-house. But there was no FDA approved test for nCoV. The CDC had developed a test, but since it was not FDA approved, the extra regulations would have made it too labor intensive to be practical. By mid-March, the FDA finally granted emergency use authorization (EUA) for commercial COVID-19 testing.

Navigating the EUA guidelines was challenging, but we were able to validate an EUA COVID test by the end of April. We had three different tests on board.

Bringing COVID testing in-house was only one of the issues plaguing clinical laboratories in the US. The FDA and CDC were changing guidelines for COVID biosafety and testing frequently, and deciphering which guidelines were correct was a daily chore. And while outside of the lab, people were fighting to find toilet paper, we were struggling to get basic supplies to perform not only COVID testing, but other routine laboratory testing. Transport media (fluid with nutrients to support the growth of bacteria or virus once a specimen is collected) was completely out of stock nationwide. Swabs for COVID testing were nowhere to be found. A major supplier of bacterial and fungal media (petri dishes used to grow bacteria or fungi in the lab) faced a COVID outbreak in their packaging facility, and minimal amounts of media were being shipped. Basic stains used in the lab were out. I often found myself on the phone asking colleagues at other hospital systems, “If I give you 10 packs of media, can you give me one bottle of tuberculin stain?”

In the Trenches: A Clinical Microbiologist Alumna’s Reflection on the Pandemic

By Melphine M. Harriott, PhD, D(ABMM), MT(ASCP)/SM, BSCLS ’98, Technical Director, Clinical Microbiology, Ascension Michigan Laboratory Service

As I flew back to Michigan from Florida in late February 2020, my phone pinged with email messages, all beginning with the subject line “COVID-19 Update.” My lab was granted emergency use authorization (EUA) for commercial COVID-19 testing. The FDA had developed a test, but since it was not FDA approved, the extra regulations would have made it too labor intensive to be practical. By mid-March, the FDA finally granted emergency use authorization (EUA) for commercial COVID-19 testing. Navigating the EUA guidelines was challenging, but we were able to validate an EUA COVID test by the end of April. We had three different tests on board.

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One of the most challenging tasks I faced during this time was to develop an emergency staffing plan for our microbiology lab. What would happen if 25%, 50%, or 75% of our staff were infected with COVID? How would we function? By the grace of God, we did not have to implement the emergency staffing plan. At home, life was also hectic during the pandemic. My kids were home, school was at home, and my oldest was mandated to virtual school. I was blessed that my parents could stay with us and provide childcare for my children and my niece. However, I feared that I, my husband, or my sister, who are both healthcare workers, would bring COVID home. My husband, a surgical critical care physician (MLS ’98), was facing his own challenges in the COVID trenches. He was assigned to the COVID unit and faced the day-to-day agony of losing one patient after another. After weeks of being banished to the basement alone and eating in solitary confinement, we finally decided that being together was better than being apart. Our fear became reality as one member of the family contracted COVID; however, we were blessed that it was a mild case with a quick recovery.

I look back on the past year and a half and see a lot of emotions wash through me. But one emotion remains at the forefront: gratitude. At the start of the pandemic, I was afraid for my family and friends. I am grateful to work with such an amazing team of medical laboratory scientists who showed up every day despite the surrounding chaos and job burn-out. I am grateful for friends and family who supported me. I am also glad that our family remained healthy, despite working with positive COVID specimens and patients. I am indebted to the Andrews University people (with nuanced medical laboratory sciences faculty who taught me to be a capable clinical laboratory and my fellowship mentors that helped me master clinical microbiology) for preparing me for this pandemic and for the opportunity to serve Him through my profession.
Andrews University’s tagline of “World changers made here” has taken on a whole new meaning in our School of Nursing since the last publication of The Pulse in 2019. If anyone would have said then that we would soon be amidst a global pandemic, I don’t know that it would have been taken seriously. But, we are—and we have experienced God’s power to rise up. Over these past 18 months or so, we have seen the tremendous resilience of our students, staff, and faculty members. We have experienced tremendous support from our families, administration, and our community and state partners. And, with this, I have watched in marvel as we successfully pivoted with each new challenge.

Jeremiah 29:11 (NASB) has never been more real: “For I know the plans that I have for you,’ declares the Lord, ‘plans for prosperity and not for disaster, to give you a future and a hope.”

Sit back, put up your feet, and learn more about what the Lord has been doing with Andrews University School of Nursing.

Endowed Nursing Chair Update
By Barbara Harrison, MSN, RN, ACNP-BC, IBSN ’91

In January of 2020, Professor J. Ade-Oshifogun, PhD, RN-BC, CCIN, CNE, transitioned from her role of Chair of the School of Nursing to Endowed Chair of the Andrews University School of Nursing. The role of an endowed chair is known to be a highly esteemed role in academia, and this endowment was made possible through the generosity of AdventHealth. These positions allow seasoned faculty the opportunity to teach while mentoring students and faculty, building community relationships, and participating in valuable research. For a more detailed article on Dr. Bea, as she is affectionately known, please see the article in Focus magazine in winter of 2020: https://news.adventist.edu/2020/12/11/a-visit-to-kettering-medical-center/

Since stepping into this role, Dr. Bea has continued to hold membership in many national professional organizations, including active involvement as a grant reviewer with Health Resources and Services Administration, a peer reviewer for Accreditation Commission for Education in Nursing (ACEN), an evaluation review panel member for ACEN, and as part of the NCLEx Program Reports Panel of Nursing Experts with Mountain Measurement, Inc.

She has also been busy with research, seeking greater understanding in an effort to contribute to positive change as a principal investigator or as part of the team of researchers. Ongoing projects include the following:

1. “The Effectiveness of a ‘near peer’ mentorship program (Career-Plug) in building self-efficacy and improving quality of life (QOL) with vulnerable high school and GED students in Benton Harbor, MI”;
2. “Students’ perception and lived experiences about educational environment during COVID-19 pandemic at Andrews University”;
3. “The development of a questionnaire to measure the perception of marital disruption among Nigerian immigrants in the USA: Immigrant Marital Disruption Questionnaire”;

The School of Nursing is thankful for the opportunities that Dr. Bea’s new role has opened for our students in their externships at Kettering. She has also been busy with research, seeking greater understanding in an effort to contribute to positive change as a principal investigator or as part of the team of researchers. Ongoing projects include the following:

1. “The Effectiveness of a ‘near peer’ mentorship program (Career-Plug) in building self-efficacy and improving quality of life (QOL) with vulnerable high school and GED students in Benton Harbor, MI”;
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3. “The development of a questionnaire to measure the perception of marital disruption among Nigerian immigrants in the USA: Immigrant Marital Disruption Questionnaire”;

A Visit to Kettering Medical Center
By Grace Chi, PhD, MS, RN
Professor; School of Nursing

The School of Nursing values its partnerships with medical facilities, which are vital to ensuring that our students have excellent externship and employment opportunities. Barbara Harrison (School of Nursing interim chair) and I recently had an opportunity to strengthen one of those partnerships by visiting Kettering Medical Center, a very advanced medical center that serves the Dayton, Ohio region with a focus on patient-centered care. Kettering Health invited the deans, chairs, and directors from several Seventh-day Adventist (SDA) nursing schools to visit their campus from June 17 to June 20. During this time, we surveyed the hospital facility, connected with the nursing leaders of our sister SDA schools, and interacted with our junior nursing students in their externships at Kettering. The event was designed to build the relationships between Kettering and SDA nursing schools and to demonstrate Kettering’s excellent working environment. They showcased their high-standard facility, advanced equipment, and cutting-edge technology by providing tours of the simulation lab, network hospital (Soins Medical Center), and the centralized computer system. In addition, Kettering presented overviews of their residency and professional development programs and invited their nurses and healthcare professionals to share about their working experiences and skills.

The event also allowed us to connect with the leaders in the other SDA nursing schools. We attended gathering events and discussed teaching strategies, simulation lab techniques, and how faculty can best facilitate learning in both virtual and real hospital settings. Faculty members became acquainted with each other and shared contact information.

Finally, we also had the opportunity to see and interact with our junior nursing students who were completing their externships. One of the students who was participating in a five-week externship mentioned that she really appreciated the opportunity to work in this hospital with her nurse mentor. She was very appreciative that she could use the skills and knowledge that she had learned from school and apply them in the hospital setting. She was also able to connect and develop new relationships with friends from other schools. Several other students had just arrived at the hospital and were about to start their externship for the next five weeks. They were full of excitement for this great opportunity and were ready to learn.

Partnership between Andrews University and Kettering Health is a win-win situation. Our students benefit from the experience, facilities, and mentorships that an externship with Kettering Health provides. Students also appreciate that the school has a good network within the SDA healthcare system, which will provide them not only with externship opportunities, but also potential employment opportunities after they graduate. As for Kettering Health, they can recruit the qualifying nursing students as their future employees, knowing that students who have had good externship experiences there are more likely to accept. Overall, the experience of this visit was very enjoyable and valuable. It provided great memories for all of us and helped develop long-term relationships and friendships among the participants and with Kettering Health.
Alum Leads School of Nursing and Midwifery in Ghana

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

Ninon P. Amertil, PhD, RN, MS '93, BSN '84
Dean, School of Nursing and Midwifery, Valley View University, Accra, Ghana, West Africa

Andrews alumna Ninon P. Amertil, PhD, RN, came to Valley View University (VVU) in February of 2013 as head of Department of Nursing. Under her leadership, two new departments were added by 2018: midwifery and mental health. This led to a change in status from Department of Nursing to School of Nursing and Midwifery (SONM). It also led to a new position for Amertil, who became dean of the SONM, overseeing all three departments in the school.

Amertil and her team are currently working to add more departments such as Bachelor of Science (BSC) in Physician Assistant Studies, BSc in Pharmacy, BSc in Radiology, and Master of Science in Nursing Administration. By adding the new programs, the SONM can be upgraded to College of Allied Health and Sciences.

During Amertil’s years at VVU SONM, the school has become well known in Ghana for its excellent academic and emotionally, mentoring them to successful graduation and professional careers. She has also mentored many students as they pursued further studies abroad in the United States and Europe. Amertil has good rapport with students as well as their family members, enabling her to know entire families.

Looking back on her years at Andrews University (AU), Amertil recalled, “I received tremendous support from members of faculty during my studies at AU. I got pregnant while in school, faculty supported me during my pregnancy and delivery and subsequent years.” When asked about her hopes for AU’s future, she expressed her wish that AU will “continue to expand and spread the gospel through nursing education and best practice.”

The campaign was motivated by the increasing levels of depression, anxiety, and other mental health challenges which were amplified by the social distancing and restrictions imposed by the coronavirus pandemic. At the beginning of the spring semester, students identified persons who they thought would appreciate and benefit from handwritten letters. During each class session, students wrote letters of cheer, encouragement, and support to people who received the letter recipients varied, including discouraged kindergarteners, stressed parents, and lonely elderly people. Each recipient received a package containing letters from each of the 25 students in the class.

Responses were primarily positive from both the recipients and the students. Recipients expressed their appreciation for the letters verbally and in writing, stating that they received much joy and encouragement from the letters. Students disclosed that the activity provided a meaningful and safe pandemic outreach activity that helped to meet a need. Students also shared that they found that they were able to apply personally the encouraging verses and quotes that they shared in their letters. This activity provided a meaningful way for students to connect in an encouraging way with others.

Andrews Nursing: World Changers Made Here

Interviews with Alumna Lucretia Tucker, RN, BSN ’91
Gina Anderson, MSN, HP-C, BSN ’91
By Barbara Harrison, MSN, RN, ACNP-BC, BSN ’91

Since January of 2020, and the start of the COVID-19 pandemic, nurses have increasingly been brought into the spotlight. They, along with their invaluable team members, have been at the heart of the fight in a situation, the likes of which has only previously been read about in history books or imagined because of movies. Who are these nurses? How did they become the heroes we have grown to love? Thanks to technology, I recently had the privilege to sit down with and interview (over Zoom) two classmates who have done spectacular things with their nursing careers. At the time that we attended Andrews together, the program was chaired by Professor Billa Tayler and our classes were held in the building beside the music building – aka, Marsh Hall.

My first interview was with Lucretia Tucker, RN, BSN, who was born and raised in Connecticut and recalls “always wanting to be a nurse,” although she briefly considered physical therapy. She described being inspired by her mom, who is also a nurse, and fondly remembers the days when she was allowed to visit the hospital to see what nurses did. As we spoke that evening, she bribery her dogs with their most favorite treats so they would behave—they must have eaten almost an entire bag, so I imagine they were sad when we said goodbye and the treats were cut off.

Lucretia, remind me what year you graduated?


Do you realize it’s been 30 years since you graduated?
No, we are in May right now. In August it will be 30 years. So currently, it’s still just 29 years!

We immediately broke into laughter—she always had a fresh way of putting things in perspective.

Over the years, Lucretia has dedicated her practice to pediatric nursing. In 1996 she decided to venture out and do travel nursing. She did this for eight years and traveled all over the US, finally ending up in Delaware, where she resides today.

Tell me the coolest travel assignment you had, besides being in Michigan.

(laughter … One of her assignments was in Michigan, shortly after the birth of my first son, so having a college friend there was indeed a delight.)

Bark, you know that was my favorite place to work! I absolutely loved it there.

Really? Tell me about it.

At 341 of M Medical Center in the oncology/bone marrow transplant floor, I learned so much. It’s a teaching hospital … the physicians were great, they taught you so much, they gave nurses a certain amount of autonomy. I was there for about 16 months, and I thought that I derived … Of the places I traveled to, 15 of M is at the top of the list.

What is it you like about management?

Well, I’ve always liked helping people. Before this role I was a travel supervisor, which is like a charge nurse, but with some additional duties similar to an assistant nurse manager. I helped with the flow of the unit, I helped my coworkers with escalated issues, clinical issues etc. So when the nurse manager at the time was transitioning to her director position, they asked me to be the new nurse manager.

At first I said, “Who, me?” But I gave it a lot of thought, I prayed about it, and apparently God has a sense of humor, because He answered all of my prayers, and here I am.

She went on to discuss the substantial learning curve she has experienced over the prior years as a manager. But she notes that while her role has changed, she still enjoys helping people, guiding, encouraging, and supporting, now being able to more actively advocate for her coworkers. And while she is not typically this activity provided a meaningful ability to help patients and nurses alike is a snapshot of the many faces of nursing.

Nursing

Mission Letters

By Shawna Trotman Henry, MDiv ’20, MSN, RN, NNP-BC, CPNP-PC
Clinical Associate Professor, School of Nursing

Few things can bring personal joy and meaning to another like a handwritten note. During the spring of 2021, the graduating nursing class of 2021 wrote dozens of letters to people affected by the lockdown due to the pandemic. Challenged to find an appropriate mission experience that would transform the lives of both recipients and students in an era where travel was even local travel—was restricted, the nursing class of 2021 decided to embark on a letter-writing campaign.

While she started out in a general pediatric setting, once she began travel nursing, she transitioned to pediatric hematology/oncology and bone marrow transplant. And, to this day, she continues to work in that highly specialized subspecialty area. She has had countless stories with wonderful outcomes where kids’ treatments were highly successful and they went into remission, along with some heartbreaking experiences where she supported grieving parents and held little babies as they took their last breath. As a parent myself, it brings tears to my eyes to imagine how much joy and encouragement from the spotlight. They have done spectacular things with their nursing careers. At the time that we attended Andrews together, the program was chaired by Professor Rilla Tayler and our classes were held in the building beside the music building – aka, Marsh Hall.

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She is an agent of change and is now back in school, pursuing a graduate degree.

So, would you say that nurses are world changers?

Yeah! I would say that!

In what way?

When you think about the broad scope of nursing, nursing is involved in just about every aspect of life. You have school nurses, nurses that work in nursing homes, nurses that work in government sectors, and nurses that work in the community. They oversee national committees, so yeah, we make a difference around the world; we make changes around the world.

Do your very best. Remember that everyone has leadership potential, and you don’t have to be in a formal leadership position to make a difference. You touch lives every day on the job that you do.

The following day I connected with Gina Anderson, MSN, NP-C. Gina met me at the end of her shift, still in work clothes, lab coat on, stethoscope around her neck. Although born in Michigan, Gina’s family moved to South Korea where she grew up. She later went to high school in Singapore and returned to southwest Michigan with her family where she attended Andrews University, following in the footsteps of her brothers and father. When she arrived at Andrews, Gina was quite fluent in Korean and had plans to learn Japanese and Mandarin, so she started out as a business major with plans to go on to law school.

So, how on earth did you end up in nursing, Gina?

The funny thing is, one of my friends told me about a job at Berrien General Hospital, to work as a phlebotomist and where I could make some extra money. So I got an interview, they trained you on the job, and I became a phlebotomist. I loved going to the emergency center, so I thought I’d change my major to nursing. At this point I don’t even remember much about the process. It was so long ago.

(Laughing) You know, I’ve reminisced with our students ... nursing programs have changed so much over the years. Gina, do you remember practicing injections and IVs on each other? I even remember placing NG-tubes on each other – I still remember being the recipient of such a budding young nurse … do you remember that? Wait … did I do yours?

Besides the hundreds and hundreds of hours of clinical experiences, today, Andrews nursing students have the opportunity to also work with very sophisticated “high fidelity” mannequins in labs and simulation to hone these critical skills. They typically participate in summer externships and have robust onboarding programs through their respective employers. This provides students the opportunity to not only gain and reinforce valuable clinical experiences, but to begin the networking process in preparation for graduation and finding the right job. Back in the day, that was quite a challenge. Andrews nursing students had a chance to spend several months during their senior year at Kinsdale Hospital in Illinois. Gina found that this was a pivotal experience for her.

Tell me a little bit about the types of nursing jobs you’ve had since you graduated.

Sure. So, we were lucky because the types of work here have really changed. I think that’s one of the best experiences ever, to prepare me. We were able to work there while we were going to school, as I had a job lined up before I started there and I was even left. So at that time they didn’t want any new grads in the ER, so I started in the ICU and was constantly trying to get into the ER. I started in the open heart ICU and within a year I got a job in the ER at Mount Sinai, which is a Level 1 trauma center in Chicago. She had no idea what I was getting into, but I loved it. It was inner city, high paced ... I loved it.

For the next 10 years, Gina worked in an ER trauma center and then was drawn to travel nursing. Upon arriving in San Diego, she describes getting her “dream job” working as a flight nurse. She started out of fixed-wing aircrafts doing transfers of patients from facility to facility, then a job opened up on the helicopter, where she worked “on-scene” work for three years.

What exactly is “scene work”?

A lot of flight programs spend time taking patients to centers where patients can receive a higher level of care. Scene work is different. It is where you fly to the scene of an accident, and it requires a lot more skills. You have to have advanced practice skills, you have to be able to place chest tubes, do intubations, place central lines ... I didn’t have to ask for medical orders. I did what was needed to be done and had to do it right away.

Your background is preparing you for that ... all those years in the ER for you.

After flight nursing, she went back into the emergency room setting, but it was not as satisfying as before. She accepted a position in San Diego in their Emergency Medical Services under the public health umbrella providing regulatory guidance for pre-hospital care. During this time she returned to school and completed her masters degree in administration and education. Over the 10 years that she worked there, she got involved in disaster preparedness and response, counterterrorism with local and federal agencies, and participated in developing healthcare policy for the country. From there she was given the opportunity to supervise the medical care of several jails and later was involved in their psychiatric program. This work moved her back to school and became a family nurse practitioner (NP). Today Gina finds herself working in the specialty of interventional cardiology. She has competed in several Ironman triathlons and has gone on several mission trips.

Tell me how COVID impacted your practice.

Having worked in disaster preparedness and response for so many years and seeing this all come full circle, seeing the confusion and mixed messaging, it was frustrating for me to see that at that time, maybe through a different angle in healthcare and now not being able to assist because I was now in a completely different role. So when we finally saw vaccines and were able to start allowing for elective procedures, heart caths, EP studies, et cetera, we found that patients were afraid to come because they didn’t want to be exposed. And so the impact is a domino effect. We saw patients becoming sicker and sicker … we’re seeing a backlog and still seeing sicker patients coming in.

That’s an interesting angle, Gina. I know we’ve seen secondary death rates from COVID… related to access of care. This is a great example.

Yes … during SARS, H1N1, I was in a role as a disaster response role. I was looking at it from a 10,000 foot perspective, not boots on the ground.

So Gina, would you say nurses are world changers?

Oh, absolutely. Nursing is so multifaceted—there are so many places we can work in, at so many different levels, and I’ve had the ability to work in all these settings. We touch lives at every angle, making thoughtful, looking at patients in a more holistic way—nurses really keep that together in my opinion. And that’s why I’m glad that I’m an NP. I love that nursing background and was taught to look at patients holistically and now as a provider, that whole nursing experience really just brings it forward.

As our ended time together, she reiterated that nursing was the “best” profession. She shared how important it was for new nurses to pay attention to details, be thorough, know when to ask questions, and critically think so they can anticipate solutions.

Indeed, healthcare is a complex and continually evolving chaos, the center of which is our clients. And as nurses, we have the privilege of participating at each leg of the journey.

Congratulations ladies, and here’s to 30 more years of touching lives and being world changers!

Doctor of Nursing Practice Clinical Innovations during COVID

By Carol Rossman, DNP, FNP-BC, PNP-BC

Professor, School of Nursing

The Doctor of Nursing Practice (DNP) program trains students as family nurse practitioners (FNP) and nurse educators. During each of the last five semesters of this program, our students are required to complete a clinical in a corresponding didactic course. We had a cohort of 15 FNP students in health assessment clinical in spring of 2020.

Ours is an online program, but the students did come to campus for one week during this health assessment course. They spent seven days learning about the nursing lab learning hands-on techniques about health assessment, and they also completed their comprehensive exams in DNP core courses. They were on campus the first week of March 2020, and they returned to their homes across the US on March 10 to complete their program, our 300-clinic sites in their home states with a licensed preceptor. Of course, by March 18, they were all suddenly barred from these clinical sites. They had to return to 150-clinic sites for the semesters—what were they to do if they could not go to their assigned clinics?

DNP faculty quickly began searching for options and chose an online simulation program known as “IHUMAN.” IHUMAN is a robust software system that imitates clinical patients with avatars that have medical issues. Students must choose what to ask them and then develop a chief complaint and history of the present illness focused on the patient’s responses, the issues they asked. They must complete a physical exam on their avatar and get information fed back to them according to their exam techniques. They must come up with a list of differential diagnoses and choose the correct diagnosis, then prescribe appropriate treatment, teaching, and follow-up for their “patient.” The software grades them on each of these steps. There was a learning curve, for sure, but students were able to adapt and increase their scores over the rest of spring semester until they were quite good at working the IHUMAN program.

Students learned so much from the IHUMAN program in how to interview, how to critically think about issues, and how to prepare proper plans, diagnostic work-ups, and treatments. These students learned and expanded their knowledge system.

For summer semester, students still could not attend clinics in most places in the US, and many completed their summer clinical hours in IHUMAN as well. We decided to stay with the simulation and let our students return to clinical sites, and this trend continued until our current summer semester 2021 has everyone totally back into clinical sites without IHUMAN support.

Going forward, we will continue to use IHUMAN in four semesters as adjunctive learning for a small number of hours, and we will also use it for clinics in unforeseen circumstances when necessary. IHUMAN is an important innovation that was used for a specific need at the time, but became a great additional tool in FNP education that we hope to keep going forward.

When God closes the door, he may open the window. For years, we have praised God for a way to continue FNP education during this time of crisis.
Nursing

Nursing Clinicals Continue and Adapt to Covid

By Tonya Fisher, MSN, RN, NP-C
Assistant Professor, School of Nursing

Nursing skills are ideally learned in practice, in person. During the fall 2020 and spring 2021 semesters, the sophomores and juniors at the School of Nursing (SON) continued to have skills labs, simulations, CPR classes, and hospital clinical rotations with the only caveat being safety glasses and masks were required. The senior class was able to do their internships in person, but several of their classes had to be supplemented with virtual simulation targeted recreation of common clinical scenarios viewed on a computer screen.

Virtual simulation activities require students to be engaged, making accurate assessments and demonstrating clinical judgment. Students debrief with clinical instructors after the activities, reinforcing key concepts. This form of targeted learning has often shown to meet learning outcomes even better than traditional live clinical time, which can be unpredictable (Foronda et al., 2020). Haemin Lee, who graduated in May 2021, shared, “The various COVID-19 restrictions played a big part in our clinical experience this year. Unfortunately, we weren’t able to attend in-person clinicals for our pediatric rotation due to hospital policy. However, we were able to learn a lot through virtual simulation labs …”

COVID-19 has highlighted the value of nursing as a profession that requires courage. COVID-19 has also highlighted the value of personal protective equipment (PPE) that made our clinicals and face-to-face learning possible. It is so much easier to be courageous wearing PPE. By God’s grace, Andrews SON will continue to seek knowledge via innovative learning strategies, aiming to build courage and fortitude amongst each other and our patients remembering the LORD’s repeated command, “Be strong and courageous, and do the work” (2 Chronicles 28:20).

NEW STAFF

Jorge Cardenas
Administrative Assistant

A couple of decades ago I started my career in the healthcare industry in sunny Southern California, and during those years, I learned that life is a gift. I also came to understand that the gift of life is more valuable if I can share with others. So, I decided to become a life-changer. Since then, I find satisfaction in helping people to find happiness in their own personal lives and to practice the art of practicing empathy to everyone that I interact with, by helping them to find answers to their dilemmas, to their fears, and leading them to find comfort in the promises of God, Our Father.

In April 2021, I accepted the challenge to become a “World Changer” in Andrews University. Since, I am grateful to be part of the great team at the School of Nursing of Andrews University.

While COVID has been disruptive on many levels, it has also challenged us to find creative solutions. One such thing has been the live streaming of our senior nurses’ pinning ceremony. Each year during the graduation weekend, we celebrate the accomplishments of our graduating class. This historically draws family who can travel and friends who came to Andrews University for graduation were able to watch the ceremony from the safety and comfort of their homes in the Pioneer Memorial Church parking lot. Yes—it was set up as a “drive in!” In addition, for friends and family who were not able to come to campus, they watched it on YouTube.

How many, you ask?
There are 767 views! If you didn’t have the opportunity to celebrate our seniors and learn about their cherished experiences, please feel free to watch it at https://www.youtube.com/watch?v=6EY9LyipMts.

Welcome to the School of Population Health, Nutrition & Wellness (PHNW), a global leader in the areas of plant-based nutrition and public health. Our Master of Public Health (MPh) program is ranked among the 25 best MPH programs for international students (https://www.mphinonline.mph.in.usa-for-international-students/). Top 25 MPH Nutrition Programs (https://www.mphinonline.mph.in.usa-for-international-students/), and is listed by US News and World Report among the Best Grad Schools & Health Schools (https://www.usnews.com/best-graduate-schools/top-graduate-schools/andrews-university-168740).

We are excited to share the latest news and events happening in the School of PHNW. Here we explore and discover factors that determine one’s health, to improve health and wellness for all. Population health comprehensively addresses why some groups, such as the Seventh-day Adventists, enjoy better health than other groups. Population health includes health outcomes, health determinants, health policies, and interventions for all groups of people. The health of a population is measured by health status indicators that are influenced by social, psychological, economic, and physical environments, personal health practices, coping skills, biology, early childhood experiences, and health services.

In the School of PHNW, we study all these factors in the discipline-specific programs of public health, nutrition, exercise science, and wellness.

PHNW is the hub of the Adventist health message that connects the physical, mental, and spiritual. We feel blessed to play a role in the spread of the Adventist health message to a world that has been ravaged by the deadly viral disease COVID-19. As the chair of the School of PHNW, my vision is to ensure that the School of PHNW maintains its ranking as a global leader for prevention health sciences through lifestyle modifications in the areas of public health, nutrition, and wellness. Our vision 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 the whole person health and performance model.

Our school encompasses seven distinct programs: Master of Public Health, Master of Science in Nutrition and Dietetics, Dietetic Internship Program (graduate certificate), Bachelor of Science in Public Health, Bachelor of Science in Nutrition Science & Dietetics, Bachelor of Science in Fitness and Exercise Science, and Bachelor of Health Science in Wellness. We train Andrews University Masters in Divinity students with a hybrid MPH/MDPh track. The Council on Education for Public Health has currently accredited the Master of Public Health and Bachelor of Science in Public Health programs. 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).

We collaborate with health organizations locally such as Spectrum Lakeland Health, Berrien County Health Department, University of Notre Dame, and Berrien County Food Council. Nationally, we collaborate with Adventist Health Systems, Kettering Health Network, Spectrum Health, Agency for Toxic Substance and Disease Registry, Weimar Health Institute, and SDA General Conference Health Ministries. Internationally, we collaborate with the Hong Kong Adventist College, Hong Kong and with the Adventist University of Central Africa, Rwanda. Our faculty contribute to academic excellence in teaching, research, and community service. Our students continue to motivate and inspire us through their innovation and excellence in academic performance and research. Our goal is to help students realize their full potential as scholars and health professionals. We provide tools, skills, and training to our students to change the world for better health. Read more about our students, faculty, staff and alumni in this edition of The Pulse.
Kristen Brogan, a 2010 graduate of the Andrews University Nutrition and Dietetic Internship, is now the executive chef to a government official for the state of Michigan. She also works as a consulting dietitian for her family’s health and performance company, On Target Living, where she provides speaking engagements and wellness retreats for organizations and business executives. Kristen is the author of Target Pi Table: Healthy & Delicious Meals One Superfood at a Time and a certified yoga instructor and personal trainer. She teaches a lifestyle that blends mindful eating, mindful moving, and mindful resting to build your whole self. Her dream is to one day have her own cooking show on the Food Network titled Mindfully Delicious.

How did your experience at Andrews prepare you for your career?
Andrews University’s internship program was very well rounded and gave me practical experience in all fields of nutrition—food service, community, and clinical. Luckily, the area where I did my internship had a big influence of retail dietitians who I was able to shadow and learn from. I loved being able to choose my own community rotation and focus more on a holistic nutrition approach to healing. I also felt like I had a good network of dietitians and professors at Andrews that could support me throughout the program.

How are you impacting people’s lives and your community?
I serve meals that are healthy and delicious to many influential people in the state of Michigan. In this capacity, I can teach proper nutrition through healthy food and cooking. I’m dedicated to making the community healthier one person and meal at a time. Outside of my day job as an executive chef, I am able to work as a professional speaker to educate employees from small and large corporations on mindful eating, mindful resting, and mindful moving practices to help build their whole self. It’s truly a passion of mine to help people be the best version of themselves.

Are there any life-changing experiences you could share?
During my time as a retail dietitian I was able to provide multiple appearances on various media channels. This allowed me to practice cooking on television to make meals that were entertaining to the viewer yet simple and delicious for the everyday cook to execute. This experience helped me learn how to make dynamic cooking videos and develop recipes for my cookbook. I’ve also been able to meet many Food Network stars that inspire me to pursue my dream of having my own cooking show one day called Mindfully Delicious.

How has COVID impacted your practice as a registered dietitian nutritionist (RDN)?
Believe it or not, COVID gave me an opportunity to become an executive chef to a well-known governmental official and really put my culinary nutrition expertise to use. From a retail dietitian to a professional speaker, I never knew my career path would lead me to becoming a full-time executive superfood chef. Luckily, in today’s world, dietitians have a wide range of opportunities in the world of nutrition. Nothing is off limits and anything is possible!

Earth Day Day 2021:
“RESTORE OUR EARTH”
By Padma Uppala, PhD, MPH

“That the creation itself will be set free from its bondage to corruption and obtain the freedom of the glory of the children of God.” – Romans 8:21

June 2021 was the hottest on record for the US in 127 years since record keeping began. What does this mean for the future of planet Earth?

Earth Day 2021 marked the 51st anniversary of this holiday. Fifty-one years ago, Andrews University (AU) students celebrated Earth Day when it was first created on April 22, 1970, by banning a diesel engine and planting a tree on top of it to discourage the use of fossil fuel which polluted the environment. At that time there was no Environmental Protection Agency, no Clean Air Act, and no Clean Water Act. In the spring of 1970, Senator Gaylord Nelson created Earth Day to press environmental issues onto the national agenda. Fifty-one years later we live in a globalized era with technological advances and economic growth that have endangered life on planet Earth and the planet itself. Typically, Earth Day is assigned a different theme or area of focus each year. The 2021 theme was “Restore our Earth.”

Planet Earth is experiencing unprecedented natural disasters and extreme climate changes. The National Oceanic and Atmospheric Administration (NOAA) reports that June 2021 was the hottest June on record for the US in 127 years since record keeping began (https://www.noaa.gov/news/june-2021-was-hottest-june-on-record-for-us). The nation has also experienced eight different billion-dollar weather-related disasters in the first six months of 2021. The School of Population Health, Nutrition & Wellness hosted the Earth Day 2021 celebrations. The Environmental Health Task Force and Environmental Health Club planned several activities for student participation, such as signing online pledges to save energy on campus or switch to renewable energy to reduce greenhouse gases that impact climate change. Participants won Earth Day T-shirts. Activities included the following:

- An Earth Day booth was set up by the Environmental Health Club members Steven Injery, Anmopert Sudhadkar, Rebecca Alva, Janice Pakkianathan, Joshua Li, and Ryan Injery in front of the student center to distribute environmental awareness materials beautifully prepared by Melody Page. Sixty-six students pledged to be environmentally conscious by saving energy for the school and participating in other initiatives to help keep our campus beautiful and to restore our planet Earth!
- Noe Vales, arborium director, gave a fascinating arborium tour of the campus, in which he provided the history of several iconic trees. The 1600-acre campus of Andrews University is a nationally designated arborium, with more than 500 labeled trees and 150 species from across the world. Additionally, the campus also includes over 11 miles of walking, running, and mountain biking trails. We identified one of the oldest trees on campus located by the entrance to Andrews University, the sugar or hard maple Acer saccharum. This old tree is one of the oldest on the AU campus, hollow, and home to many wild creatures from time to time, including skunk, raccoon, field mice, rabbits, and numerous birds, fungi, and bacteria. It is an ecosystem in its own right. One has to stand back and admire its form and understand its significance.
- Vegan snacks were distributed. They contained a wholesome trail mix snack, Belvita whole-grain snacks, Gluco biscuits, puffed rice, and roasted garbanzo.
- Rebecca Alva and her teammates drew chalk drawings on environmental awareness notes on AU’s sidewalks.
- An open forum on “Climate Change & Air Quality” was presented by experts in the field to all students on campus.

For Earth Day ideas for 2022, contact Amar Sudhadkar amarpriit@andrews.edu, Steven Injery injerys@andrews.edu, or Professor Padma Uppala padma@andrews.edu.

For more information, contact Professor Padma Uppala padma@andrews.edu.
Clinical Internship Grows to Offer More Exclusive Opportunities Clinical nutrition and dietetics Internship expands site opportunities to include sports nutrition, additional Dean Ornish locations, and eating disorders opportunities.

By Sherri Isaak, MS ’95, RD, CDE, BC-ADM, DipACLM & Jessica Gryzibowski, BS Nutrition and Dietetics Student, Class of 2021

As nutrition and dietetic specialties grow, so do the interests of our interns. More than ever, interns are requesting specialty rotations tailored to their own passions. Despite the many challenges COVID-19 has presented our internship sites, special care has been provided more abundant than in years past, due to the ability to experience certain rotations online. “COVID limitations have forced us to be more creative and search out unique internship opportunities,” says Sherri Isaak, associate clinical professor in the School of Population Health, Nutrition & Wellness. “Listen to what our interns have to say about working with their specialty rotation.”

Sam Hollister, who worked with a virtual sports dietitian, said, “It was exciting to have the opportunity for a plant-based sports nutrition experience. Working with Kelly helped expand my knowledge on sports nutrition, while also gaining experience on creating nutrition content for social media. She’s extremely knowledgeable on both aspects and was a pleasure to have as a preceptor!”

Bettina Stitt worked with an eating disorders dietitian and reflected, “I’m happy our internship director was able to schedule a rotation for me at Fairwinds Treatment Center. It was an eye-opening and very educational experience!” This opportunity taught me just how important a healthy mindset is with people’s relationship with food and how knowledgeable and empathetic dietitians are key members of interdisciplinary care in this field. The biggest eye-opener was just how much the diet culture is fueling eating disorders, and I hope now I can be a voice of what healthy truly is. Overall, I know this experience will be one that will do more than help me become an RD (registered dietitian) but also drive me to help others in a more impactful way.”

Lauren Speirs loved her Dean Ornish rotation, where she saw the effectiveness of the Ornish lifestyle program firsthand. As she explained, “Through nutrition, stress management, fitness, and relationships, the Dean Ornish program has proven that heart disease can be reversed.” Lauren expressed that she enjoyed seeing how the various disciplines work together to help make a difference in the patient’s life. “Coach Lauren ambushed me! I completed a Dean Ornish rotation and stated, “My Dean Ornish rotation showed me yet another way that dietitians can make a difference. Out of all the components to the Ornish program, most patients told me their diet had been the easiest and pleasant to change. It was rewarding for me to see patients so actively involved with their care—and to see them improving their health so radically!”

Gaining New Perspectives: Better Understanding of a Culturally Diverse Population

By Katie (Schaun) Palacios, DrPH, MPH ’17

Director of Strategic Program Management, AdventHealth Central Florida Division

With an undergraduate degree in corporate/community wellness management, I felt called to Andrews University in fall of 2015 to begin my Master of Public Health (MPH) degree with an emphasis in nutrition and wellness. At that time, I could not imagine the significant impact this degree would have both professionally and personally. It allows me to serve in the calling God has given me each day.

Professionally, I have contributed to CREATION Life (a faith-based whole-person health care plan) at AdventHealth as well as my current role as the director of strategic program management. With AdventHealth’s promise of “feel whole,” our organization is committed to the work of bringing wholeness to those we care for. Additionally, I felt prepared by my MPH to be accepted into the DrPH in Health Education program at Loma Linda University. This continued advancement in my education has added to my ability to provide impact in the field of public health.

Personally, with the arrival of our firstborn son Micah, we’ve been faced with some unexpected nutritional challenges. Over his year of life, he has been diagnosed with several food allergies. Having a MPH with an emphasis in nutrition has given me knowledge to better support him as we navigate how best to provide him with the optimal nutrition his body needs to grow. My time at Andrews University will always be a cherished part of my academic story. What a blessing this program has been to me, gifting me the ability to serve each day. Learn more about Katie’s online MPH experience: https://vimeo.com/77048722

Career Fair Connection Leads to World-Changing Work Opportunity For MPH Alum

By Edwine Wagnac, MPH ’20

(pictured on right)

Public Health Analyst, FARM STEW Int’l

I first encountered FARM STEW in March of 2019 through a virtual career fair hosted by Andrews University’s Master of Public Health program. As a student in the program, I was eager to attend, and Joy Kauffman, FARM STEW’s founder, was one of the presenters. Upon hearing Joy speak about the mission of FARM STEW with references from Ellen White’s book To Women, I fell in love. One shared goal with my degree has always been to go back to my country of origin, Haiti, to help the country get, and stay, on its feet. Joy’s emphasis on reaching people to be resourceful resonated with me because that is exactly what I would like to see happen in the Haitian community. I made sure to get Joy’s contact information and reached out to her soon after the career fair.

We had a conversation, and from our first conversation, I admired her passion for her work, and what attracted me even more was her willingness to help broaden my dream for Haiti! Our talks led me to join the FARM STEW team as a volunteer. I learned more about the organization by reviewing its curriculum. The lessons showed me how FARM STEW promotes health, wellness, and entrepreneurship in developing countries and how this is currently being implemented in Uganda, Zimbabwe, and South Sudan. I then decided to complete my practicum through FARM STEW by assisting with various projects, including revamping their curriculum. This work opened the door for me to do my capstone project with FARM STEW.

In the fall of 2019, while brainstorming a topic for my capstone project, I heard about Uganda’s water situation and the need for regulation. Joy put me in touch with two of her colleagues who worked closely together. With this connecting with them helped me find the focus for my project.

We measured the hypothesis that water quality and accessibility are inadequate in Uganda using FARM STEW’s evaluation surveys as our primary data. The results showed that most residents found the water quality to be the best, and that more than half of the residents lacked access to a functioning borehole. After graduating in August, I continued to volunteer with FARM STEW while I looked for a job. I kept Joy in the loop, and she expressed interest in hiring me. I’m happy to say that since November 2020, I’ve been working as a public health analyst with FARM STEW. This has been such an answer to prayer because the job transition was very smooth, I enjoy the people I work with, and I love what I do. I thank God for this opportunity, and I look forward to what He has in store for this ministry.

Dietetic Internship expands to include more culturally sensitive experiences with Hebi Nutrition Consultants in Orlando, FL.

By Sherri Isaak, MS ’95, RD, CDE, BC-ADM, DipACLM & Jessica Gryzibowski, BS Nutrition and Dietetics Student, Class of 2021

Culturally appropriate recommendations are crucial for the field of nutrition and dietetics to ensure people of all races and ethnicities are given personalized education to make improved food choices for their health. Recently, nutrition and dietetic interns participated in several projects with Hebi Nutrition Consultants during their wellness rotation that focused on cultural sensitivity and inclusivity. Hebi, an Orlando non-profit, provides nutrition education and strategies to culturally diverse populations with the goal of preventing diet-related diseases.

One project challenged the interns to film a food demo with a peer of another cultural background featuring a culturally specific recipe with a healthy twist. Another project had interns develop a community nutrition program based on the needs of a predominant culture in a specific community.

As the field of nutrition and dietetics grows, it is vital that we encourage healthy food choices across the world that can be tailored to different cultural cuisines. The projects generated positive feedback, nutrition and dietetic faculty plan to make these types of projects a regular part of the program. One intern, Julieanne (Wilkins) Calbourn, shared, “It was a wonderful experience that allowed us students to become more culturally competent in order to better serve our community as future dietitians!”
First Bachelor of Science in Public Health Cohort Graduates

By Padma Uppala, PhD, MPH

Congratulations to the five graduates who made up the first cohort to earn their Bachelor of Science in Public Health (BSPH) at Andrews University! The BSPH class of 2021 was recognized in an honoring serving on May 8, 2021. Each took a different path to Andrews and to the field of public health, and below are parts of each one’s life journey to graduation as told by the graduates.

Rebecca Alva

“At the beginning of the spring semester, I received a letter from the President’s office at Andrews informing me that I was a candidate for the Baccalaureate of Science degree. I was ecstatic, excited, and scared all at the same time. I was so scared of the thought of actually having to complete my degree, but I was so happy that I had made the decision to pursue my dreams of public health.”

Janice Pakianathan

“I chose the public health major to follow my grandma’s footsteps. I remember learning about the public health program here at Andrews as a freshman. At the time, I didn’t know much about the field and already had a plan for the next four years, so I didn’t think too much about it until last spring. I was looking for a minor and came across public health again. After a lot of prayers, everything just fell into place within a day. I gained more interest in the field after taking Environmental Toxicology with Professor Uppala that semester and started considering a major in public health.”

Kristin Ferrer

“When I first considered public health, I was halfway through my freshman year. I knew that my life’s calling was to become a physician, but I was itching to learn more about how I could prevent and safeguard against disease rather than just treating it after it manifested itself. I learned more about public health in my Intro to Medicine class, where Professor Uppala came to speak. I was intrigued by how public health answered this question of prevention, and after making it my second major, the rest was history. I enjoyed learning more practical things about how we can protect the health of the public not just through clinical treatments, but environmental interventions. The small class sizes allowed me to grow and engage with the material. I have enjoyed my time in the public health program and would like to thank all the professors and students that have made it such an enjoyable experience.”

Joshua Li

“This year has been one of the most challenging of my life! The public health program was not on my radar until more recently, believe it or not. It was Kristin Ferrer who made me aware of its existence! With Professor Uppala’s enthusiasm, hard work, and guidance, I was able to complete the program in just one year, for which I am truly grateful. I want to thank her and the rest of the professors for making this year unforgettable. The knowledge I gained allows me to better serve patients as a physician in the future. From class discussions to assembly Kahoot games, it’s hard to believe, but we did it! I’m proud to be a part of the first cohort of the Andrews University BSPH program. This program not only taught me about myself as an individual but how we’re also connected as a community. Health is wealth!”

Michael Uppala

“I began my journey into education not knowing what major to choose. After exploring several majors I was still unsure which path to take in the end. I finally chose a major but soon decided it was not for me. Then I remembered that my mom was a public health major. I started to look into this. After some research and consideration, I knew what I wanted to do. I chose the public health major to follow in my mom’s footsteps and perhaps one day work alongside her. I hope to one day accomplish similar things to what she has accomplished. She has indeed changed the world. I knew that if I followed along on this journey, I too would one day make a change in this world.

After I selected my major, the next question was what to do with my life. I still was unsure of which career path to take. After researching the end of my studies in public health, I am excited for the first time to begin my career. I am enjoying learning about all of the different occupations in public health. Each one fascinates me, whereas before I did not see myself in other majors. I know now that whatever I choose will be the path that God wants me to follow. And I cannot wait to begin my career.”

Michael Uppala, BS

Michael is planning to go to grad school and pursue public health engineering.
My name is Brandon Williams and I am a third-year Master of Divinity and Master of Public Health (MPH) student at Andrews University. In 2018, I began my studies in the MPH program with the desire to connect my passion for individual health with a positive, tangible impact on local communities. I believe that individual communities form the building blocks of our health and wealth as a society, and as such, they should be our priority. That means that effective population health at any level should strive to include an interdisciplinary approach to community engagement. Through opportunities available in the School of Population Health, Nutrition & Wellness, I had the joy of realizing these themes in my work.

For the past seven months, I had the privilege of working as an assistant to the Water Leak Pilot program, which aims to reduce water waste in the local community. The Water Leak Pilot was launched as a part of the Focus on the Water Initiative, led by the Office of the Clean Water Public Advocate (OCWPA), and it constitutes a historic partnership between the Michigan Department of Environment, Great Lakes, and Energy (EGLE), the City of Benton Harbor, and local community leaders. Through the program, 200 residents in Benton Harbor and Highland Park will receive free plumbing repairs that target acute water waste. By targeting water supply leaks, the program will reduce the financial burden for the residents, mitigate water quality concerns, and reduce the energy burden for water suppliers—all of which are imperative to healthy and sustainable water infrastructure.

As an intern with EGLE and an assistant to the City of Benton Harbor, I helped to facilitate these repairs, ensuring that residents receive the services they need and have a means of communicating any challenges they encounter. While I am proud of the value we have been able to add to the community through this program, this work is only beginning. To ensure that this project is reproducible in other communities, I am working closely with program evaluators, who are helping to measure the incredible success of our work and identify improvements.

I hope that this work will serve as a model for other states and communities as we strive to raise the bar of success in water infrastructure across the nation.

In addition to my work with the pilot, I have been privileged to lead and coordinate the inaugural Benton Harbor Water Outreach Task Force, an interdisciplinary think tank consisting of state departments, city officials, and residential program partners developed by my supervisor, Ninah Sasy (OCWPA, 2021). The task force serves as the primary authority on water quality communication, and it exists to keep the lines of communication and support open between the state, city, and local community, promoting transparency, accountability, and community involvement. I believe the most effective strategies for water quality communication at the local level will center around interdisciplinary collaboration and creative community engagement, and this task force represents a model for the kind of collaboration and engagement that can and should exist in communities across the country—especially those that need it most.

I’m extraordinarily grateful for the opportunity to contribute to this meaningful work, and I’d like to thank and commend my capstone supervisor, Professor Padma Tadi Uppala, who informed me about this opportunity, my EGLE supervisor, Ninah Sasy, for supporting my transition and empowering my leadership, along with all the phenomenal people I am privileged to work with in EGLE and the City of Benton Harbor. Let’s continue making our communities a better place to live.
Lifestyles in Promotes Healthy Lifestyles in Scandinavia

By Theresa Nybo, MPH '15 Co-Founder/Health Producer/Editor, LifeStyle TV, Sweden

I have always been interested in health but had not had the opportunity to pursue further education. However, everything changed when LifeStyleTV, where I served as program director, produced the European Health Conference in the spring of 2013. There I met Peter Landless (who would soon become director of the Adventist Health Ministries department), and he encouraged me to pursue further education. I probably never would have proceeded further except for his personal encouragement.

That started me on a quest to fulfill this newly awakened dream. The same summer, I found Andrews University’s new online Master of Public Health (MPH) program and realized that this could be a perfect match for me working a full-time job. Balancing work, study, and family was not an easy task, but I could not have imagined how much I would get out of this degree. It opened my understanding and interest to a whole new world of science and research.

With the tools I gained from my studies at Andrews, I have been able to evaluate content in order to find balanced, scientific material that enables me to do what I am doing.

Since graduating in August of 2015, I have been involved in various projects. For the Swedish Union of Seventh-day Adventists, I developed a small blood pressure screening stand that churches can use to connect with and help people in their communities across Sweden. Additionally, through LifeStyleTV, I developed a vegetarian, plant-based cooking course in Swedish complete with all needed material: a cookbook, manual, advertising, lectures, and supporting material. This too is being used by churches and health clubs to connect with and promote more sustainable choices in their local communities.

My ongoing work at LifeStyleTV, where I am now health producer/editor, includes editing a quarterly sharing magazine with a strong preventive health focus, LifeStyleVIEW. This magazine is produced in Swedish and Norwegian and distributed freely throughout Scandinavia. Additionally, I produce health promotion programs: vegetarian cooking programs, interviews, lectures, and exercise programs in Scandinavian. LifeStyleTV is a supporting ministry to the Seventh-day Adventist Church, and broadcasts throughout Scandinavia in the Danish, Norwegian, Swedish, and English languages.

I am so thankful that God opened up the opportunity for me to study online and earn a MPH at Andrews, and that I can now use what I have learned to impact my local community, as well as having a much broader impact through media.

Learn more about Theresa’s online MPH experience: https://vimeo.com/25636991

Students Host Food Demos at ACW Student Night

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

Photos by Caleb Lewis (‘21)

The Population Health, Nutrition and Fitness Student Association (PNFSA) at Andrews University (AU) hosted a food demo at the Andreenas Center for Wellness (ACW) on March 13, 2013 as part of the Andreenas Center for Wellness Student Night. It was a fun and interactive event where the PNFSA officers presented healthy recipes and the student and faculty attendants from AU got to bring home samples of these recipes. The food demo followed COVID-19 protocols by having the attendants spaced six feet apart, and the samples were all taken home to avoid having to remove masks to sample the foods.

Valerie Akinyi (‘23), the PNFSA public health vice president, shared some heart-healthy tips along with statistics to help raise awareness of public health concerns. Akinyi and Joyce Kim (‘22), one of the PNFSA special functions coordinators, demonstrated how to make a fresh, dorm-friendly, cucumber Greek salad. Filled with cucumbers, tomatoes, red onions, and spices, and topped with feta cheese, this salad was a big hit! The PNFSA president, Jessica Grzybowski (‘21), created a healthy black bean salsa recipe filled with black beans, corn, onions, jalapeno, cilantro, and spices. Attendees were able to take home cups of chips and salsa to try at a later time. This recipe is not only dorm-friendly, but delicious and easy to make. Grzybowski also shared some helpful cooking tips for the attendees to improve efficiency and encourage time management.

Abby Hart (‘22), the PNFSA treasurer, and Shelby Huse (‘22), the PNFSA public relations officer, shared two overnight oats recipes that can be made in under five minutes and are ready to eat without any morning preparation. Hart made a flavorful peanut butter and honey overnight oats filled with oats, soy milk, flaxseed, peanut butter, and honey, and topped with chopped peanuts. She shared benefits of the omegas fatty acids present in flaxseed and chia seeds. Huse made a colorful raspberry chocolate overnight oats recipe filled with oats, soy milk, chia seeds, cocoa powder, frozen raspberries, and dark chocolate chips. This recipe was topped with fresh raspberries, chocolate chips, and drizzled honey. She shared some of the advantages to plant-based milks and advocated for the fiber content of oatmeal. Both overnight oats recipes were a big success among the participants and attendants.

Grayboski presented a fresh spiced tropical smoothie recipe developed by Sharon Quartey (‘21), the PNFSA nutritional vice president. Filled with frozen pineapples and mangoes, coconut water, spinach, chia and flaxseed, spices, and protein powder, this recipe has been proven effective on the sports teams at the University of Notre Dame. This was also a big hit at the event among the attendees and attendants. Other officers of PNFSA helped with the event, including Jel Tamayo (‘21), another PNFSA special functions coordinator who helped safely prepare the samples to be sent home with the attendees, and Caleb Lewis (‘22), the PNFSA executive vice president who photographed the event and helped plate the recipes.

This event was a huge success as it was fun to get to know some of the members of PNFSA that share a love for nutrition, fitness, and public health. COVID-19 has significantly impacted in-person interaction with the club during the 2020-2021 school year, so it was exciting to gather in-person. Additionally, some members of the Berrien Springs community were able to attend and learn more about the School of Population Health, Nutrition, and Wellness at Andrews University. Although the event had to be at a limited capacity, the in-person interaction coupled with healthy recipes made for a wonderful evening.

Valerie Akinyi (‘23), making a cucumber Greek salad.

Shelby Huse (‘22) creating raspberry chocolate overnight oats.

Jessica Grzybowski (‘21) making the delicious black bean salsa.

Abby Hart (‘22) making the peanut butter and honey overnight oats.
Transplant Unit

Dietetic Alumna Serves in Transplant Unit

Molly Majot, BS ’17, DI ’18
Clinical Dietitian, Indiana University Health, Indianapolis, IN

By Gretchen Krivak, MS ’10, RD, CGFI, EIM-1

Molly Majot, a 2017 Andrews University graduate from the BS in Nutrition Science and Dietetics program, completed her Dietetic Internship at Andrews in 2018. Since then, Molly began working as a clinical dietitian. She is currently a clinical dietitian in the kidney-pancreas transplant unit at Indiana University Health. Her patient population includes pre- and post-kidney transplant, pancreas transplant, and combined kidney and pancreas transplant patients. In the pre-transplant department, Molly works with patients to ensure they are prepared for transplant. She receives consultations to discuss the BMI requirement (weight loss or weight gain counseling), assesses for malnutrition and provides nutrition support if needed, and provides general nutrition counseling. She also participates in committee meetings to discuss transplant candidates. In the post-transplant department, she follows patients throughout their hospital course and provides transplant nutrition education prior to discharge. She follows patients into the clinic setting after discharge, especially if they are on nutrition support, to monitor their progress.

A unique part of her job is that she also works with kidney donors. Prior to the patient’s donation, she screens the patient and answers any questions or concerns they may have. Post-donation she follows up with them to discuss their nutrition and answer any questions or concerns they may have.

When asked how her job impacts the health of her patients, Molly stated, “My job is one part, amongst many, to ensure that patients are successful with their organ transplant.” Looking back on her experience at Andrews, she said the most useful information was motivational interviewing and counseling skills, Medical Nutrition Therapy and metabolism classes, and the knowledge I gained about plant-based nutrition.” Molly is a world changer helping one transplant patient at a time. We are so proud to share her accomplishments and future prospects.

School of Population Health, Nutrition & Wellness Welcomes New Faculty & Staff

Krystal Eskildsen

Krystal Eskildsen is a 2019 graduate of the Andrews University Master of Public Health (MPH) program. She is a Certified Health Education Specialist (CHES) and currently serves as the MPH applied practice experience coordinator, assistant to the director of the MPH program, and adjunct faculty in the School of Population Health, Nutrition, and Wellness. Krystal is currently pursuing her DrPH in preventive care at Loma Linda University.

Melody Page

The new administrative assistant to the chair of the School of Population Health, Nutrition and Wellness has many passions in life, and advocating for health and wellness is just one of them. Melody has taken classes (and still is) in areas of public health and nutrition as well as in evangelism. She and her husband, who is one of the pastors at local Village Church, have been involved in missions both here in the country and in different parts of the world.

“Growth brings change” was my opening line in our 2019 magazine. Little did I know how much change we would experience in the year that followed and beyond. My thankfulness to God for the gift of the present and no knowledge of the future has deepened over these uncertain times. I am more confident now than ever that I know Who holds the future and there is no need to fear! God so graciously protected and provided for us during the pandemic. While we were forced to online learning only during the end of spring and summer of 2020, we were able to resume in-person classes and labs in fall of 2020. Of course, there were modifications to the way we taught, learned, and interacted, however, our family spirit and servant hearts shone through all the challenges we faced. I have always said our faculty, staff, and students are “the best,” and this past year they showed their best by rising to the occasion of being flexible, considerate, and patient during the constant changes.

We are thankful for our alumni, parents, and friends who have lifted us up in prayer during these trying times, and we thank you for continuing to do so. We are blessed by your stories, so please keep us informed of your life milestones, and don’t forget to follow us on social media to keep up to date on what is happening here. I hope you enjoy reading the rest of our story in this edition of The Pulse.

Physical Therapy Campus Clinic

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

2020 brought many changes to all of our lives and forced all of us to adapt. Clinical experiences can be a challenge for many professional programs in good times. A pandemic nearly makes them impossible. As Coach John Wooden once said, “Adaptability is being able to adjust to any situation at any given time.”

The Doctor of Physical Therapy (DPT) program adjusted to the change in our environment and started a clinic here on campus. The clinic was designed to follow an integrated clinical experience (ICE) model that allows students to have hands-on experiences with patients while they are still receiving their didactic training. Students have the opportunity to treat real patients from the community under the supervision of a clinical faculty member. First- and second-year students work collaboratively to practice patient interaction, evaluation, and critical thinking skills while receiving feedback from the patients and the instructors in the clinical environment. While reflecting on his ICE experience, first-year student Nathan Hunt stated, “I was really intimidated the first time I went through it but quickly found value in this experience. I am able to learn from those around me and feel more comfortable with my evaluation skills.”

Second-year student Adam Prizzle reflected on his experience in the clinic: “I think it is a really valuable learning tool for us. It also forces me to teach the first-years what I know and in turn helps me learn better.”

The clinic has opened the door for interprofessional interaction with other College of Health and Human Sciences programs. This summer, speech-language pathology students were given patient scenarios and became mock patients for the DPT students. The plan in the future is for all departments to reciprocate these experiences for each other to gain a better understanding of what it means to be a patient and how to interact in a professional way.

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

Populatation Health, Nutrition & Wellness

REHABILITATION SCIENCES

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You Have to Feel the Mission: Alum’s Journey to Clinical Manager of PT

Rod Olson, MSPT ’88
Clinical Manager of Physical Therapy, AdventHealth, Florida

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

Gerson De Leon, PT, DPT, joined the School of Rehabilitation Sciences (SRS) faculty in August 2020 as an associate professor and clinical sciences coordinator. He received a bachelor’s degree in theology in 1997 from Universidad Adventista de Centro America in Costa Rica and a Bachelor of Science in Biology in 2000 from Universidad Adventista de las Antillas in Puerto Rico. He furthered his education by receiving a physical therapy assistant (PTA) associate degree from Loma Linda University in 2003 and a Doctor of Physical Therapy (DPT) degree from Loma Linda University in 2008. De Leon has worked as a physical therapist with mentors about what is best for you as a therapist. Should you specialize or be a generalist? Ask those around you that are in specialty and management and get their advice on what would be the best fit for you. Ask how they got their jobs and how they have done things differently. Find areas of interest that will make you valuable.” Finally, he stated that it important to build professional bridges and relationships. Olson added, “I wish I would have stayed in better contact with my classmates. Many of us were going through the exact same challenges with life and work and it was only after one of our reunions that I realized how important those relationships and experiences that were formed at Andrews were.”

Upon reflecting on his time in the Andrews physical therapy program, Rod stated that since he was in the first program in our physical therapy department, he learned that nothing is perfect. “You own it and make it work.” He stated that this is one thing that has really helped him in his professional career. “Being a physical therapist has really been a gift for me. Work has always been a positive and would elevate me no matter what was happening in my life personally.”

Rod’s role at AdventHealth as clinical manager of physical therapy has allowed him to give back to Andrews University. He is currently the site coordinator of clinical education for AdventHealth and is an integral part of the tremendous clinical experiences that our students have in AdventHealth facilities in the Orlando area.

Andrews University seeks to make world changers, and we thank Rod Olson for the impact he has had on our profession and our physical therapy students.

New Faculty and Staff in SRS

By Kim Ferreira, PT, PhD, MSPT ’98

Lenisha Stallard, PT, DPT, joined our faculty as an assistant professor and general medicine coordinator full time in January 2021. She served as an adjunct professor for us in 2020. Stallard is a 1998 graduate of Andrews University’s Master of Science in Physical Therapy program, she loves to learn, which led her to pursue and earn her DPT degree from St. Scholastica College in 2012. She has been a licensed physical therapist for over 20 years, with experience in outpatient, skilled nursing home, traumatic brain injury, home health, independent contracting, and pediatrics.

Stallard was an assistant professor at Baker College PTA program for several years. She loves practicing PT and wants to teach others about this great profession. Her teaching responsibilities include pathophysiology, therapeutic exercise, geriatrics, pathokinesiology, and coordinating classes in orthotics and prosthetics, geriatrics, general medicine, and cardiopulmonary. Her goal at the SRS is to make an impact on the physical therapy profession by training and inspiring professional physical therapy students. “I want my students to be self-motivated, have good clinical reasoning skills, interpersonal skills, and be creative. Don’t be afraid to think outside the box.”

Michele Keyes joined the postprofessional physical therapy programs amid the pandemic shutdown last summer. She holds a bachelor’s degree from Michigan State University and has previously worked for several non-profits, including the Make-A-Wish Foundation of Michigan, where she served as director of program services, and Vocational Guidance Services in Cleveland, Ohio, as public relations director. She is now part of the staff of Governor John Engler for three years, writing proclamations and ceremonial correspondence. As operations coordinator and advisor for the postprofessional programs, she manages the day-to-day operations of our Doctor of Science in Physical Therapy, the new Doctor of Science in Occupational Therapy, and transitional Doctor of Physical Therapy programs, including recruiting, marketing, scheduling, and advising. In her free time, she enjoys travel, reading, and being active with her husband and three sons.

Herbie clinic in Niles. We are so blessed with our PT faculty, students, and alumni volunteer at the pro bono HERBIE clinic in Niles. We are so blessed to have PT alumni serve the community with us. Regular alumni volunteers include Andrea Sorenson (DPT ’12), Donna Laveliere (DPT ’16), and Katie Young (DPT ’18) pictured here (far left).

http://www.herbieclinic.com /
https://www.andrews.edu/agenda/53517

PT Alumni, Students, and Faculty Serve Side by Side

Once a month ALL PT students, faculty, and alumni volunteer at the pro bono HERBIE clinic in Niles. We are so blessed to have PT alumni serve the community with us.
DPT Alumni Start Pre-PT Grind LLC
Joses Ngugi, PT, DPT ’17, and Casey Coleman, PT, DPT ’17
Self-employed, Pre-PT Grind LLC
By Joses Ngugi, PT, DPT ’17

Time has a funny way of turning seemingly insignificant experiences into amazing tools for impact. We had no idea that a Leadership 101 class project at Andrews University (AU) could possibly change the future of an entire profession! Our names are Joses Ngugi and Casey Coleman, two physical therapists and alumni of the Andrews University Doctor of Physical Therapy (DPT) program. The past few years of our careers have seen us go from DPT students at Andrews to being multi-business owners and PT school acceptance coaches to thousands of students in the United States and around the world. In short, you never know how impactful an idea can be until you lean into it.

In 2014, a Leadership 101 “change project” started by Joses to serve pre-physical therapy students on the Andrews University campus was born. The goal of a change project was to discover a real problem and develop an equally real and impactful solution. Joses quickly saw a need amongst fellow pre-PT peers who were struggling to perform well academically with very little clarity on how to achieve their calling and goal despite the obvious odds—has one person proves the opposite. Finally, never hold yourself back from thinking outside the box even as an established professional, you never know what problems are currently waiting for you to solve.

In 2017, we realized that the frustrations we heard from students on our campus were echoed all over the country. Before long, we were thrown into the online coaching business world, as that was the best and most impactful way to directly guide what was now thousands of pre-physical therapy students nationally through our brand and business, Pre-PT Grind LLC. https://preptgrind.mykajabi.com/

That small idea—birthed from the belief that anyone can achieve their calling and goal despite the obvious odds—has one person proves the opposite. Finally, never hold yourself back from thinking outside the box even as an established professional, you never know what problems are currently waiting for you to solve.

To conclude, no idea is ever a small one, so never be afraid to explore it. Secondly, impossibilities are only impossible until one person proves the opposite. Finally, never hold yourself back from thinking outside the box even as an established professional, you never know what problems are currently waiting for you to solve.

DPT Alumni Pursue Shared Mission
Justin & Shari (Fogelquist) Kim, DPT ’12
By Justin Kim, DPT ’12

What are we doing? Looking at the hundreds of faces staring at us while we were sweating in the heat and humidity, my wife and I were absolutely clueless. We had just stepped outside Toussaint Louverture International Airport in Port-au-Prince, Haiti, and we had the sudden realization that we never confirmed who would pick us up upon arrival. Not until this moment did we realize we may be in over our heads.

Shari and I met in the physical therapy department at Andrews University. We were in the class of 2012, and although we have conflicting viewpoints on who liked who first (obviously, it was Shari), we were blessed that God had a plan for us. We ended up getting married a month after we graduated. I believe physical therapy inherently drives a special group of people that naturally have similar interests. But what really connected my future wife and I was a passion to serve as missionaries.

We both were blessed to be raised in strong Seventh-day Adventist Christian homes with active participation at our local churches. To serve in our church and to identify as missionaries for Jesus was part of our worldview. Individually, we each fostered an interest in serving as missionaries, as we were both fortunate to join short-term mission trips in our junior high and high school years. As a result, we quickly saw a need amongst fellow pre-PT peers who were struggling to perform well academically with very little clarity on how to achieve their calling and goal despite the obvious odds—has one person proves the opposite. Finally, never hold yourself back from thinking outside the box even as an established professional, you never know what problems are currently waiting for you to solve.

That small idea—birthed from the belief that anyone can achieve their calling and goal despite the obvious odds—has one person proves the opposite. Finally, never hold yourself back from thinking outside the box even as an established professional, you never know what problems are currently waiting for you to solve.

We were able to serve in Haiti from September 2014 to April 2016. I can spend hours retelling the experiences there, but, in short, we were tremendously blessed. We met some incredible people and tried to do our little part by providing physical therapy as part of the health ministry of the Adventist hospital to the community there. A majority of our focus was training staff and providing sustainable physical therapy services. I am privileged to share that, only through God’s grace, physical therapy services continue to be provided at our Adventist hospital in Haiti to this day.

Fortunately, we were blessed with another opportunity to serve as physical therapists outside the communities we were raised in. We flew to Guam in February 2017 and worked at our Adventist church on the island for three years in the physical therapy department. I joined an established team there to provide physical therapy to the community. It was there I was convicted more than ever that I was a Christian who practiced physical therapy rather than a physical therapist who also is a Christian. The difference, while subtle, changed my worldview and practice. One small practical choice that demonstrated this difference was to pray with all my patients I treat, and this is a practice I still do to this day. My experience in Guam led to a true realization of the importance of affirming faith in my life and career.

In Guam, we were able to initiate a program to provide pro bono physical therapy services to those that were not able to access such care. Despite being a United States territory and the resources that are available, there are still individuals in Guam that fall through the cracks in the healthcare system and are unable to access all the necessary care they require. We were fortunate to be able to serve those individuals, changing that small part of the world and showing in a tangible way the health ministry of Christ.

So what are we doing? By God’s grace, we can be used. It starts with that still small voice in our hearts. And as we pray and study, we can say with Isaiah, “Here am I. Send me!” It may not be Haiti or Guam, but it may be in the local community or the next town over. Wherever we may find ourselves, we have that one community to serve. We may be one person, but we have one Who not only sends us but sustains us and equips us. As we continue to approach our home in heaven, may we continue to serve.
Tiffany E. King received her pre-physical therapy/bachelor of science degree in Occupational Therapy at Oakland University (OU) in Huntington, AL. During that matriculation, Tiffany was also involved in a continuum summer research internship at various Alabama HBCUs (historically Black colleges and universities), and the school gospel choir (Dynamic Praise).

After graduating from OU with honors, Tiffany went on to complete her doctorate of physical therapy at Andrews University (AU). She is a published author in the American Physical Therapy Association’s Cardiopulmonary Physical Therapy Journal for a descriptive observational study “Heart Rate and Blood Pressure Assessment by Physical Therapists in the Outpatient Setting” (2016)—a collaborative research project that began during her time at AU.

King has been in clinical practice for 10 years. Her professional development during this time includes presenting to physical therapy colleagues and the multi-disciplinary audience in acute care settings emphasizing the criticality of cardiological screening and laboratory values assessment prior to commencing intervention, education on effective positioning techniques after an acute cardiovascular accident (CVA); the functional and fiscal impact of early mobilization in the hospital setting; lymphedema management, and secondary wound care primarily due to underlying chronic venous insufficiency.

Recently, Tiffany accepted a position in academy for the new Doctor of Physical Therapy (DPT) program at Western University—Oregon. Her mission in teaching is to cultivate within her students a love for learning and proficiency in practice to produce confident clinicians in the field of physical therapy.

Her course curricula include the following: Patient Care & Clinical Skills, Practical Applications Lab, Cardiovascular & Pulmonary System, Management of Complex Conditions in Inpatient Care, Integumentary System & Wound Care, and assisting with Advanced Differential Diagnosis in the postprofessional doctoral program.

With a heart for service, Tiffany also co-instructs the Community Service and Outreach curriculum for the DPT program at WesternU while remaining actively involved in various community outreach opportunities.

Tiffany is currently in her second term as a chapter delegate for the American Physical Therapy Association-Oregon (APTA-OR) and remains an active member of the APTA Acute Care and Cardiovascular/Pulmonary Academies. She also aspires to become a board-certified clinical specialist (CCS) in cardiovascular and pulmonary physical therapy through the American Board of Physical Therapy Specialty (ABPTS). Tiffany attributes her professional accomplishments to the support of her family; the inspiration of OU’s motto of “Strive for Change.”

Her course curricula include the following: Patient Care & Clinical Skills, Practical Applications Lab, Cardiovascular & Pulmonary System, Management of Complex Conditions in Inpatient Care, Integumentary System & Wound Care, and assisting with Advanced Differential Diagnosis in the postprofessional doctoral program.

With a heart for service, Tiffany also co-instructs the Community Service and Outreach curriculum for the DPT program at WesternU while remaining actively involved in various community outreach opportunities.

The global pandemic presented challenges for our postprofessional students on and off campus. Our on-campus transitional Doctor of Physical Therapy (DPTP) program continues to successfully conduct virtual sessions and new online courses in the spring of 2021. The Doctor of Science in Physical Therapy (DScPT) students and faculty adapted practices to allow courses with lab components to be taken virtually, and research projects were amended to surveys and other formats to allow protection from COVID.

DPTP developments: Jillian Zollinger, PT, DScPT, spearheaded the creation and startup of the on-campus Physical Therapy Clinic, and its doors opened just prior to the shutdown due to the pandemic. Zollinger quickly pivoted to telehealth via virtual visits during the spring 2020 semester. DPTP students either acted as the lead therapist by conducting the examination and treatment sessions or observed their colleagues. The telehealth format allowed many students to observe a session at one time without making the patient feel “watched.” Professor Greg Almeter, PT, DScPT, took over as clinic director in April 2021 and Zollinger graduated with her DScPT degree from Andrews University and started her own private practice in Tennessee.

In summer of 2021, Almeter and Professor Bill Scott, PT, MSPT, worked together to add the entry-level DPT students to the clinic as well. The purpose of the on-campus clinic is to introduce patient care skills in a mentored environment. Restrictions due to COVID required creativity to accomplish this task. At times patients were present, and at other times students acted as simulated patients using a scenario Almeter or Scott provided. Once the on-campus clinical requirements were completed and COVID restrictions ended the DPTP students were able to locate off-campus clinics. They are now in clinics from New York to California. Many thanks to Zollinger and Prince for their work to ensure adequate clinical preparation of our DPTP students. They are now in clinics from New York to California. Many thanks to Zollinger and Prince for their work to ensure adequate clinical preparation of our DPTP students. The clinic will continue to operate, offering services to the community and opportunities for our students.

DScPT developments: DScPT program now partners with ASPIRE OMT for our manual therapy curriculum. Adjunct Professor Eri Pettman, PT, DSc, honors causa, resigned from the North American Institute of Orthopaedic Manual Therapy, our former curriculum partner, and started ASPIRE OMT in January 2021. The department followed Pettman, who has been teaching at Andrews since the inception of the postprofessional PT program, to his new institute. Pettman’s profound influence is evident in the rapid assembly of his “new” team of 30 expert

Postprofessional Physical Therapy Highlights: Blessed to be a Blessing

By Gail Elliott, PT, DScPT ’20, OCS, FAAOMPT
Assistant Professor, School of Rehabilitation Sciences

faculty and clinical instructors of whom he has personally trained and mentored.

The group has further developed their student-focused program of education, mentoring, testing, and certification.

Andrews University and ASPIRE are partnering together in a new venture, an Orthopedic Manual Physical Therapy Fellowship program, which is in the development phase and will be a natural addition to our DScPT degree. We look forward to launching it soon!

In addition to the orthopedic manual therapy concentration, the new DScPT women’s health concentration was started in fall 2019 to address the unique healthcare needs of women.

This concentration, led by Susan Clinton, PT, DScPT, OCS, WCS, FAAOMPT, NBHCW, and Jessica McKinley, PT, MS, CMPT, DSc (candidate 2022), weathered the pandemic by hosting intensive lab portions of their classes virtually and offering workshops, including both ladies and gentlemen, appreciated the dedication of these wonderful instructors and the creativity they brought to the table in carrying out our successful cohort projects. They are inspired professionals blessed with advanced skills and are truly a blessing to our students. We welcomed two new instructors this year: Alina Newell, PT, DScPT, WCS, CLT-LANA, and Karen Brandon, PT, DScPT, WCS, BCIA-PMBD. Both bring a wealth of experience to our program.

Due to limitations imposed by the pandemic, many research projects had to be revamped by our students. My congratulations to those finishing and defending their dissertation projects, changes and all! For example, Kathryn Dale planned to participate in another short-term medical mission trip in Honduras, but restrictions kept her team from traveling. She demonstrated resilience by redesigning her study to retrospective data of more than 1,000 patient visits from previous trips to the same location and shared that experience with us in her recent dissertation project defense. She cites her training in manual therapy in the DScPT program as providing the skills and confidence to make a difference in her practice here and in the mission field. Kudos to Eri Pettman and Valerie Coolman, PT, DSc, OCS, FAAOMPT, for the training and experience they have provided in the manual therapy component of our curriculum.

We resumed continuing education classes on-site in the spring of 2021. We held a dry needling certification with David Philskin, DC, MPH, and the Herman and Wallace Pelvic Floor level 1 course in 2021. We anticipate hosting Level 2 & 3 in 2022. Alumni-driven requests have fueled these courses, so feel free to let us know what courses you would like to see. At Andrews we try to help you continue your professional growth outside of Sabbath hours. We are committed to our graduates and their ongoing development.

By Katy (Roberts) Yamamuro, DPT ’09
Alum Prepared for PT Practice and Parenthood in Guam

Living on an island has great perks. But there are also some drawbacks. One of those is not always having access to specialists in many areas of healthcare. As an outpatient physical therapist in one of the few physical therapy clinics on Guam, I see patients across the age and diagnoses spectrum and never know what to expect on any given day.

My time at Andrews prepared me for this by not only giving me a quality education in all aspects of PT, but also giving me practical experience that made it real to me. My professors at Andrews knew their fields inside and out and took the time and effort to not only teach but mentor my classmates and me. I will always be grateful for that! Now I am mostly a stay-at-home mom, working part-time at the clinic where I was once the director. But even in this Andrews gave me the preparation I needed to care for my daughter with special needs. I praise God for the years I spent at Andrews and the opportunity He has given me to change my little area of the world.
NEW Occupational Therapy Program Fall 2021

By Kim Ferreira, PT, PhD, MSPT ’98

Occupational therapists (OT) have a strong career outlook with a faster-than-average projected growth rate of 16 percent from 2020 to 2029. The demand for OTs has led to a significant increase in the number of OT programs, yet the supply of adequately trained OT faculty has not kept pace. Most recently, the American Occupational Therapy Association (AOTA) reported that OT faculty has not kept pace. Most Rehabilitation Sciences (SRS) identified a demand for OTs has led to a significant increase in the number of OT programs.

Therapy (DScPT) is one of the SRS degree programs for physical therapists who seek to advance their career. For 20 years our Andrews University DScPT graduates have become faculty members in physical therapy programs across the nation and around the world. With such a well-established DScPT program and an excellent opportunity for new interprofessional collaboration through a shared common core of courses, it just made perfect sense to add a Doctor of Science in Occupational Therapy (DScOT) to meet the needs of the growing OT profession. The DScOT is an advanced academic doctorate degree that prepares clinicians to be practice scholars who teach both in higher education and the clinic, to be leaders and agents of change in health care, and to conduct applied research. The program will shape therapists into faculty leaders who innovate, use practical wisdom, integrate research, and embody lifelong learning while integrating their faith into the classroom. Graduates will be primed for teaching in a university setting, contributing to scholarly research, and leading the profession in evidence-based clinical practice. The program is in an online format, allowing flexibility and affordability for the working professional. We are pleased to welcome Dockion Kereri, OT, PhD, to our faculty as DScOT director; he joined our team in July. Kereri has been practicing occupational therapy for the past 27 years. He has extensive experience in occupational therapy which includes pediatrics, physical dysfunction, home care, and psychiatry. He has practiced OT in acute care, long term care, home care, and outpatient. He has held various positions, including staff OT, manager, program director, and regional director. He has also served as a clinical educator for many occupational therapy assistant students. He has been teaching as adjunct faculty at Parkland College since 2007. Kereri completed an undergraduate degree in occupational therapy from KMTC (1994), Master of Health Sciences in Occupational Therapy (Orthopedic tract) from University of Indianapolis, Indiana (2003), and PhD from Nova Southeastern University, Fort Lauderdale, FL (2018). His research interest is in government policy and health care. Kereri is actively recruiting students for the DScOT program. For more information, please email dscotinfo@andrews.edu.

Finally, our entry-level occupational therapy program (DOT) start date has been moved to 2023 to allow us to focus on the DScOT program. While the DOT program will require significant infrastructure changes and additional qualified faculty, the DScOT program does not require infrastructure changes since it is online. In 2026, the DOT and moving forward with the DScOT, God has made his direction clear. Portions of this article were adapted, with permission, from a previous article written by Professor Ferreira for the Andrews University FOCUS Magazine, Winter 2021.

By Hisafumi Atarashi, MSPT ’98

Rehabilitation Director, Main Stream, Hiroshima, Japan

Since the year 2000, I have been working for a company called Main Stream in Hiroshima, Japan. I’m currently the rehab director of the three nursing homes the company operates.

In Japan, there is a tendency to avoid actively providing rehab once a geriatric patient becomes bedbound. It is a sad reality, but the Japanese society appears to accept it as it is. We at Main Stream do something totally opposite. My employer, Dr. Nakagawa, who has been trying to make a difference in this type of practice for years, built a totally new nursing home, called “Yasuyuki” based on a new concept which aims to “mobilize the minds and bodies” of bedbound patients.

Every morning, every single patient is prepared to leave their living quarters to participate in group activities which are designed according to their needs. In those activities, the patients are challenged physically as well as intellectually in order to “awaken” their potentialities. One of my responsibilities, besides conducting rehab, is to plan and organize those activities.

In rehab, we thoroughly evaluate our patients and prepare the best mobilizing rehab plan for each individual no matter how bedbound they are. We don’t hold back our method of mobilizing our patients because of their age or the level of disabilities. At first, they are often in pain because they have been bedbound for a long time. But slowly but surely, many of our clients have stopped complaining of pain, became much more mobile, and waved goodbye to their wheelchairs.

One of the first things people notice in our facility is an advisory device called “actimOIR,” which helps patients move from one place to another in standing posture. We use this device instead of wheelchairs so that their bodies can relearn how to stand.

Bedbound patients who are admitted to our facility tend to make significant improvement rather quickly. I really enjoy working here and being able to provide the opportunities for our patients to live their lives to the fullest.

When I look back at all the challenges I have faced over the years in Japan, I can’t help but be thankful for all the things I learned and experienced at the physical therapy (PT) department of Andrews University (AU). The level of education I received at AU is much higher than what physical therapists in Japan are required to obtain. Also, my way of conducting rehab is perceived to be so much different from that of Japanese PTs, and patients love it. They say they never had PTs so motivating, encouraging, and fun to work with. That is something I have acquired by being with the wonderful faculty members and fun-loving classmates I spent time with at AU.

Although there are many other things to be thankful for, the one thing I cannot omit is the spiritual experience the school offered to me. There, I met quite a few faithful Christian friends and I learned so much from them. As a class, we prayed together, learned the Bible together, and worked together. I believe these experiences helped me to strengthen my faith in God and prepared me for the future days in Japan. In fact, my employer, who is not a Christian, recognizes my Christian faith and often tells his employees, “You all should read the Bible like Mr. Atarashi does. That way, you all have a chance to learn how to be loving and caring towards our patients like he does.”

I treasure the time I spent at AU. Although my journey here in Japan to help free the geriatric population from being bedbound is not even halfway done, I’m sure that what I have learned and experienced at AU will continue to support and guide me as God continues to lead me.
College of Health & Human Services Research

2020-21 FACULTY RESEARCH GRANTS

New Faculty Research Grants: 2020-21

Sozina Kattah (Rehabilitation Sciences), The Prevalence of Lifestyle Diseases among Adult Males and Females in Kibarico Village Same Tanzania: A Community Health Assessment. Rhonda Root, Ariel Solis and Oystein LaBianca (Architecture, Behavioral Sciences), Digital Visualization and Interaction for the Historical Cultural Landscape of Hiban and Vicinity.

2020-21 GRADUATE GRANT IN AID OF RESEARCH RECIPIENTS


2020-21 EXTERNAL RESEARCH GRANTS

Federal Grants

2019-20 UNDERGRADUATE RESEARCH SCHOLARS


Gillian Jurek (Darah Regal, Speech Language Pathology & Audiology), Tinnitus: Initial Evaluation Results and Their Relationship to Treatment Required to Habituate Tinnitus in Head Injury and Noise-Induced Hearing Loss Patients. Fall 2019.

2020-2021 UNDERGRADUATE RESEARCH SCHOLARS


Isabelle Dias (Heather Ferguson, Communication Sciences & Disorders), A Comparative Study of the Rate of Phonological Development of Bilingual and Monolingual Early Elementary Students. Fall 2020, Spring 2021.

Cameron Mayer (D’Jaris Coles-White, Communication Sciences & Disorders), The Impact of Technology on the Developing Visual and/or Auditory Memory in Children Age Four to Ten. Fall 2020, Spring 2021.

Amanpreet Sudhaker (Ischebed Ade-Oshifogun, Public Health), Students’ perceptions and lived experience of their educational environment at a private university during the COVID-19 pandemic. Summer 2020, Fall 2020, Spring 2021.

Zora Williams (Ischebed Ade-Oshifogun, Public Health), Students’ perceptions and lived experience of their educational environment at a private university during the COVID-19 pandemic. Summer 2020, Fall 2020, Spring 2021.

2020-2021 GRADUATE RESEARCH SCHOLARS

BY DAVID GRIELMANN, MD, MPH, BS ’77

I love Andrews! I was a student there in the mid ’70s, a religion major with ambitions of going on to med school. I made friends for life there—fellow students of course, but also professors. Andrews pushed me to grow intellectually and spiritually. After med school and residency, I worked five years in Africa, fulfilling a dream. Then, quite unexpectedly, I landed back in Michigan, and have lived five miles from Andrews for the last 23 years. I have watched Andrews grow into a national university. The enrollment in the College of Health and Human Services has grown to over 800 students, and there is potential to enroll even more students. What hinders such growth is the fact that the facilities are old and too small. Andrews leadership has recognized the urgent need for a new facility for the College of Health and Human Services, and fundraising for that building is now a priority. I urge my fellow alumni who left Andrews to pursue successful careers in healthcare to support this project. I especially urge those who got a solid science education at Andrews before going on to complete health degrees at other institutions to not forget their roots at Andrews. Andrews needs you now! Please join me in supporting a state of the art building for healthcare professions at Andrews!

Why We Enjoy Supporting Andrews University

By Patricia and William Mutch

Remember your Roots:
Why I support the Health Professions Building Project

We are proud to be alumni of Andrews University! We benefited from Adventist education before arriving at Andrews, where we enjoyed our teachers and learning experiences. Later, after graduate school, we were pleased to join the Andrews faculty. And in our years of service, Andrews gave us many blessings whether in teaching (chemistry and nutrition) or research and administration. Many of our students then have continued to be lifelong friends ever since. We enjoy traveling and often, we are so pleased to encounter AL alumni – they form quite a huge family around the world!

Supporting Andrews is very natural for us – the Lord has richly blessed us with some means to help, particularly by increasing scholarship funds for students. We know well by our own experiences that having top-quality faculty, up-to-date lab equipment, and buildings which facilitate their work is crucial. So, we watch with interest the plans for a new building for health professional students, particularly studying in the area of nutrition and dietetics. Pat taught many years in Marsh Hall which was well-designed for its purposes. But the structure was so compromised by a lightning strike (about 1959) that it has needed constant maintenance attention ever since. We look forward to seeing a replacement provided! We are privileged to be able to assist both the University in its planning and the students who will benefit.

College of Health & Human Services Building Fund: andrews.edu/GO/GIVE/COLLHealthBldg

To learn more: https://www.andrews.edu/chhs/ithh-prof-blqde-dev_chhs_brochure_20191105_web.pdf
WORLD CHANGERS
One Person, One Place, One Community

Melphine Harriott, PhD, MT, BSCLS ’98
Michigan

Kasheen Faustin, AuD, BS ’17
Georgia

Tiffany King, DPT ’11
Oregon

Gina Anderson, MSN, NP-C
BSN ’91
California

Erin Bailey, MS ’16
Indiana

Lianette Chavez, MLS ’20
Texas

Josh Sanabria, MArch ’14
California

Rod Olson, MSPT ’88
Florida

Gina Anderson, MSN, NP-C
BSN ’91
California

Justin & Shari (Fogelquist) Kim, DPT ’12
Haiti and Guam

WORLD CHANGERS
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College of Health & Human Services
Andrews University