The Pulse

Andrews University-School of Health Professional

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We are living in an exciting time in health care. There is a high demand for health professionals everywhere. In response to the need for qualified professionals, Andrews University has responded with the development of the School of Health Professions (SHP), which started in 2012. While SHP is new, it consists of departments with nationally recognized programs in Medical Laboratory Sciences, Nursing, Physical Therapy, Public Health, Nutrition & Wellness, and Speech-Language Pathology and Audiology. It is a great privilege for me to serve as the Dean of the School of Health Professions and to work with an outstanding team of faculty and staff.

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

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

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

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

I take this opportunity to congratulate our most recent graduates in May and August 2018: 62 Bachelor degrees, 17 Master of Science in Speech-Language Pathology, 4 Master of Public Health, 14 Graduate Certificate in Nutrition & Dietetics, 3 Doctor of Nursing Practice, 38 Doctor of Physical Therapy, and 6 Doctor of Science in Physical Therapy. At Andrews University, we welcome students from all over the world and we know how to make students feel at home in a Christian environment where they seek knowledge, affirm faith and change the world around them from day one. Our small classroom size and internationally diverse campus, where health and wellness, research, innovation and entrepreneurship are top priorities, make Andrews University an exceptional place to live and learn.

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

God’s blessings,

Emmanuel Rudatsikira, MD, DrPH
Poverty Simulation Workshop
By Twyla Smith, MSW
Assistant Professor, Department of Social Work
In order to prepare our students to become excellent health-care practitioners, we ensure that they gain insight in diversity and acquire inter-personal skills so they can better relate to their patients and provide effective care. The School of Health Professions (SHP) Interprofessional Education Committee recommended that all SHP majors receive poverty simulation training (PSW) and SHP purchased a Community Action Poverty Simulation (CAPS) kit and began hosting simulation events on campus since summer 2017. CAPS is a tool that is designed to help participants gain insight and understanding about the complexity of poverty in an experiential setting and has been used in simulation events across the United States. Professor Twyla E. Smith, MSW coordinates our poverty simulation workshop and is a facilitator for Community Action Poverty Simulation (CAPS) and a certified Bridges Out of Poverty presenter and has been facilitating CAPS events here in Berrien County since 2009. She has almost 25 years’ experience in the Health and Human Service sector. Prior to joining the faculty as the Director of Field Education for the Department of Social Work, she was the Deputy Director of Southwestern Michigan Community Action Agency (SMCAA). She was the Deputy Director of Social Work, she was the Deputy Director of Southwestern Michigan Community Action Agency (SMCAA) for 6 years and responsible for human resources, organizational and departmental management, Operation, Social Work, Community & International Development, Teaching, Learning & Curriculum, Political Science, Graduate Counseling & Psychology have participated. One student said the simulation “provided excellent hands-on opportunity to experience the daily challenges of the underprivileged.” During the 25 hours simulation, participants are assigned an identity and get to experience a month living in poverty through role-play. They are expected to maintain their bills, housing, care for their families and deal with the unexpected. Volunteers staff typical community organizations and interact with the participants as they navigate each 15-minute week. Organizations include but are not limited to a general employer, public school, department of human services, pantry shop, police department, grocery store. There is even a criminal on the loose!
We plan to continue hosting CAPS events on campus to help SHP students from all disciplines gain insight and understanding about the complexity of poverty in an experiential, interdisciplinary setting. Plans are already in place to have students from Student Missions, Seminary Chaplaincy, Finance, and Community organizations and interact with the participants as they navigate each 15-minute week. Organizations include but are not limited to a general employer, public school, department of human services, pantry shop, police department, grocery store. There is even a criminal on the loose!
We plan to continue hosting CAPS events on campus to help AU students from all disciplines gain insight and understanding about the complexity of poverty in an experiential, interdisciplinary setting. Plans are already in place to have students from Student Missions, Seminary Chaplaincy, Finance, and Communication participate in an upcoming simulation event.

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

Cancer Research Symposium
By Padma Uppala, PhD, MPH
Professor, Environmental Health, Department of Public Health, Nutrition & Wellness
The School of Health Professions is hosting a Cancer Research Symposium on September 23 in Garber Auditorium. The conference will feature Dr. Benjamin Lau, a clinician, researcher, scientist, and emeritus professor at Loma Linda University School of Medicine, as the keynote speaker. Lau is the author of more than 200 scientific publications and eight books. In his presentation, “Phytotherapy Maximizes Innate Immunity and Cancer Healing” Lau will discuss how phytochemicals from plants can boost innate immunity and heal cancer. Lau’s presentation stems from his latest book, Stop Cancer with Phytotherapy. At the conclusion of the symposium, guests may attend a book signing with Lau in Chan Shun lobby.

SCHOOL OF HEALTH PROFESSIONS
Alumnus of the Year
By David Village, PT, DHSc
Professor, Department of Physical Therapy
During the commencement ceremony on August 5, 2018, the School of Health Professions awarded its first Alumnus of the Year Award. This award recognizes distinguished alumni who have achieved excellence and brought recognition to their profession. To commemorate the 30-year anniversary of the first Physical Therapy graduating class of 1988, this year’s award was given to PT alumni Cindy Krafft.
Cindy Krafft (MSPT ’92), originally of Brookfield, Illinois, has dedicated her career to the home health field. In particular, Krafft works to improve the quality of care that older adults receive during home health rehabilitation. Within this arena, she is recognized as a key player in refining methods that streamline external documentation requirements. She has advocated for high levels of health care as an administrator, home health consultant, author, and speaker.
Krafft is currently the CEO of Krown & Krafft Health Care Solutions, a home health consulting company. The company provides tools to help facilitate fiscal security for agencies operating within the home health sphere. During the past ten years, Krafft has served in leadership roles such as vice president, president, and federal affairs liaison for the Home Health section of the APTA. Krafft has authored numerous works within her field including The How-to-Guide of Therapy Documentation, An Interdisciplinary Approach to Home Health Care, and Handbook to Home Health Therapy Documentation. Additionally, Krafft serves on the editorial board of the journal Home Healthcare Now.
Krafft has served for fifteen years as a nationally recognized educator on the topics of documentation, regulation, therapy utilization, and Outcome and Assessment Information Set (OAIS). In the same vein, she has lectured for the Andrews University DPT program for over ten years.
Cindy and her husband, Walter (’92), live in Illinois with their four children, Adam, Joshua, Nathan, and Sarah. She enjoys hiking, gardening, and mountain biking.
The Right Place at the Right Time
By Melody Collins, MLS Class of 2017

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

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

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

Students & Alumni Provide Laboratory Services for 6,000
By Jeongwoo Park, Sophomore MLS Major

Undergraduate and graduate MLS students joined MLS alumni and Professor Daniel Gonzalez in volunteering December 25-27, 2017, for the Free Mega Clinic, Your Best Pathway to Health (YBPH) in Phoenix, Arizona. This non-profit, Seventh-day Adventist organization provides free health care and other services to underserved communities by bringing professionals from all over the world to volunteer their services and extend the healing and love ministry of Christ. Students worked in the laboratory collecting samples, running tests, entering data, routing samples to local and out-of-state reference laboratories, and sharing their faith in Christ with the patients. At the end of the event, 6,770 patients were served. “From setup to teardown, there was always something to be busy with. With everyone rushing around, it is sort of chaotic, but an organized chaos. your effort is spent focusing on the patients before you. Although the days were long and both the patients and volunteers are tired, it is important to remember in all your interactions that you are here to serve and witness to others.” says Joshua Li, a first-year MLS major.

MLS Welcomes New Staff
By Karen Reiner, MT(ASCP), PhD

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

By Karen Reiner, MT(ASCP), PhD


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


**Survival of Probiotic Bacteria After Exposure to an In Vitro Organisms in Composted Manure Bedding**. Researchers: Christovia Culmer, Kczerne Maypa, Adia Russell. Mentor: Timothy Newkirk.

**A Search for Accuracy in Hemoglobin Measurement in an Assay by Wavelength Modification**. Researchers: Timothy Newkirk, Katherine Koudele.

**Metabolic Syndrome**. Researchers: Irisse Pagarigan, Sandra Tinoco. Mentor: Daniel F. M. Gonzalez.


**Student Missionary Experience**

By JoAnn Johnson, MLS Clinical Year Student

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

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

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

The most significant lesson God taught me during this trip is that He only works through us if we have an open mind and, most importantly, an open heart. The Holy Spirit cannot work with individuals who have hardened their hearts to His Word and guidance. The work of the Holy Spirit is central to evangelism. As depicted in the Parable of the Sower, it is our duty to water the plant, but God is the one that truly helps the teaching take root and powers the growth of faith to take place. As missionaries, we can only support that growth. Ultimately, our responsibility is to nurture individuals toward obtaining a mature spiritual growth to be harvested at the Second Coming of Christ.

How are clinicals going?

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

Describe a typical day of clinicals.

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

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

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

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

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

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

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

MLS Department Celebrates National Laboratory Professionals Week

By Karen Reiner, MT(ASCP), PhD

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

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

After the 5K Run/Walk, students, faculty and professionals celebrated Lab Week with the following events:

**Monday:** Hematology & Body Fluids Celebration
**Tuesday:** Microbiology Celebration
**Wednesday:** Blood Bank Celebration
**Thursday:** Clinical Chemistry, Molecular, & Immunology Celebration

On Friday, the MLS club and alumni arranged vespers to close the National Medical Laboratory Professionals Week.

Lab Week 2019 will take place on April 21-27.

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

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

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

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

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

Health Education in the Community

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

By Leila Nogueira, MSN, RN

Assistant professor, Department of Nursing

Respiratory System

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

Skeletal system

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

Cardio and Digestive systems

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

NURSING

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

Associate professor, Chair, Department of Nursing

Assistant professor, Department of Nursing

Student defined the skeletal system.
Animal Assisted Therapy in a Complementary Wellness and Restoration II Course

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

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

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

Complementary and Alternative Therapies: A Student’s Perspective

By Jayme Tauseu
Nursing Student, Class of 2018

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

During my final semester in nursing school, I had the privilege of learning more about pet therapy in this class. We were overwhelmed with exams and assignments on top of clinicals, an internship, and the constant pressure of having to study. Pet therapy was truly a breath of fresh air in comparison to the constant pressure of having to study. Pet therapy provided welcome relaxation for nursing students facing multiple challenges including job searching and the NCLEX state board exam. It also provided an excellent opportunity for students to not only learn about traditional Western medicine, but to also appreciate the different methods God has created to aid in the healing process.

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

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

There were several elements to this service endeavor. The students participated in clinical service at the local hospital. There they learned that nurses can make big differences even with little resources. The students were moved by the recurring theme nicely worded by Dr. Munoz, the medical director: “We don’t have much, but we have our hands and our faith.” The students participated with local physicians in mobile clinics taking health care to remote villages where residents had a hard time getting to the community clinics.

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

Nursing students also enjoyed a colorful parachute to play games, underscoring the importance of “eating the rainbow” of various colored fruits and vegetables each day. Students also enjoyed a vacation day camp for children in the area. At these day camps, the students taught principles of good health. These vibrant classes used evidence-based, age-appropriate health principles combined with fun activities to reinforce the concepts. For example, students used a colorful parachute to play games, underscoring the importance of “eating the rainbow” of various colored fruits and vegetables each day.
**Simulation for Learning**

Making a good first impression counts!

By Leila Nogueira, MSN, RN

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

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

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

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

Visiting students get a feel of what nurses do and our students get a practice run on an emergency code. The adrenaline runs wild, sweat-soaked nurses are children of stress and bands shake as they apply theory into practice. Visiting students are attentively watching and hoping the patient makes it.

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

Scenarios are written with the intent of fully teaching our students how to behave in emergency situations as nurses. Nurses with a Bachelor of Science in Nursing (BSN) can complete this program with 65 credit hours, and nurses with a Master of Science in Nursing (MSN) can complete the program with 66 credit hours. Nurses who are nationally certified and licensed as an Advanced Practice Registered Nurse (APRN) will require 40 credit hours to complete the program. The focus of the BSN-DNP program is family nurse practice. Graduates are prepared to successfully complete the Family Nurse Practitioner (FNP) board certification examination upon graduation. Our APRN-DNP focus is nursing education. The Accreditation Commission for Education in Nursing (ACEN) accredited the DNP program in October 2017 with no stipulations, and we successfully graduated five students in 2018.

**Online RN-BSN Program**

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

**Pre-Licensure BSN Program**

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

**Nursing Department Welcomes New Programs**

By Jochebed Ade-Oshifogun

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

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

In summer 2018, the department started an online Doctor of Nursing (DNP) program with 15 students registered. The DNP program is a practice-focused program offered predominantly online and designed to prepare advanced practice nurses at the highest level of nursing practice. Nurses with a Bachelor of Science in Nursing (BSN) can complete this program with 65 credit hours, and nurses with a Master of Science in Nursing (MSN) can complete the program with 66 credit hours. Nurses who are nationally certified and licensed as an Advanced Practice Registered Nurse (APRN) will require 40 credit hours to complete the program. The focus of the BSN-DNP and MSN-DNP programs is family nurse practice. Graduates are prepared to successfully complete the Family Nurse Practitioner (FNP) board certification examination upon graduation. Our APRN-DNP focus is nursing education. The Accreditation Commission for Education in Nursing (ACEN) accredited the DNP program in October 2017 with no stipulations, and we successfully graduated five students in 2018.

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**Sigama Eta Zeta Chapter Spring 2018 Research Symposium**

By Grace Chi, PhD, RN, ONC

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

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

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

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

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

By Monique Osborne

Nursing Student of Class 2018

During the 2017-2018 academic year, I served as student president of STTI Eta Zeta Chapter. I truly appreciated my role in the organization as it challenged me to go above and beyond the status quo. It was an honor to be involved in the planning of our chapter events and to be used as a source of support for the rest of the nursing students. Working alongside nursing professionals with a wealth of experience and knowledge encouraged me to continue seeking higher heights in the nursing arena. Being a part of STTI reminds me that I am part of a worldwide body of nurses who seek to advance the nursing profession in every possible way. The 2018 Research Symposium was very enlightening. It was particularly interesting because my class played a supporting part in one of the presentations—A Study of Student Nurses’ Perception of Educational Environment by Dr. Jochebed Ade-Oshifogun and Dr. Gisela Schmidt. I appreciated having the opportunity to hear the results of this study and learn what changes the department plans to implement as a result of the findings. In addition, research presented by Dr. Grace Chi, Dr. Dennis Cheek, and Dr. Jerry Chi on the effect of music relaxation videos on college students was also beneficial. As a student, I could practically relate to this subject and personally implement changes in my life due to the findings. I also enjoyed speaking with my peers about their personal research projects from the semester. At times, it can be challenging to stay abreast of the latest research, and I am grateful to learn from fellow students. And last, but not least, one of the best parts of the research symposium was the cookies!
Invited to be part of the Nursing Honor Society: A Student's Perspective

By Johanna Erickson
Nursing student, Class of 2019

Ever since I started college, I have always been my goal to put my best effort into every class, no matter how significant or insignificant the class seemed to be. In addition to having the satisfaction that I have done my best, there was a pleasant surprise. I was chosen as one of the three Sigma Theta Tau International Honor Society inductees of 2018. Organized by STTI Eta Zeta chapter’s president, Dr. Grace Chi, the induction ceremony took place on March 5, 2018 and was a meaningful way to celebrate an accomplishment in my education. As I stepped up to the STTI officers to receive my cords, ribbon, and certificate, I felt privileged to be invited into an honor society full of excellent nurses with opportunities to network and grow. Immediately following the ceremony, a freshman nursing student asked if she could take a picture of me that she could keep as personal reminder to work hard and reach her goal of excellence in nursing. I realized then that this ceremony was not just a reward of my accomplishment, but also served as a challenge to new nursing students—a challenge to do their best in everything and to put God at the center of every goal.

Graduate Inductee

Miriam Morgan-Skinner, DNSc Class of 2018

Undergraduate Inductees

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

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By Erica Martin, DPT 18'

Greetings from the Physical Therapy Department. We are so pleased to celebrate 30 years of PT graduates this year during Homecoming weekend. God has abundantly blessed our department since its inception in 1986. We continue to enjoy full DPT cohorts and have had significant growth in our on-campus DPT and distance DScPT programs. Our postprofessional students continue to benefit from our partnership with the North American Institute of Orthopedic Manual Therapy (NAIOMT) as they gain the skills necessary to become master clinicians in orthopedic manual therapy. To complement the postprofessional options, we are developing a certificate in women’s health and plans to create more certificate options to round off the DScPT degree. We are also focusing growth efforts on our pre-PT program to ensure strong students entering the DPT program—students committed to the mission and vision of Andrews University. Finally, two other initiatives taking place over the next few years include an on-campus clinic that will allow students to simultaneously implement the skills they learn in labs and a Doctor of Occupational Therapy program which will serve the workforce demand for doctoral-level occupational therapists who embrace the mission of Andrews University. So, sit back and kick your feet up while you read more exciting updates from our department and rest assured, by God’s continued grace, the place you once called “home” is alive and doing well.

Faculty Research

By Dr. Sozina Katuli

Evidence-Based Practice is the premise of physical therapy. If one were to break down what truly is the foundation of this profession, all roads would lead to one answer—research. Dr. Sozina Katuli, DrPH, is a much-needed and invaluable member of the Physical Therapy Department faculty team. As entry-level DPT research coordinator, she gives a voice and purpose to the passion of each and every faculty/student research team. Continued growth in the Postprofessional Physical Therapy Department led to the need for a full-time postprofessional research coordinator. Elizabeth Oakley, (MSPT ’88), DHSc, graciously took the lead and is inspiring postprofessional students in creating and disseminating rigorous dissertation projects. Indeed, each and every Physical Therapy Department faculty member is dedicated to the continued progression of our profession through research. Each year, PT faculty members chair research projects that are relevant to the areas they teach. For example, Dr. Lee Olson, (MPT ’01), DC, neurology coordinator, is currently leading a research study on the prevalence of unilateral vestibular hypofunction in children grades K-2 in Berrien Springs, MI. Future cohorts will no doubt benefit from Olson’s research as he continues this study. Sitting is the new smoking. Or is it? Audience members learned the answer as they listened to “Sit Vs Stand” research at the Andrews University DPT Capstone Research Presentation on March 9. The aim of this study was to determine effectiveness of standing vs sitting on physical outcomes and mood in a university classroom. Over eight weeks, 16 students participated in the study with eight control (typical seated desk) and eight experimental (sit-stand desk). These students used a heart rate monitor and recorded HR—especially in the sit-stand group every time they either transitioned to standing or...
Alumni Updates

By Erica Martin, DPT ‘18

Dwight Anunciado graduated from Andrews University with his MSPT in 1994. Anunciado later became Jones Strain Counterstrain certified (ISSC) and currently operates his own cutting-edge Strain Counterstrain clinic, 360 Physical Therapy, in Vancouver Washington. In addition, Anunciado operates a satellite clinic in the CrossFit Fort Vancouver gym. Anunciado’s employees include both recent AUDPT graduate, John Dwor (’17) as well as his daughter, Allison Anunciado, who just started the pre-PT program at Andrews University. After graduating, Anunciado worked for Lakeland Health in outpatient, inpatient, and homecare settings. In 1995, he moved to the North-west and began working in a chronic pain center. In 2000, Anunciado felt called to go back into outpatient care and attended a Counterstrain seminar taught by Ed Goering, one of the world leaders in Counterstrain. However, this seminar was not Anunciado’s first introduction to Counterstrain. His interest in Counterstrain began during his first year in PT school when Professor Tom Davis introduced his class to the Counterstrain technique. Anunciado found himself fascinated from the beginning. “When these smart professors were saying ‘Counterstrain will change the world of therapy,’ I never forgot that,” he says. As Anunciado worked with patients in the chronic pain center, he began to consider how Counterstrain could benefit them. “I just didn’t know what to do with some of my patients,” he confesses. “I found it and rhabdomyolysis especially challenging. I always had in the back of my head ‘I should use Counterstrain techniques,’ ” Anunciado continues. While conversing at the seminar, Anunciado and Goering learned their clinics were quite close to each other in Washington. Goering connected with Anunciado and soon began referring patients to him. Anunciado asked Goering, “Why are you doing this for me?” Goering responded, “So you can do this for other people.” Although these Counterstrain referrals were a huge success for Anunciado, he dreamed of more. “I had decided in high school that I would open my own clinic, and because I needed to make that happen, I went to my boss and I quit,” Anunciado says. Because he believed so much in Anunciado, Goering agreed to fund the start-up costs of Anunciado’s new clinic. In exchange, Anunciado would work for Goering one day each week. Anunciado’s close friend Adam Rose (’93) says, “This does not happen. Goering wants to leave a legacy behind in Counterstrain. That’s how much he believes in you.”

In 2001, Anunciado opened his clinic, Physical Therapy. Anunciado first served as a teaching assistant for the Jones Institute and is now teaching worldwide as a certified instructor for Counterstrain Academy. In 2012, he served as the PT for the Olympic Marathon Trials and began working with athletes at CrossFit Fort Vancouver soon after. It didn’t take long for Anunciado to introduce CrossFit Fort Vancouver to Strain-Counterstrain. Anunciado gained a new passion at this point. He states, “PT seems to always be geared toward injury. We never really go up to massaging tissue.” As one of the leading world teams in the CrossFit games, CrossFit Fort Vancouver has qualified every year and has placed 3rd in the CrossFit Championships. Word quickly spread to athletes in Iceland of how Anunciado was performing. Anunciado would introduce Counterstrain to his clients. Anunciado eventually worked with the Iceland athletes as well, even teaching their Icelandic osteopathic physicians techniques they had never heard of before. Anunciado explains, “All these professional athletes are not becoming healthier. Instead, they are beating themselves up. With Strain-Counterstrain, I go to the lymphatic venous system and drain lactic acid. Because Strain-Counterstrain doesn’t cause as much of an inflammatory reaction, athletes recover faster. I also do neural work to calm athletes. The neural work improves performance by unkinking the sympathetic nervous and central nervous system. Strain-Counterstrain moves away from the injury model, where you are limited by a number of factors—often dictated by insurance companies just trying to close a claim.”

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

Dr. Susan Clinton, DSc/P, OCs, WCCS, COMT, FAAOMP, is another outstanding post-professional alumna. Clinton shares her life highlights in the following autobiography.

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

I am the first author of the first Clinical Practice Guide line in Women’s Health Physical Therapy supported by the American Physical Therapy Association’s Section on Women’s Health. This manuscript was produced by the American Journal of Women’s Health Physical Therapy in 2017 and is in application for the National Clearinghouse of Clinical Practice Guide lines. This work began for me in the DSc program as the first draft of this extensive manuscript was my research project. I now have the knowledge and credentials to be a reviewer for the Journal of Women’s Health Physical Therapy. The DSc also gives me the credentials to be an adjunct professor at the University of Pittsburgh, Chatham University, Slippery Rock University and Washington University. I am an international

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Nichole Edwards graduated from Andrews University with her MSPT in 1998. She went straight to Huntsville Alabama Hospital, where she worked at her last clinical rotation. Later moving to Atlanta, Nichole worked in a variety of different settings, giving her a wide range of experience. While in Atlanta, Nichole was asked to help with Babies Can’t Wait, an early intervention program for infants and toddlers with developmental delays and disabilities. Nichole’s experience with Babies Can’t Wait reinforced her desire to work with children. Although Nichole’s career hadn’t begun with pediatrics, this didn’t stop her from pursuing her dream. In 2005 she started her very own pediatric physical therapy company, Dougallville Children’s Therapy Services. “I’m not a patient, I’m a therapist,” Nichole frequently reads, “Grind Hard, Pray Harder.” Nichole enjoys the liberties she is blessed with in choosing how she wants to impact the community through her business. “You get to set the atmosphere of what you want to project as a Christian in society,” states Nichole. She has truly been a blessing to the PT profession and to her community.

Steve Karas, DScPT, CMPT, OCS, is an associate professor at Chatham University and a professional Andrews alumnus. The following excerpt is an autobiography on his success in the PT profession. I learned my Dsc from Andrews University in 2011, the same time that I achieved certification with The North American Institute of Orthopedic Manual Therapy (NAIOMT). The combination of these two programs in my terminal degree was unique and valuable. The components of the Dsc program as well as the NAIOMT-based manual therapy training allowed my clinical skills to improve to the level that I am confident treating complex cases, and often serve as a mentor for younger therapists. I have learned the value of the NAIOMT training over the course of my 20-year career, an appreciation that is shared with the International Federation of Orthopedic Manipulative Physical Therapists (IFOMPT) and across the world. In the course of my Andrews education I took statistics classes and was exposed to the latest research. I also worked with a faculty mentor to publish a peer-reviewed article. The clinical reasoning I learned in the NAIOMT and Dsc coursework allowed me to establish an appropriate research agenda. While many articles are published, the question of clinical relevance often is discussed. During the Dsc program, I developed clinical reasoning skills that have led me to a better understanding of research design directed toward patient care. I have been fortunate to present both nationally and internationally. I have also had several publications accepted in high-quality journals. My success is directly attributable to my instructors at Andrews, their clinical knowledge, and the manner in which they challenged their students. I continue to recommend the Dsc program to students, clinicians, and aspiring academics.

Melissa (Nephew) Meiste, (MSPT) ’99, lives in Holland Michigan with her husband Mitch and two boys—seven-year-old Cooper, and five-year-old Grady. Interestingly, Meiste (whose family originally migrated from the Netherlands) lives on the street where she grew up, raising her kids as the 6th generation to live on this street. Holland is also home to Meiste’s flourishing business, Nephew Physical Therapy. “That’s how Nephew Physical Therapy began, and how it continues to grow as an independently owned, thriving physical therapy practice today. When Meiste became a PT 19 years ago, she knew she’d work for Meiste’s flourishing business, Nephew Physical Therapy. “I was working at a PT position in a retirement center while she started doing injury prevention consulting on the side. Meiste expresses her unsettled feelings: “After a year and a half I was miserable and planning my exit to work for myself full-time. On a Monday morning at 3am, I was fired. ‘for not filling out paperwork in a timely manner’ while I was covering 5 facilities. Let’s call that day one of my official start of Nephew Physical Therapy.” That was May 1st 2006, and the rest is history. Meiste is proud of her business. “Since day one we have always operated debt-free and owned. We have a beautiful, comfortable, and unique space we call home. We even wear professional yoga pants to work,” says Meiste. Meiste firmly believes her journey was worth the effort. “Every bit of the journey—the highs, the lows, being laid off, being hired, and taking a few years to pass me by as a PT.” Meiste reflects on the importance of a Christian education and where God fits into her current life. “My Christian beliefs are at the foundation of all that we do—we love our patients, how we work with them, talk to them, and take care of them. My faith is the foundation of my beliefs. My relationship with Jesus and the wisdom of the Bible is what grounds me.” Meiste offers some advice to new graduates finding their way in the profession: “Honestly, you don’t know anything. Learn from your patients. They will teach you so much. The human body is complex and absolutely amazing. I learn something new about how it responds to PT all the time. Focus on the why and not the how. Why do you do what you do in life is so much more important than how much you get paid to do it. Find the place that makes you happier. If you are in debt, get out immediately. Don’t borrow anymore. Don’t buy a house. Don’t buy a car. Pay off your loans. Be free. Have choices. Then, you can really be in a place that allows you to impact the world around you.”
Q: What inspired you to get into the social media PT scene? A: Not at all. I am as honest as possible, so no, not all at all. It’s very humbling when colleagues or other students see me as a person to go to for advice.

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

Q: What would be your advice to alumni and PT students regarding PT and social media? A: As just the newspaper was once the media of choice, then radio, then television, social media is now where everyone’s attention is. If you want to grow your own brand to get a better PT job, find more patients to grow your PT business, get your students to apply to your DPT program, you need to utilize social media. If not for yourself, do it for the physical therapy profession. PTs now graduate with a clinical doctorate. If we want the high regard of the public and other health-care clinicians, we need to become an authority in the world. There is no easier place to push our profession forward than on social media.

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

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

Q: What inspired you to specialize in women’s health? A: Prior to applying to physical therapy school, I shadowed a women’s health physical therapist. I was just trying to obtain some hours for my application. Because I really had no idea how a pelvic health PT was different from an orthopedic PT, I contacted the clinic and arranged to observe for a few days. At the time, I had no idea women’s health would be something I’d eventually pursue once I got into school. The ther- aptist I shadowed, Karen Liberi, DPT, warmly welcomed me to her clinic and opened my eyes to an entirely different population of patients that can benefit from physical therapy. When the week was over, I was enthralled with the idea of working with this population, treat- ining pelvic and abdominal conditions in both men and women that I didn’t know physical therapy could even help. I walked away from the experience with overwhelming emotions, I was capti- vated, excited and ready to immerse myself in the field.

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

Q: What advice would you have for alumni and students on the impor- tance of women’s health in the PT profession? A: I realize that women’s health is not the most common physical therapy, but the population is under- served and the need is ever present. Just because the issues these patients experience—including incontinence, prolapse, and sexual dysfunction—aren’t common (and of a sensitive nature) doesn’t mean that they are normal. These problems can be treated. With that said, I think the greatest challenge I’ll have is marketing to this population. Educating both patients and physicians on how physical therapists can treat common, sometimes even embarrass- ing issues, will be crucial. I look forward to further learning opportunities and experiencing everything the area of women’s health physical therapy has to offer.

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

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

Q: What would be your advice to PT students and alumni on the relation- ship between PTs and ATCs? There are various viewpoints on the inter- professional care of patients/clients of ATCs and PTs. While some believe that care should be separate between professions, others believe that inter- professional care should be integrat- ed. Various physical therapy companies hire ATCs for outreach affiliation coverage at local high schools, utilize team physicians, and refer athletes back to the affili- ated PT company. In this scenario, PTs and ATCs are able to integrate the inter-professional care to expand and enhance the care given to the athlete at both the PT clinic and the affiliated high school. Trying to work together can be more difficult than you think, but it is worth the effort when you can take a team-based approach. I still work at the PT clinic one to two times a month while in PT school. It keeps some of my skills fresh. Even so, I really do enjoy interventions in rehabilita- tion much more than the emergency side. However, I think every physical therapist should have the opportunity to spine board a patient. It is just good to know how to handle yourself in that situation.

Q: What have you most enjoyed about your Andrews education so far? A: I came from a cohort of 5 students in the PT program, so the small DPT class size at Andrews feels like home. I also come from a Christian background. At Andrews, you can approach your mentors and professors as easy, and you are treated with respect. There is a mutual agreement of professionalism between professors and students both in the classroom and out. Christian education plays into this atmosphere.
Mission to Tanzania
By Erica Martin, DPT 18'

D r. Sosiena Katuli, DrPH, the Physical Therapy Department’s entry-level DPT research coordinator, and Roy Mendozaal, class of 2018, traveled to Kihurio, a small village in Tanzania during Christmas break 2017. Since Kihurio is her home village, this mission trip was deeply meaningful to Dr. Katuli. The mission trip centered upon improving the health of the people of Kihurio village by creating awareness of various lifestyle preventive measures. Katuli and Mendozaal went with the purpose of compiling information about Kihurio’s community needs. The information gathered would then serve as an operation model for future mission groups. While there, Katuli and Mendozaal administered a health assessment to determine the specific needs of the community and how they could be best prepared with supplies and next time. They handed out questionnaires for the needs assessment and also set up a place for learning through small group discussion and meeting with village leaders. In addition, they took time to work with the Same Quality Foundation (SQF)—an organization that helps vulnerable communities, especially children with congenital malformations, by providing critical surgeries and emotional help for families. Kihurio village is home to about 3000-4000 inhabitants of the Pare tribe and a few of the Samba tribe. 50-60% of Kihurio villagers are Seventh-day Adventists, and the remaining are Muslims. The people farm for a living, receiving bimodal rainfall. Villagers grow paddy rice December through May, working very laborious long hours. Katuli is deeply familiar with this practice as she, herself, grew up through May, working very laborious long hours. Katuli and Mendozaal already have plans to return to Kihurio in the summer of 2019 with a local Christian ministry called Upward Bound Missions to a Total of $100,000 shillings ($50 for a day of PT), or 15,000 shillings for most people in Tanzania. Treatment costs an average of $7 for treatment without insurance. Preliminary findings from questionnaires and small group discussion in Kihurio show hypertension, back pain, diabetes, breast and other cancers, poor nutrition, and eye sight issues as the leading health problems. Katuli and Mendozaal already have plans to return to Kihurio in the summer of 2019 with significantly more health professionals. The future mission team will include three PTs, three physicians—including a gynecologist—and two nurses, an optician, and a nutritionist. The future team not only plans to develop a research grant to assess factors contributing to the high blood pressure found in 59.4% of evaluated patients, but will also bring much needed supplies including eyeglasses and medications for treating common diseases. In addition, the team will provide seminars and educational materials on preventing and managing both diabetes and HTN. Lastly, they plan to develop a long-term plan for a water and sanitation program, including looking for an NGO that could support such a program.

Mission to Haiti
By Erica Martin, DPT 18’

In July of 2017, a small group from the class of 2018 had the opportunity to travel to Bwa Pen, Haiti for a service trip. The team not only included physical therapy students, but also practicing physical therapists, nurses, a physician, a dental hygienist, as well as other volunteers. Located in the southeast of Haiti near Las Cahobas, Bwa Pen is a very poor village, receiving little help from large charities generally more active near the big cities. We partnered with a local Christian ministry called Upward Bound Ministries, and found ourselves at a mission house taken care of by what I can only believe to be true, the best locals in the country. During the week, we ran service clinics at multiple locations. Services included triage, physician visits, prescriptions, eyeglass consults, dentistry needs, and of course, physical therapy. The clinic provided treatment for a variety of different ailments including wound care, tooth decay, headaches, HTN, low back pain, shoulder pain, etc. Many of the Haitian people must work to survive; they do not have the luxury to “rest and ice” when in pain. We saw many elderly villagers, hurting and aching, but only able to get water if they carried it themselves over long distances. These elderly villagers could only have food if they labored for it. Trying to bring what we’ve learned from school to a country that has so little makes one think in new ways. In Bwa Pen, there were no productivity rates to worry about or insurance companies dictating our care. Instead, there were people—long hours born into a terribly difficult place to live, and it was our chance as human beings to show them they were important and cared for, if only for a moment. The touch that these people receive is almost always violent or sexual. We were able to touch people in a healing and safe way. In addition to service clinics, we helped in any way we could. We did everything from construction and painting, to leading Vacation Bible School. In Matthew 25:41, Jesus reminds us, “Whatever you did for the least of these My brethren, you did it to me.” We are following Jesus’ example of ministry to share God’s love with people who are struggling to survive, while also meeting their physical needs and putting smiles on their faces. Christina Goosey wraps up our journey with a provoking thought: “There is such a need for medical care and especially PT in countries where only a small percentage of the people have access to physical therapy. Haiti opened my eyes to what can happen when people don’t have the opportunity to gain mobility back. One focus of the trip was post-stroke recovery. Many were disabled and stuck in a flexion synergy pattern because nobody ranged them or educated family members on how to care for them. I was able to teach several local PTAs some treatment techniques as well. I left Haiti knowing I had made a difference and wishing I could have done more to relieve the suffering and pain of those beautiful people. We have so much to be thankful for. What are you doing to share those blessings with others?” The PT department began organizing mission trips in 2009 and have taken groups of students and alumni to places such as Lebanon, Jamaica, and Honduras. The addition of a service learning experience to the DPT curriculum is a department goal. The service learning experience would include a domestic and international option. If you are interested in partnering with us on a trip please contact Kim Ferreira kimferreira@andrews.edu. The PTs that have joined us in the past have thoroughly enjoyed the experience of serving those in need while mentoring students in the process.
Mobile Farmers Market (MFM) Research & Service

By Gretchen Krivak, MD, RD, CS, CDI Assistant professor, Nutrition Science & Dietetics, Department of Public Health, Nutrition & Wellness

P rofessors Gretchen Krivak, Sherine Brown-Fraser (Depart- ment of Public Health, Nutri- tion & Wellness) and Gary Woodroof (Department of Agriculture) gave a poster presentation in October 2017 at the Food & Nutrition Conference & Expo (FNCE). The presentation, A Mixed Method Multiple Case Study of Three Business Models for Local Healthy Food Delivery Systems in Underpriv- ileged Urban Areas, was awarded Outstanding Abstract. The poster presentation arose as a result of the Andrews University Mobile Farm Market (MFM). Born through initiatives of Be Healthy Berrien and its many constituents, MFM was created to ensure that people in food deserts have access to healthy foods. During the second year of operation, dietetics students were asked to participate in the MFM project. Since then, students have contributed to MFM’s success. Besides providing health and nutrition information, students prepared and sold veggie wraps during lunch time, demonstrated recipes to customers, and provided food samples. Dietetics students enjoyed the MFM experience so much that many of them volunteered hours over their paid time.

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

Nutritional Neuroscience: Serving the Underserved – Research & Service

By Sherine Brown-Fraser, PhD, RD, CPT

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

Basic and clinical science is increasingly clear: nutrition and fitness are important determinants of behavioral health. Sort- er Alternative School in Benton Harbor Michigan served as a school for students who exhibited behavioral challenges. Our department partnered with Massachusetts Institute of Technology, MIT (Dr. Lynn Todman), The National Institutes of Health (NIH) and Lakeland Healthcare to pilot a food-in- tervention study observing the relationships of food deserts, behavioral health and community violence. The nutrition & fitness educational component was developed by our students under the guidance of Dr. Jasel Martin, Professor Gretchen Krivak & Dr. Sherine Brown-Fraser. Dr. Brown-Fraser co-de-veloped and oversaw the nutrient analysis of revised plant- based menus to ensure culturally appropriate implementation along with protocol design, data analysis and interpretation.

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

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

By Padma Uppala, PhD, MPH

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

D uring the 2017 fall semester, the first student cohort from the Bachelor of Science in Public Health pro- gram gathered with their professors during a field trip to the Andrews University vineyard to study “integrated pest management” of the grape vine. Bachelor of Science in Public Health (BSPH): Profile: Public health is the science of protecting and improving the health of people and their communities. This work is achieved by promoting healthy lifestyles, researching disease and injury prevention, and detecting, preventing and responding to infec- tious diseases (CDC, 2018). Public health professionals ensure that the food we eat, the water we drink and the air we breathe are safe. They protect the environment from contamination and ensure our workplace conditions are healthy and safe. They are the first responders at public safety sites.

The first BSPH cohort began the program in fall 2017. The program is designed for students pursuing a professional degree in the field of environmental public health and/or behavioral science. Andrews University is the first Seventh-day Adventist college to offer this program at the undergraduate level. The Council on Education for Public Health (CEPH), a nation-ally recognized accrediting body for public health programs and schools, accredited the program on December 4, 2017. Before earning CEPH accreditation, schools and programs must undergo a rigorous accreditation process. The accred- itation process not only ensures students receive a quality educational experience, but also ensures institutions have met the quality standards established by CEPH.

Students beginning the program may choose either a con- centration in environmental health or social and behavioral sciences. Environmental health offers an excellent pre-med option for students. An undergraduate degree in public health provides students with a versatile future that may include working as a public health practitioner, physician, dentist, or pharmacist. In addition to the Andrews Partner- ship Scholarship, eligible students joining the program will receive a $2,000 scholarship each year.
The role of a registered dietitian nutritionist (RDN) centers upon translating the science of nutrition into practical solutions for healthy living. The road to becoming an RDN involves completing academic requirements and supervised practice hours. At Andrews University, students fulfill their supervised practice hours by completing the Nutrition and Dietetics Internship Program. This dietetic internship gives interns an opportunity to train in the dietetics field by working alongside practicing dietitians. Housed in the Department of Public Health, Nutrition & Wellness, the internship provides an eight-month program with a clinical emphasis and a concentration in vegetarianism. The department also offers a special opportunity for one intern interested in sports nutrition to work with sports dietitians at Notre Dame University. This exciting experience involves helping the famous Notre Dame football team and many other exceptional sports teams and individual athletes eat for optimal performance. Because it encompasses clinical, community, and food service all in one, the sports nutrition rotation at Notre Dame is very different from other internship rotations. Between providing nutritional counseling to athletes, planning menus for training table (a special meal for athletes), and planning events, the intern, alongside the sports dietitian, helps athletes in many ways to perform at their best. Below is a brief taste of the intern’s experience and learning opportunities:

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

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

As the above story illustrates, RDNs are an important part of an injured player’s recovery team. Without nutritional support, an injured athlete may not be able to obtain adequate nutrition for optimal recovery. Internships allow dietetic interns to test their skills and knowledge of nutrition. For students taking the courses Community Nutrition and Community Health & Fitness from the Department of Public Health, Nutrition & Wellness, the program “Health is Wealth,” promoted lifestyle changes for weight loss. Seven participants enrolled in the program and received one-on-one fitness coaching and nutrition support. Each participant worked with two students—one fitness student and one nutrition student—throughout the 10-week program. In the fall semester, the two classes spent their lab time developing and organizing the “Health is Wealth” program. This included writing a full proposal, creating lesson plans, developing presentations and drafting assessment tools. In the spring, students saw their project come to life. Fitness students created workouts for their clients, meeting with them once a week to teach new exercises. The nutrition students counseled through motivational interviewing, asking clients to identify nutritional issues and determine reasonable lifestyle changes to make in their lives. Once a month, the whole group came together for a meeting. Students provided a short educational session and then a workout. Students also designated time for discussion at the end of each month. Participants were very open in sharing their successes and failures as they experimented with different lifestyle changes.

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

The program was a great success overall. Students learned how to work with clients in a life-like scenario and were grateful for the opportunity to put their learning into action. Participants had an equally great experience; those who put their heart and soul into the program walked away with a more positive outlook on their lives and their health journey.
Alumni & Accreditation Highlights
By Carol Burtnack, MS, RD, CPT
Assistant Professor, Nutrition Science & Dietetics, Department of Public Health, Nutrition & Wellness
Accreditation Update: The Nutrition Science and Dietetics program submitted its mid-term accreditation report in summer 2017. In February 2018, the accreditation board decided to grant the program another five years of accreditation until the next full report and site visit in 2022.
Alumni Highlight: Professors Sherri Isaak, Carol Burtnack, and Gretchen Krivak all graduated from the Nutrition & Dietetics Program at Andrews University and are now department faculty.

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

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

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

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

Burtnack: What are some of the most memorable moments of your studies at Andrews?
Calhoun: I am a hands-on learner, so I really enjoyed the interactive learning experiences. Facilitating the community program at Sorter Elementary School in Benton Harbor was a great learning experience. I also really enjoyed the food lab presentations with food. For the food presentations, you not only demonstrated cooking skills and presented unique recipe ideas, you also lectured on the nutrients found in the foods you were preparing. Preparing the lecture was especially challenging since you had to dig deep to discover what nutrients are found in different foods and how those nutrients may relate to health. I will soon give a food demonstration at work for Cancer Survivor Day, so I still use these critical thinking skills today.

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

Burtnack: Tell me about some of the opportunities you had as a student in the Dietetics program at Andrews University.
Calhoun: One experience that really stands out was the summer fellowship at the Oscar D. Johnson Medical Center in Iron Mountain, Michigan. I had talked with one of my professors, Fiona Lewis, about looking for opportunities in nutrition, and she received an email about the fellowship program. After I was selected for the fellowship, I went to Washington, DC for the orientation. I soon realized I was one of the few undergraduates in the fellowship program. This experience was very valuable because I believe it is what helped me get into the VA Dietetic Internship that I completed in St. Louis, Missouri after I graduated from Andrews.
I also had the opportunity work with a GROW group at Andrews University. I was involved in teaching the nutrition and exercise topics to the local church members, providing food samples for the nutrition topics, and facilitating the support group.

Are you an alumnus of the Department of Public Health, Nutrition & Wellness?
We would love to hear from you!
Please connect with us: publichealth@andrews.edu
(269) 471-3370

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By Sherine Brown-Fraser, PhD, RD, CPT

**Adapting Lifestyle Habits Can Quickly Lower Blood Pressure**

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

**Faculty Research Updates**

**Adapting Lifestyle Habits Can Quickly Lower Blood Pressure**

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

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

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


10. Uppala PT, Brown- Fraser S. A Critical Analysis of the Mental Health First Aid Educational Intervention Developed by the National Council for Behavioral Health” Presented at the 2018 Adventist Human-Subjects Researchers Association Conference, Andrews University, Berrien Springs, MI. https://digitalcommons.andrews.edu/ahsa/2018/Presentations/12


**Student Research**

1. AU Honors Thesis: Hannah Mbungu, Nutrition Science and Dietetics Student.


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


**Public Health, Nutrition & Wellness**
MPH Highlights – The Science of Prevention

By Dixon Anjejo, DrPH, MS
Associate Professor, Public Health, Department of Public Health, Nutrition & Wellness

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

Since its inception in fall 2014, MPH program enrollment has steadily increased. The Andrews program is the first and only online MPH in Nutrition and Wellness offered in the U.S. with a unique emphasis in vegetarian nutrition. Public health is the science of prevention using research-based solutions for effective health promotion and disease prevention. The MPH program supports the Seventh-day Adventist mission abundantly to all who ask Him (James 1:5).

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

Soraya Fish, a 2017 graduate, promoted Youth Mental Health First Aid training for community members, created “Health Nuggets” for a church presentation, and organized a program to increase health security and meal planning. Lielene Bilt, a 2018 graduate, gave health education talks at a local church focusing on nutrition, exercise, and mental health. To view Bilt’s presentation, please visit: https://youtu.be/YyyWU8ZEb9dU.

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

Alumni Comments about the MPH program:

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

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

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

Other Updates

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

Mission Trips And Service Projects

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

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

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

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

Andrews University Speech & Hearing Clinic

By Dana Hammons, MS student Class of 2019

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

The Pulse 2018

Research within the Speech-Language Pathology and Audiology Department

By Dana Hammans, MS student Class of 2019

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

Coles-White specializes in child language disorders with an emphasis in multi-cultural aspects of communication disorders and autism. She is interested in linguistic and culture impact language disorders in children. Coles-White also has a special interest in autism both personally and profession- ally. This special interest is because of her son’s diagnosis of autism as a toddler. Currently, Coles-White conducts her own research while also supervising and advising students on their research. In addition, she collaborates on research projects with other institutions such as Western Michigan University (WMU). Coles-White is teaming up as an expert on ASD with professionals from the Department of Special Education and Literacy Studies at WMU. The main project at this time lists Coles-White on the grant as a member of the Autism Advisor Committee. This project centers upon implementing an Interdisciplinary Preparation in Autism Services (IPA). This project will help compensate for the lack of teachers and related professionals who understand autism. Coles-White’s presence on this committee will help determine the curriculum needs for the IPA project.

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

Coles-White’s research efforts and accomplishments do not end here. The Parkinson Voice Project, a nonpro- it group, recently awarded Coles-White a research grant. Parkinson Voice Project’s goal is to help all individuals with Parkinson’s disease maintain their communication abilities. This grant will be used by the faculty and students at Andrews University’s Department of Speech-Language Pa-thology and Audiology. The grant focuses on voice disorders of individuals with Parkinson’s disease. Through this grant, Andrews representatives (Speech-Language Pathology facul- ty) will receive an invitation to attend a conference and learn about two revolutionary voice programs: SPEAK OUT! and LOUD Crowd. In addition, the grant provides $5000 to fund the LOUD Crowd within the Andrews University Speech & Hearing Clinic. The SPEAK OUT! program helps clients learn strategies to speak louder and is an individualized treatment approach. Finally, the LOUD Crowd will be used inside the LOUD Crowd program is a weekly group session that helps maintain strategies learned previously in SPEAK OUT! With the help of this grant, Andrews faculty will become proficient in these programs and will in turn train the gradu- ate students at Andrews University Speech & Hearing Clinic. The SPEAK OUT! program helps maintain strategies learned previously in SPEAK OUT! With the help of this grant, Andrews faculty will become proficient in these programs and will in turn train the gradu- ate students at Andrews University Speech & Hearing Clinic. The SPEAK OUT! program helps clients learn strategies to speak louder and is an individualized treatment approach. Finally, the LOUD Crowd will be used inside the LOUD Crowd program is a weekly group session that helps maintain strategies learned previously in SPEAK OUT! With the help of this grant, Andrews faculty will become proficient in these programs and will in turn train the gradu- ate students at Andrews University Speech & Hearing Clinic. The SPEAK OUT! program helps clients learn strategies to speak louder and is an individualized treatment approach. Finally, the LOUD Crowd will be used inside the LOUD Crowd program is a weekly group session that helps maintain strategies learned previously in SPEAK OUT! With the help of this grant, Andrews faculty will become proficient in these programs and will in turn train the gradu- ate students at Andrews University Speech & Hearing Clinic. The SPEAK OUT! program helps clients learn strategies to speak louder and is an individualized treatment approach. Finally, the LOUD Crowd will be used inside the
Michigan Speech and Hearing Conference

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

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

The Master of Speech-Language Pathology program is new to Andrews University. The first cohort began in August 2014 and became the first class to graduate from this program in August 2016. After graduation, Michelle (Anzures) Khargie accepted a speech-language pathologist position at Connecticut Children’s Medical Center. On October 28, 2017, Khargie returned to Andrews University with two of her colleagues to share a two-hour interactive presentation with current students on pediatric feeding and swallowing. When studying swallowing disorders, it is beneficial for students to learn from speech-language pathologists who have specialized in pediatrics and can share current evidence-based practices. The presentation included a thorough evaluation process for children that have been identified as having feeding and/or swallowing difficulties. Khargie and her colleagues also interacted with students while demonstrating a hierarchy of treatment approaches. Throughout the presentation, students learned how adaptive plates, bottles, and spoons can be used for both feeding and swallowing problems. Students also learned how to thicken liquids to an accurate viscosity using the “syringe test.” Many students welcomed the opportunity to ask questions and understand more about this specialized area from the presenters. The presentation was very successful from both the presenters’ and students’ perspectives. While alumni enjoy sharing their expertise and serving as role models, students appreciate the learning opportunities and success stories from their peers and recent graduates of the program. The department is planning another presentation with Khargie in October 2018. We look forward to inviting alumni from the second cohort (2017 graduates) to return and share their specialized knowledge as well.

SPLAD Alumna Returns to Teach

By Tammy Shilling, MA, CCC-SLP
Associate professor, Department of Speech-Language Pathology & Audiology

The Master of Speech-Language Pathology program is new to Andrews University. The first cohort began in August 2014 and became the first class to graduate from this program in August 2016. After graduation, Michelle (Anzures) Khargie accepted a speech-language pathologist position at Connecticut Children’s Medical Center. On October 28, 2017, Khargie returned to Andrews University with two of her colleagues to share a two-hour interactive presentation with current students on pediatric feeding and swallowing. When studying swallowing disorders, it is beneficial for students to learn from speech-language pathologists who have specialized in pediatrics and can share current evidence-based practices. The presentation included a thorough evaluation process for children that have been identified as having feeding and/or swallowing difficulties. Khargie and her colleagues also interacted with students while demonstrating a hierarchy of treatment approaches. Throughout the presentation, students learned how adaptive plates, bottles, and spoons can be used for both feeding and swallowing problems. Students also learned how to thicken liquids to an accurate viscosity using the “syringe test.” Many students welcomed the opportunity to ask questions and understand more about this specialized area from the presenters. The presentation was very successful from both the presenters’ and students’ perspectives. While alumni enjoy sharing their expertise and serving as role models, students appreciate the learning opportunities and success stories from their peers and recent graduates of the program. The department is planning another presentation with Khargie in October 2018. We look forward to inviting alumni from the second cohort (2017 graduates) to return and share their specialized knowledge as well.

Change Day developed out of Andrews University’s mission to “Seek Knowledge. Affirm Faith. Change the World.” The first Change Day was Sept 14, 2017 and students, faculty and staff from the School of Health Professions participated and served in the local community and the Career Fair for Benton Harbor high schools.
PT White Coat Ceremony, August 2018

SPLAD White Coat Ceremony, August 2018

MLS Certificate Ceremony, August 2018

Nursing Pinning, May 2018