

THE PULSE

Annual Magazine of the College of Health & Human Services

Theresa Nybo, MPH '15
Sweden



“Go into all the world...”

MARK 16:15



Hisafumi Atarashi,
MSPT '98
Japan



Katy (Roberts)
Yamamuro,
DPT '09
Guam



Gwendoline Albright Ndikumagenge
MARCH '20
Burundi, East Africa



Ninon P. Amertil, PhD, RN
MS '93 Nursing Administration
Ghana, West Africa

Seeking a Healing Ministry in Christ

Through Healthcare, Wellness, & Design

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

The unprecedented challenges that came our way were met with exceptional creativity. The methods of course delivery, labs and workshops, clinicals and field practica were adapted to meet the constraints imposed by the pandemic. Our alumni played a pivotal role as they rallied together to assist in many ways. Their generous gifts were directed to the CHHS general fund andrews.edu/go/give/health, the new CHHS building fund and the CHHS Dean's Emergency Scholarship Fund, for needy students andrews.edu/GO/GIVE/COLLHealthESF. Alumni mentored students in their clinicals, internships, field practica, and mission outreach.

The theme of this newsletter is "World changers: one person, one place, one community." World changers in a changing world is who we are at Andrews University, where students learn in the best way possible how to seek knowledge, affirm faith, and change the world from day one. Our faculty combine rigor and grace; they are grounded in the word of God, and they facilitate the learning of their students with eternity in mind.

Working together, faculty, students, and alumni achieved remarkable results. The following are some of the projects that changed lives at the local, national, and international levels: an architecture design for a children's village in eSwatini; a life-saving Airstream project; Renaissance Kids, an architecture summer camp for kids; a speech-language pathology clinic serving Parkinson's patients; nursing students working long hours with patients, many of whom were COVID-19 patients; short videos and broadcasts

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

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

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

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

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

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



Emmanuel Rudatsikira, MD, PhD



A Children’s Village in eSwatini: INSTABA Project

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

Health Assessment Overview

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

Students and faculty in the 2019 Urban Design Studio graduate course were honored to work with Saving Orphans through Healthcare and Outreach (SOHO) to complete preliminary plans for a Children’s Village in the mountains of eSwatini, formerly known as Swaziland. The small southern African country struggles with poverty and the highest HIV infection rate in the world, leaving about one quarter of the population as orphans and vulnerable children (OVCs). SOHO is a non-profit organization dedicated to serving these OVCs through hope-filled, holistic, Christ-centered programs. The SOHO Children’s Village will be a new home for up to 250 OVCs for whom no other placement option can be found. Based on Seventh-day Adventist models of education, the project plans to meet the physical, mental, social, and spiritual needs of the children in a complete village featuring housing, a school and arts center, a church, a small clinic, workshops for skill training, agricultural areas, and various supporting services and caretaker facilities.

Called INTSABA, which means “mountain top” in the local language, the project is located on a 1,075-acre mountain farm with plenty of water and a climate conducive to growing avocado, macadamia nuts, citrus, and various other fruits and vegetables. God led SOHO to this land, where the previous Sabbath-keeping owners had prepared a mountain farm with commercial fencing protecting the whole property. The beautiful site will support a small game lodge, which will help to financially sustain the Children’s Village. The design of the village and its buildings is inspired by local Swazi homestead traditions, will be supported by sustainable infrastructure, and is intentionally designed to

help uplift the surrounding local community through its various spaces, facilities, and programs. In September 2019, Professors Andrew von Maur, Christopher Perry, and Troy Homenchuk led fourteen international graduate architecture students to visit eSwatini and conduct a two-week participatory design process with local stakeholders and OVCs.

They were joined by Marcelle Thomas-Richardson, then a Master of Public Health student (MPH '20), under the mentorship of Padma Uppala. This collaboration with the School of Population Health, Nutrition & Wellness was established to inform the preliminary plans for the SOHO Children’s Village from a public health perspective. Thomas-Richardson and Uppala worked to determine the needs of OVCs in eSwatini and prepare a whole health assessment and a strategy for providing services to meet those needs. <https://www.andrews.edu/chhs/files/eswatini-summary-report.pdf>

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

To learn more about SOHO and for a brief summary of the current project status, visit <http://saving-orphans.org/intsaba-farm/>. In January 2020, the project was featured on the 3ABN Today television program with a one-hour interview that included Professor Andrew von Maur and students Stephanie Davis and Gwen Albright Ndikumagenge.

CHHS Clinical Directors Collaborate

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

Meaningful clinical experiences for our students are a staple part of our programs within the College of Health and Human Services (CHHS). Most of our CHHS clinical education faculty face similar challenges and utilize many of the same clinical partners for our students’ real-life clinical experiences. About two years ago, the CHHS Internship Committee was born. Clinical education directors from all CHHS schools and department as well as the School of Social Work began meeting once a month to review our processes for educating students in the clinical setting. This collaboration allowed each director to share what worked well

for each program. We quickly realized that most of us were doing many of the same things and that we could pool our resources and energy to accomplish those tasks better as a college rather than within our individual programs. Examples of what the committee accomplished early on include establishing an inclusive contract with clinical facilities, streamlining our clinical education software, and enhancing site recruitment strategies.

Through the work of the Internship Committee, CHHS has seen the beginning of interprofessional communication and clinical education within our programs as well. Each program will be able to utilize students from other programs as mock patients and subjects for screenings, which will allow our students to give each other feedback on soft skills in the clinic.

While this committee is in its infancy, the ability to make positive changes at a grassroots level is effective. It has demonstrated that a little collaboration can go a long way to improve the Andrews University experience in the College of Health and Human Services.

College of Health & Human Services Hosts 6th Annual Health & Fitness Expo The Expo, held Oct 6, 2019 at Niles-Buchanan YMCA, was free to the community and included interactive and fun activities on holistic health & wellbeing for the entire family.



Padma Pauline Tadi Uppala Secures \$2.25 million US Department of Education Grant for Andrews University

By Padma Uppala, PhD, MPH, Professor, School of Population Health, Nutrition & Wellness & Isabella Koh, University Communication Student Writer

On Sept. 28, 2020, Andrews University was awarded a US Department of Education grant for \$2.25 million. Padma Tadi Uppala, the grant project director and chair of the School of Population Health, Nutrition & Wellness, along with her team, competed for the grant with the rest of the Title III-designated universities in the US and received the award.

In describing the motivation behind pursuing the grant, Uppala explains, “When I observed the diverse racial and ethnic representation on the Andrews campus, I saw a potential for federal funds that support minority and at-risk students in colleges and universities.” To qualify for these funds, Andrews University first had to complete the lengthy process of seeking and receiving a Title III designation from the US Department of Education, establishing Andrews as a minority-serving institution. As a Title III-designated University, Andrews is currently focusing on two groups of minority students: the Native American students, particularly the Pokagon Band in Dowagiac, Michigan, located within 50 miles of Andrews University, and the Hispanic students.

The main issues addressed by the grant are those of college readiness and placement, mentoring and advisement, mental health issues, and inability to pay tuition fees. The project intends to create a system of support that recognizes the challenges that struggling first-time students face despite their intellectual potential and capabilities. This support system will provide a path to success for at-risk students, improve enrollment of minority students, increase placement rates, and help them graduate within four years. Financial aid, career advising, and academic support are key components of the grant. Aims and goals of grant were based on the Andrews University 2017-2022 Strategic Plan “The Next



Chapter” outlined by the President Andrea Luxton.

Funds will target a number of strategies and interventions directed toward student access, support, and success. These plans include the diversification of assessment

for college readiness and placement, as well as streamlining curriculum with the creation of an accelerated developmental work sequence within course design. Other methods include incentivizing participation in advising activities and teaching students how to become self-regulated learners. The main focus of the grant centers on the necessity of faculty and staff training, particularly in the areas of advising, counseling, testing, mentoring, alert systems, and awarding prior learning credit. New positions for a career services advisor, student success advisor, and educational development specialist will aid in the process. Twenty percent of the grant is designated for endowment funds, while an additional part of the funds will be allocated to scholarships for underrepresented and at-risk students.

Uppala thanks the administrators who have taken the lead in this cross-departmental “university-wide initiative and ... team effort.” Christon Arthur, provost, acted as a key figure of support in the development of the grant proposal. College of Health and Human Services Dean Emmanuel Rudatsikira also played a significant role in supporting Uppala with time and resources to write a successful grant. Rudatsikira has a rich experience in securing millions of dollars in federal grants and is happy to support his faculty in the area of research and grants. Ralph Trecartin, associate provost and cross-campus collaborations dean, worked with Uppala to collaborate with the local Pokagon Band and helped outline the grant budget. In addition to Arthur, Trecartin, and Rudatsikira, Uppala also acknowledges and thanks Gary Burdick, Jean Cadet, Jeff Boyd, Carlisle Sutton, and Michael Nixon for their support in the process of applying for the grant, as well as for its implementation.

Uppala highlights “the joy of serving at-risk and minority students and helping them succeed in life, reducing their college debts, as well as serving the Native American Pokagon Band students.” Beyond the significant monetary value of the grant, it is this act of service that she and the team value the most.

Full Agenda article can be found andrews.edu/agenda/57436

data analysis show that 61% of the students perceived the remote learning environment as more positive than negative. Some areas for improvement were also identified, and those included students’ social lives, communication between students and faculty, availability of fast speed internet service and computers, faculty training for the remote modality, and support for students going through stressful times. Data analysis is ongoing, and the study’s authors hope that their results will allow institutions of higher education to be better prepared for any future pandemics.

Study Title: *Wellness beliefs and practices during the COVID-19 Pandemic amongst students, faculty and staff at a Midwest university*

Study Authors: K. Coleman-Ferreira, S. Katuli, C. Imperio, M. Olberding, R. Roselio, and M. Sabangan

The question of how to stay healthy took on exceptional importance in 2020. A study from the School of Rehabilitation Sciences examined what behaviors AU community members believe contribute to health and wellness. Nine hundred and thirteen students, faculty, and staff responded to the survey that provided the data for this study. Analysis of the data revealed that, while a majority of respondents were motivated to follow CDC guidelines of hand washing,

physical distancing, and mask wearing, a majority also believed that other lifestyle factors play a role in protecting against disease. Specifically, respondents were asked to what extent they believed various lifestyle behaviors boost the immune system. Several behaviors were thought to improve the immune system, including adequate quality sleep, a well-balanced plant-based diet, daily exercise, drinking at least 8-10 glasses of water per day, daily fresh air and sunlight, contrast showers, exercising temperance/ self-restraint, and trusting God.

Study Title: *Evidenced-based natural therapies and immune-enhancing strategies to control, prevent, and treat co-morbidities COVID-19 and Cancer*

Study Authors: Padma P. Tadi Uppala, PhD, MPH; Sherri Isaak, MS, RD, CDE, BC-ADM; Brian Wong, PhD; Kimberly Ferreira, PT, PhD; Carlos Garberoglio, MD, FACS; and John Kelly, MD, MPH, LM

Finally, a study involving faculty from the School of Population Health, Nutrition & Wellness, the School of Rehabilitation Sciences, and the Department of Biology also focused on immune-enhancing strategies. Researchers hypothesized that targeting lifestyle factors such as diet, exercise, and hydrothermal therapy that enhance the immune system can effectively control and reduce the risk to both COVID-19 disease and cancer

simultaneously. The hypothesis notes that enhancing the innate immune system through natural therapies has shown to enhance immune cells to fight COVID-19 as well as cancer and destroy it. Research involved a review of current literature on COVID-19 diseases, but also looked to lessons learned from the 1918 Spanish flu pandemic.

The study results include evidence of the success of hydrothermal therapy and other natural remedies during the 1918 pandemic. Death rates among those receiving hydrothermal therapy were more than 4% lower than death rates of those who received the best medical care. When 120 students and staff who had received hydrothermal therapy and other natural remedies were exposed to the flu virus, the exposure resulted in 90 patients, none of whom were very sick, and no deaths.

The study results also identified immune-system enhancing foods. The study recommends that natural remedies used during the 1918 pandemic should be employed again to prevent and control COVID-19 and cancer. This research was accepted to be virtually presented at the American Association for Cancer Research’s Virtual Meeting on COVID-19 and Cancer. Study co-author Uppala was also interviewed about this project on the Cancer Network’s Global News.

First Food Demo in the Andreasen Center for Wellness

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

With the grand opening of the Andreasen Center for Wellness (ACW) on September 29, 2019 came tours, group fitness demos, and more. The Grand Open House event also provided the opportunity to share health-promoting recipes with the community. The first food demo to take place in the ACW was organized by the School of Public Health, Nutrition & Wellness (PHNW) and sponsored by the CHHS Dean’s Office, PHNW, and the ACW.

Deirdre Gerstenberger, whose passion is plant-based cooking, was the guest presenter for the demonstration. She



featured easy, healthy recipes made with an Instant Pot. Gerstenberger started using her Instant Pot out of necessity to find an easier way to provide quick, healthy meals for her husband during his busy farming season.

Gerstenberger is passionate about the gift of health that has been given to us by God, and this passion is evident in her credentials. She has an MS degree in education with a concentration in therapeutic recreation, as well as certifications in group fitness, personal training, and sports nutrition. She has

also completed a Plant-based Nutrition Certificate from the Center for Nutrition Studies. Her commitment to health has led her to spend many years providing quick, healthy, plant-based meals to her family.

Featured vegan recipes were black bean caviar, sweet potato cocoa pudding, chickpea sugar cookie dip, and BBQ jackfruit. Dates were used instead of sugar to sweeten things up in many of the recipes. Rave reviews were received on all recipes featured in this Instant Pot food demo!

CHHS Collaborates on COVID-19 Research Studies

Compiled by Emily Woodhull

The spread and impact of the COVID-19 pandemic will no doubt be the topic of study for years to come. Faculty and students in the College of Health and Human Services (CHHS) have already begun exploring various aspects of the

fight against COVID-19 and the impact of the pandemic. The study summaries below provide a sampling of the questions being raised and researched by CHHS scholars and the collaboration occurring among schools and departments inside and outside the CHHS.

Study Title: *Students’ perception of the transition to remote learning at Andrews University during Covid-19 Pandemic*

Study Authors: Bea Ade-Oshifogun, PhD, RN-BC, CNE (PI); Jimmy Kijai, PhD; Jean Cadet, MD, MPH; Zora Williams, Department of Nursing undergraduate student; and Amarpreet Sudhaker, School of Population Health, Nutrition and

Wellness undergraduate student

In March of 2020, Andrews University (AU) transitioned to completely remote instruction. Later that year, an interdisciplinary team collaborated to study AU students’ perceptions of their learning environment during that transition. The collaboration included faculty and students from the School of Nursing, the Department of Graduate Psychology & Counseling, and the School of Population Health, Nutrition and Wellness. The study relied on both in-depth interviews and survey responses from 421 students.

Results based on the quantitative

ARCHITECTURE & INTERIOR DESIGN



Ariel Solis, MArch '08
Assistant Professor, Chair, School of
Architecture & Interior Design

NEW FACULTY



Lionel Johnson



Zayda Steinke



Tamara Karr

I would like to reflect on some of the ways the School of Architecture & Interior Design was blessed during the 2020-2021 academic year. Even though COVID was on the rise, we were able to conduct face-to-face classes after a sudden shift to remote learning during the spring of 2020. All the restrictions made it challenging, but at the end of the year, we were happy to see outstanding projects from our students. Also, we were blessed to see the fourth and fifth-year classes graduate in May. I'm also thankful for God's protection in that, even though we had some COVID cases, our school did not have any significant spread of the virus thanks to all the students, faculty, and staff who followed the COVID guidelines and kept a positive attitude.

During the spring semester, some of our minority students worked on applying to the National Organization of Minority Architects (NOMA) in hopes of establishing a chapter of National Organization of Minority Architecture Students (NOMAS) in our school soon. We know this will help students find new opportunities as they advance in their academic journeys.

Also, another opportunity we are happy to announce is the new Associate in Architecture degree, a two-year degree that will help students gain knowledge to start working in entry-level jobs in architecture, with construction companies, and even in real estate.

At the same time, our school went through some changes. Three members of our faculty left us to start another chapter of their lives. We are grateful for the contributions they made to our school, and they will be deeply missed, but we wish them the best as they continue to make an impact wherever they go. With these changes, a new generation of faculty will be joining our school. We are looking forward to seeing the new members share their knowledge with our students, and we are happy they are now part of our school family. Please welcome Lionel Johnson, MArch, associate professor of practice; Zayda Steinke, MArch, assistant professor; and Tamara Karr, MLIS, the new director of the Architecture Resource Center. We are pleased to announce, too, that Professor Rhonda Root is now the academic advisor, Christopher Perry will be the undergraduate program director, and I will be the graduate program director. These are added responsibilities, but we seek to do the very best for our students.

Now, as the fall semester of 2021 begins and things have started going back to normal in our school, we all know that things will never be the same. We have been reminded of the importance of interacting with other people, especially in the studio environment where interaction with classmates is important for students' development. This year will be a year of opportunities for our school as we plan to resume class field trips, summer travels, and get back to participating in mission trips.

One of the most exciting opportunities will come in the spring of 2022, when we will be hosting the 3rd International Biennial of Adventist Academic Architecture (BIAAA). The theme for the event is Build – Serve – Be Well. We invite our alumni, students, and professionals to participate and learn about the work from the different architecture institutions and to see projects by leading professionals.

We are committed to developing our students as professionals who will be leaders and use their gifts to serve others through architecture and interior design. I would like to leave you with a quote from C.S. Lewis: "The more we let God take us over, the more truly ourselves we become - because He made us. He invented us. He invented all the different people that you and I were intended to be ... It is when I turn to Christ, when I give up myself to His personality, that I first begin to have a real personality of my own." I encourage each of our students and faculty to find a balance in their personal, academic, and spiritual life; to find ways to connect with God each day; and to let Him shape a path for their life. It is only in this surrender to Him that we can reach our full potential.

A Home for Hope

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

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

In an attempt to find a home that was free of mold, Betty continuously moved from place to place. Unfortunately, at each location there was either mold already present or the mold spores in her possessions would introduce mold to the home. In addition to her mold allergy, she also experiences allergic reactions to many



common building materials present in all typical homes such as plastics, insulation, adhesives, and wood finishes, to name a few. Betty eventually realized that her best option was to custom-build a home that fit her needs. Betty continually prayed about her situation and was led to the School of Architecture & Interior Design.

A few years ago, Betty approached Professor Carscallen and asked if there was a way School of Architecture & Interior Design could help by designing and building a home that would allow her to regain her health. Professor Carscallen

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

With her new home, Betty is now able to live without the same challenges she has faced in the past. This, in turn, has opened up opportunities for her to continue ministering to others in ways that were not possible before. Betty's home is a great example of the impact students can have on the lives of others while still in school—how education, practice, and service can all be met together.

Watch the video, located on our website: andrews.edu/said/videos



saw this project as a good fit for our graduate Design-Build Studio, in which students take on design projects for actual clients and then construct what they design. This project was also seen as a unique way of directly carrying out our school's mission to foster whole human health, to explore innovative solutions, and to provide service to mankind through our profession. With this in mind, he accepted the challenge.

In spring semester 2019, the students



Container Clinics

By Christopher Perry, MArch '09

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

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



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

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

Summer 2021 US Study Tour Provides Educational Opportunities and Alumni Connections

By Andrew von Maur, MArch, BArch '99

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

discipline-specific need of in-person experience.

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

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

Here is a brief itinerary overview:

Week 1: New England

This itinerary began with vernacular design in the rural fishing village of Stonington on Deer Isle, Maine. In Maine, the group was also able to meet with practicing alumni and visit projects under construction. This included a brand new timber frame carriage house in Bristol, Maine designed by Gerald Wasmer ('19) of Houses & Barns by John Libby, as well as a compound of modern custom homes overlooking the sea in Brunswick, Maine by Russ Tyson ('97) of Whitten Architects. New England provided a wealth of opportunities to study quality historical environments, including colonial house interiors in Portsmouth, New Hampshire and the neighborhoods of Boston, Massachusetts. Throughout the study tour, COVID restrictions prevented us from visiting certain "must-see" locations such as Louis Kahn's library at Exeter, but we were blessed to have broad access to some masterpieces such as the Boston Public Library and its recently renewed Philip Johnson wing. New England also gave us an opportunity to examine the historical roots of the Seventh-day Adventist movement, including a special visit to the first SDA church in Washington, New Hampshire.

Week 2: New York City

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

Week 3: The Southeast

Traveling by train from Boston along the east coast, our next stop was a brief visit to Washington, DC, where the group was able to study landmark projects on the National Mall, but also new infill projects toured with alumni Brandon Clear ('11), Lori Lin ('11), and Ian Greene ('19). Students also met with additional DC-area alumni for dinner in Georgetown, including Ryan Jacobson ('16), Edith (Garcia) Jacobson ('16), Dustin Kolberg ('20), Maurice Mead ('96), David Otieno ('11), Melanie Reed ('18), Joel Soto ('21), Andwele Worrell ('08), and La'Joya (Vanderhorst) Worrell ('08). The itinerary in the Southeast included a broad variety of excellent historical architecture, including a day trip to Charlottesville, Virginia to visit Thomas Jefferson's Monticello and the University of Virginia. A night train brought the group to Charleston, South Carolina to study remarkable house interiors,



environmentally responsive design, America's oldest landscape garden, and the historic role of slavery in local building culture. Multiple weeks of high temperatures and humidity, however, began to take their toll as two of our students ended up in Charleston's ER due to heat exhaustion and dehydration.

Trying to balance the needs for rest and continued study, the group proceeded to Beaufort, South Carolina, where architect and alumnus Jeremiah Smith ('12) of Allison Ramsey Architects led us on a remarkable tour of infill projects, interiors, and new development in Beaufort. At nearby Habersham, we were pleasantly surprised to meet alumnus Erik Peterson ('05) of Moser Design Group and review some of their projects together. A highlight in Beaufort was to get together for dinner and vespers at Jeremiah's house, where we were also joined by local area alumni Ben Reeves ('11), Ronesto Pineda ('21), Justin Seibold ('10), and Andrew Rellora ('09). Our final few days in the Southeast were spent studying the great design of Savannah, Georgia, including Oglethorpe's great urban plan, a number of remarkable historic house interiors, as well as award-winning new construction at Plant Riverside. Also, former Andrews University architecture professor Arpad Ronaszegi arranged for a special visit of the new art museum and architecture building at the Savannah College of Art & Design (SCAD).

Week 4: New Mexico

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

Ancestral Pueblo settlement at Bandelier National Monument. One thousand-year-old design patterns found here continue to be visible in recent projects we studied in Albuquerque and Santa Fe, where local architect Barbara Felix introduced us to her ongoing work and the work of Mary Colter at the La Fonda. North of Albuquerque, the students also visited the historic boutique inn of Los Poblanos to study the implementation of a recent expansion master plan co-authored by professor and alumnus Andrew von Maur ('99).



Week 5: San Francisco Bay Area

The final week of study brought topographical challenges, but students pitched in to help a disabled classmate who relied on an electric scooter by pushing him up San Francisco's famously steep streets. The Bay Area provided a unique opportunity to study the impact of the 1906 earthquake, including the broad introduction of reinforced concrete design, the redesign of Chinatown in the face of racial oppression, post-earthquake stripped-down aesthetics, and the flourishing career of California's pioneering female architect Julia Morgan. Local alumnus Mark Jardine ('14) of Field Architecture organized a tour of various projects in Palo Alto, including an impressive modern custom home for an Apple executive and a brand new modern synagogue inspired by the tabernacle. As part of a visit

to Napa and Sonoma to study contemporary hospitality design, the team was privileged to receive an in-depth tour of Elmshaven, where Ellen G. White added a writing room to help her complete nine of her books. In nearby Berkeley, students studied some of America's finest nature- and wellness-oriented Arts & Crafts masterpieces by Bernard Maybeck and Greene & Greene. The study tour ended with contemporary projects in San Francisco's East Cut, Mission Bay, and Golden Gate Park, where we were joined by Bay Area alumnus Dustin Lee ('07).

Not only were we blessed by the ability to study such a broad range of design in person, but we were also inspired by the work and generous spirit of our many alumni around the country. God is good.

Alum's DesignClass Promotes Learning, Creativity, and Diversity

By Josh Sanabria, MArch '14
Founder & CEO, DesignClass

After graduating from Andrews, I worked in California with DLR Group, one of the largest architecture firms in the US as a member of the research & development and educational design teams. During my time at DLR Group, I led the utilization of data analysis in master planning projects for educational clients. By using data analysis, the master planning team sought to give school districts the ability to make informed decisions on what campuses to renovate, expand, or even close according to shifting community needs.

While at DLR Group, I had the opportunity to work with many talented designers and leaders, and I noticed there might be an opportunity to bring their stories and wisdom to the world in a new way.

After working for a few years in the architectural industry, I set out to start DesignClass, a media company that

creates online classes in partnership with leaders in art and design. The mission of DesignClass is to foster curious and creative confidence in the next generation of creative leaders. Two years later, DesignClass is a growing community of 2,000+ designers from around the world who come together to learn and even compete in design competitions.

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

Becoming a licensed architect is an important goal for thousands of students and professionals in the US.



Unfortunately, the road to licensure is long and has many roadblocks along the way. Bad study materials shouldn't be one of them. The DesignClass team is passionate about architecture, and by creating these guides, we hope to help build up future professionals in a way that celebrates the joy, passion, and diversity of our industry. Through the guide we want to encourage the diverse future of architecture. Providing accurate study materials is the minimum goal; we see Remy & Ray's Guide as a bold move to encourage diversity in the architectural field. The story features characters from diverse backgrounds and stages of life.

We believe that creating this diverse cast moves the industry forward by showing current and future professionals that architecture is and can be a vivid kaleidoscope of thoughts and people. Remy & Ray's Guide is about studying, but at its core it's also about building a future that we want to live in and helping fellow professionals be the creators of that future.

In addition to establishing DesignClass, Josh has also authored several books including Norman's Architecture Adventure, Unexpected Salton Sea, and Visions of Notre-Dame. He lives in Southern California and enjoys bringing architecture to life through sketching, education, and business leadership.

<https://www.godesignclass.com/>



Discovering Architecture as a Ministry

By Gwendoline Albright
Ndikumagenge, MArch '20, BA '19
Architectural Designer Intern,
Engineering Mission International,
Colorado Springs, CO

When people think about architecture, people think about buildings. Architecture is mostly known to be an expensive and hard profession that provides shelter indispensable to the continuation of human life and survival. However, if you look deeper, you will find that architecture is not only about the shape of the building, but the shape and quality of life. Whether we recognize it or not, every house, every building, every church, hospital, school, and every designed space is a testimony of a way of living.

Therefore, architecture not only gives a roof above someone's head, or a place suitable to dwell in; it also gives someone a chance to live, to grow, to create culture, and to build an identity. In other words, the truth is: "The consequence of architecture is much more significant than the object of it."

Even though, historically, architecture has not been considered a form of caring labor, with the world rapidly changing, it is undeniable that the agency, autonomy, and accountability in the architecture profession have changed.

At Andrews University School of Architecture & Interior Design, I

had the privilege to learn and experience this firsthand through every project, every trip, and in every conversation. As a student, I was able to dream bigger and broader (globally). I was able to get my hands dirty while developing my ability to plan and execute diverse projects while strengthening my courage and perseverance, and cultivating my passion, gifts, and skills. All this while being mentored, supported, and enjoying a unified, distinctive, positive, and respectful learning culture in a family.



To say the least, as a student, I was introduced to architecture as a ministry with the potential to change the world one life at a time. God, who created the world, is an Architect.

So, after graduating during a pandemic, after seeing all that is being destroyed and all the defective ways of life that have been unveiled in our society, I wondered: what would be the cure? Who has the ability to change this? Who will go against the status quo to help find a solution? Can architecture become a vehicle of God's love, hope, and light that this world so desperately needs?

That's when I realized that there was a difference between becoming an architect and practicing architecture! I mean, everybody with the book knowledge and the degree in architecture can practice architecture. But I now see that it will take a heart, a mind, a soul, and a clear mission plus the knowledge to be an architect. It is a calling.

So, as a world changer, at Andrews University School of Architecture & Interior Design, I was prepared for a life of creative stewardship and professional service. When the Lord called me to go against the status quo by joining Engineering Mission International, with the heart for ministering to others that I developed through school, I said yes!

And as uncertain and as scary as it is right now, I believe this will be one creative way of stewarding what I've learned and jump-starting a career. I want to provide professional services to build the kingdom of God by designing a world of hope for people who wouldn't have that privilege otherwise. The best thing about this is that I can invite anybody to join me in this journey as I continue to discover architecture as a ministry.

For more info about how you can join: <https://architectureasministry.com/>

Video: My Why - What birthed my desire to use my passion, skills, and degrees as a ministry <https://www.youtube.com/watch?v=3hvVGg3EC9E>

For more information about EMI USA: <https://www.emiworld.org/>



BIAAA Conference

By Ariel Solis, MArch '08



School of Architecture & Interior Design Professors Paula Dronen and Ariel Solis participated in The International Biennial of Adventist Academic Architecture (BIAAA) “Territories by Stories” that took place at Universidad Peruana Union in Lima, Peru in October 2019.

The BIAAA takes place every two years in a different country from the Network of Adventist Architecture Schools, which

includes the architecture schools of the Universidad Peruana Union (Peru), the Centro Universitario Adventista de São Paulo (Brazil), Andrews University (United States), the Universidad de Montemorelos (Mexico), and Sahmyook University (South Korea). These schools worked together to start the BIAAA, and

the first event was held in 2017. The BIAAA’s main purpose is to bring together designers, professors, and students to get involved and reinterpret the design process considering community service as an essential principle.

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

At the end of the event, Andrews University was announced as the host for the next BIAAA.

We are pleased to announce that the BIAAA3 Conference will be held at the School of Architecture & Interior Design, both virtually and in-person, from March 29-31, 2022. The theme for the conference will be, “Build – Serve – Be Well with God: In the Footsteps of the Pioneers.”



INTSABA Project Recognized with Two International Awards



By Andrew von Maur, MArch, BArch '99

The 2019 Urban Design Studio’s plans for the INTSABA Children’s Village in eSwatini (see p. 4) were recognized for design excellence with two international awards.

First, the project won the inaugural 2020 International Faith & Urbanism Award from the CNU-Members Christian

Caucus (GNU-MCC). The award was presented on June 12 at CNU28, this year’s gathering of the annual Congress for the New Urbanism, which was held virtually due to COVID-19. Professor Andrew von Maur received the award on behalf of the student team. The jury’s remarks about the project emphasized the highly professional nature of the project and presentation as well as the excellence and mission-oriented spirit of the design and its participatory process in eSwatini.

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

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



Urban Design Studio works with the Nicest Place in America

By Andrew von Maur, MArch, BArch '99

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

Only fifteen minutes from Berrien Springs, the AU graduate team was able to conduct an extended participatory process to engage local residents, business owners, authorities, and special interest groups. Extensive meetings and workshops were held at Buchanan City Hall, with Northside neighborhood representatives, the Buchanan Preservation Society, realtors, housing advocates and developers, downtown business proprietors, and Buchanan High School students. The AU team, led by Professor Andrew von Maur, included Urban Design Studio students Reu Avellona, Jason Choi, Juston Foote, Ornella Gregorutti, Ronesto Pineda, and Joel Soto.

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

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

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

To learn more: <https://youtu.be/xqfrg2ynfMI>

Guatemala Mission Project

By Ariel Solis, MArch '08

Due to COVID-19, the Guatemala mission trip was not possible in the summer of 2020 or 2021. Students from the School of Architecture & Interior Design (SAID) have been helping the community of Momostenango, Totonicapán, Guatemala since 2019 when they designed and started construction of the hydrotherapy rooms at Vida Sana Emmanuel and built six ecological brick stoves for Mayan families in rural areas of Momostenango and Quiché, Guatemala.

While there, Solis also furthered progress on another SAID project. Solis met with the president of Changing Lives, Dr. Ramiro Ruiz, to discuss delivery plans for the mobile dental clinic SAID has designed and built for Changing Lives to use. Because of COVID, the shipping of

opportunity to visit Guatemala on a mission trip from June 30-July 14, 2021 with members of the Fairplain SDA Church, Benton Harbor, and young people from California, Missouri, and Oregon to continue the work in this area. The group helped install tile on the girls’ restrooms and showers at Vida Sana Emmanuel and built six ecological brick stoves for Mayan families in rural areas of Momostenango and Quiché, Guatemala.

While there, Solis also furthered progress on another SAID project. Solis met with the president of Changing Lives, Dr. Ramiro Ruiz, to discuss delivery plans for the mobile dental clinic SAID has designed and built for Changing Lives to use. Because of COVID, the shipping of

the clinic has been delayed until the end of the year, but Changing Lives is looking forward to expanding their ministry to other communities in need with this mobile clinic.

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

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



Renaissance Kids Goes Virtual

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

In response to the COVID-19 challenge, Renaissance Kids has created a new way to connect with young people. Renaissance Kids had held its architecture summer camps exclusively in person for 13 years, but 2020 needed to look different due to the pandemic. With the help of a team of architecture student assistants, we developed a distance learning version called Renaissance Kids: The Household Edition. This new virtual program provides an online series of activities engaging kids in thoughtful hands-on challenges.

Going online has broadened the reach of Renaissance Kids. We have now worked with kids from 3 continents, 7 countries and 24 states. More than half the kids who participated remotely live outside of Michigan. This summer's virtual and hands-on options related to interior design, landscape design, urban design, placemaking, and sketching!

Last summer (2020), I was grateful for a super team, and I asked architecture students Dorcas Hazika and Maryza Eguiluz to share their perspectives on the first virtual camp!

Dorcas: I had the opportunity to be a part of the Renaissance Kids Camp as one of Professor Moreno's assistants! Although the camp happened over Zoom and Conceptboard, it has been a great and fun experience. I love looking at everything the kids come up with; it has been very inspiring and encouraging to see how involved they are and how free their creative minds can be. Because of the quarantine, I have even done some of the camp activities myself and find they help me come up with creative ideas and solutions with an open mind that is not focused on perfection.

One thing I have enjoyed is looking through everyone's work and leaving comments and suggestions on their beautiful creations! But even more than that, my favorite thing has been to meet and listen to real-time architects and other creative professionals from all over the world. We enjoyed bike rides



and walks through Roman streets, Disney architectural projects, interior design presentations, and many more exciting and inspiring things. Being online has allowed kids from all over the world to be part of Renaissance Kids, including me, which is an exciting new attribute of the camp.

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

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

It is a blessing to be able to work with architecture students and with kids in this way.

Renaissance Kids website: www.andrews.edu/renkids



COMMUNICATION SCIENCES & DISORDERS

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

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

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

Rhonda Tomenko, PhD, CCC-A, assistant professor of audiology and Andrews alumna (BS, BA '98), has jumped in with both feet. She teaches audiology and hearing courses and a graduate course that prepares students for the national SLP examination. Tomenko brings extensive teaching and clinical experience and is well liked and respected by our students and faculty.

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

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

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

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

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



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

NEW FACULTY & STAFF



Phillip Stone



Rhonda Tomenko



Marileda Tome



Brittanni Perry
Administrative
Assistant



A Heartfelt Donation

By Heather Ferguson, PhD '17, CCC-SLP, BS '92

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

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

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

The Scott family graciously chose to donate the device, a Tobii Dynavox i-12+, to the SCSD. This device is equipped with a system for programming for a specific user's needs. It came equipped with eye-tracker capabilities, a picture-symbol program with voice communication capabilities, and software that allows the user to send emails and access Netflix, Tik Tok, and Facebook with picture, touch, or eye-gaze commanding. Needless to say, such a blessing will continue to be felt for years to come.

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

recent interview, Bailey spoke about her work, her preparation for it, and her advice to current students.

Life after Andrews

I am a pediatric speech-language pathologist. I have now been officially practicing for five years. Studying at Andrews really helped me shape my passion for working with the pediatric population. After graduating I was debating where to go, and then we decided that Indianapolis is where we want to start our life. Since that point, I have worked in schools, outpatient settings for children, and I now work in a private practice.

Current Position

I work at an independent clinic for children at Mini Minds, and I was recently promoted to assistant clinical manager. I love that! It comes with more responsibilities, but what I like is that, even in this role, I am still going to be working alongside kids, and also doing a lot of training and onboarding. There is a clinical fellowship year that graduates have to do in speech pathology, so we have hired two clinical fellows who will be under my wing. I will be guiding them through any questions they may have about evaluations, developing goals, and treatment plans. Also, if they are stumped on a certain case, we will collaborate to determine the best treatment approaches for that child's case, and work on how to still make therapy fun and engaging.

During my first three years of work, I worked in schools, which was really great. However, I noticed I was getting burned out really fast, because in different states, there are no caseload caps so a clinician can have almost one hundred kids. Personally, I wanted to have a one-on-one relationship with the child I am working with. I also love working with families as well, which is why I transitioned from schools to private practice where I can communicate with and see the families weekly as opposed to once or twice per year in schools. I have continuing communication with the kids and their families about what we worked on in session, different strategies, and we work on carryover. My favorite thing is building rapport with families and watching them work at home with their kids as well.

Preparation at Andrews

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

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

I also loved that I could get to know my professors individually and was able to bounce ideas off them on cases that I needed assistance with. There were also different summer camps, including the literacy camp, which I learned a lot from. This particular one helped me dive into my love of literacy. I took all that knowledge and compassion that I learned in my grad school years. It made transition from graduate school to the real-world job setting a lot easier because I was well equipped.

I also learned a lot of leadership skills through projects, clinics, organizing, and time management, which have helped tremendously now that I am in this position, because not only do I have the

skill set, but I am also organizing and guiding others. I am still developing these skill areas and will always continue to.

Special Projects

One of things that Mini Minds does is encourage clinicians to create their own classes with the children clientele. I have created social group classes for literacy. Right as I began working here, I started a social group for children primarily with autism that meets once per week. This has been ongoing for the last two years. The numbers fluctuate because it a program offered on a month-by-month basis. We are offering the literacy group as well. I actually use materials from the LIPS program which I learned at Andrews. I kept all my materials and I use all those materials to this day! All the things I learned in graduate school I held on to.

We want to create more groups that accommodate neurodiverse and neurotypical kids in one space so that all can feel accepted. We want to have all the children come together from whatever backgrounds they have and work together. We want to create as many opportunities

for the community around us as possible, especially for the special needs community to come in and be part of the groups we have.

Advice to Students

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

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



Audiology Alumna Reflects on Representation and Offers Advice

Interview with Kasheen Faustin, AuD, BS '17
Audiologist at otolaryngologist's office through Wellstar Health Systems, Georgia

By Trudean Scott-Elliott, MA

Kasheen Faustin graduated from the School of Communication Sciences & Disorders in 2017 with a Bachelor of Science in Speech-Language Pathology and Audiology. After graduating from Andrews University, she went on to complete her audiological doctorate at Gallaudet University. She now specializes in audiology in an ear, nose, and throat (ENT) clinic and works with the adult and geriatric population in the area of hearing and balance disorders. She represents a minority group in the field and briefly spoke of her experience working as a Black woman in the profession during our interview. What follows are Faustin's responses on the topics we discussed.

Representing a Minority Group

Hearing aids are quite expensive, and most insurances do not cover them; therefore, there is a struggle for many people to afford this type of auditory care. Being hard of hearing does not discriminate, so I see people from all walks of life, different races and skin colors, who come for treatment and require hearing aids. When Black patients see me, they are grateful that I am here and feel comfortable that there is someone they can relate to. At times it is hard for patients to deal with people from different backgrounds and also caregivers with a different accent. Some have told me that they are proud to see me where I am.

Oftentimes, at conferences, you can count on your fingers the amount of people of color that attend, which is a representation of how many people of color are actually in the field. If there is a group of audiologists, I am the beauty mark in the sea of people. It is not a negative thing—it's just something that is very obvious. I was once asked by a Japanese student colleague in graduate school why there are not many more minority representatives or people of color in the field, and I really did not have a good answer. The best I came up with at the time was that perhaps many people in the minority populations do not have this awareness that this profession is an option for them, and more promotions can be done to sensitize prospects to speech and language pathology. Most people do not know who an audiologist is or what an audiologist does until a medical issue comes up and they have to see one.

We would love to see more diversity in audiology and speech pathology because I know for a fact that it makes a difference when the patients and their families can be seen by someone they can relate to that has some of their cultural backgrounds or cultural struggles. The male clinicians are sparse too. I don't think there were any males in my graduate school, but there was one in my undergraduate group at Andrews. This profession is greatly underrepresented by males and minority groups in the United States.

I have not had any negative experiences with my colleagues in this field that stemmed from me being a Black woman in this profession.



Advice for Students

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

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

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

Andrews University Memories

I think it was the combination of the environment and culture of Andrews as well as my peers that really helped to make the whole experience rich. I found that when I moved on to higher education, many people were not religious or spiritual which changed the environment for me. Being in an environment like Andrews, where teachers are willing to pray with you, spoke to the holistic approach of the university. A very different experience! I could study with my friends and start with prayer

which made learning easy to integrate in my daily life. Studying at Andrews was a unique experience that I had not gotten in my educational journey elsewhere.

Professional Challenges and Fulfillment

My first job was in a private practice and I didn't realize that in smaller businesses that are also medically affiliated, business can take precedence over patient care. This was something that I had to grapple with. It was difficult to follow guidelines and protocols where the emphasis was on business and not patient care. Ultimately, I decided that this way of practice did not align

with my own morals and ethics, so I changed my environment.

COVID-19 definitely impacted our clients in a very unique way. Since the adult and geriatric population are the most vulnerable in the pandemic and most susceptible to hearing loss, I felt satisfied about being able to work with this group of patients with their communication problems, even with the mask mandate. My duties as an audiologist are very fulfilling and I feel very fortunate to be able to help persons the way I do.

In Memory of Blythe Waddell Leer

By Heather Ferguson, PhD '17, CCC-SLP, BS '92

Blythe Waddell Leer (1991-2021) was a 2016 graduate of the MS in Speech-Language Pathology at Andrews University. She was a part of the first graduating class receiving this degree. With an undergraduate degree in education, Blythe followed her calling to work with children and adults with communication disorders. She passed away suddenly on January 4, 2021. She leaves behind her husband Chris, her parents James and Lisa Waddell, and a host of family and friends. At the time of her passing Blythe worked as a pediatric speech-language pathologist for Jacob's Ladder Pediatric Rehab.

Blythe was a part of a close-knit group amongst her graduate cohort. During the week following her passing her classmates mourned together and spoke about the memories of their time with her. Some of her classmates shared thoughts and memories.

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

Blythe was my first friend at Andrews. With a sea of unknowns and "what ifs" going through my mind, Blythe walked into orientation with poise, grace, and self-assurance. She easily broke the ice with all of her classmates, professors, and myself that day—her positivity was infectious and her laughter was contagious.

We quickly bonded over our love of Gilmore Girls, Taylor Swift, and passion for speech-language pathology. One thing that struck me about Blythe was her drive. She would not settle with anything less than the work she put in. She put her heart and mind into her studies, friendships, and clients she worked with. Even with our lofty list of classes and externships to complete during grad school, she somehow managed to seamlessly balance it all.

The day before one of our big exams in graduate school, Blythe sent the following message to our class: "When you go through deep waters, I will be with you" - Isaiah 43:2. The same sentiment stays with me to this day, especially during this time of grieving. I can speak for our class when I say, we are so blessed to have known Blythe. She has made an impact on us all that will never be forgotten. Our fellow classmate, Cindy Knighton (2014, 2016), summed it perfectly by saying, "We will always strive to be half the therapist, woman, and precious human being that you are." (Erin Bailey, 2016).

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





New Course: Voice Awareness for Teachers

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

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

In the area of communication sciences and disorders, we often see missed opportunities for prevention. Incorporating our program's initiative to strategically focus on the aspect of prevention, two of our own graduate



students, Julia Johnson and Heather Verhelle, helped us to create an online self-paced vocal health course using the Adventist Learning Community (ALC) platform. Along with our department team were Janine Lim and the ALC staff who provided a considerable amount of assistance in the launching of this course.

The course, Voice Awareness for Teachers: When Something Goes Wrong with Your Voice, consists of 10 modules. The modules cover the following topics: 1) review of current research related to teachers and voice disorders, 2) anatomy and physiology of voice, 3) common voice disorders, 4) how to know that something is wrong with the voice, 5) what to do when you have symptoms of a possible voice disorder, 6) prevention and vocal health education, and 7) vocal techniques for teachers in the classroom. Throughout the course, participants watch videos, review PowerPoints with audio voiceover,

complete questionnaires to assess their current vocal function, engage in learning activities, and develop strategies to improve their voice in the classroom. Upon completion of the course, participants receive a certificate and earn 0.5 CEUs.

Currently, the graduate students are writing an article to submit to the *Journal of Adventist Education* which will provide details of this essential and insightful course offering to an even wider audience. As we encourage all teachers to take hold of this opportunity to be well-informed of preventable vocal health issues, we invite feedback and suggestions to improve the course. We proudly announce that this course is open for enrollment on the Adventist Learning Community platform. Create your free account at <https://www.adventistlearningcommunity.com/> login and then access the course: <https://www.adventistlearningcommunity.com/courses/voice-awareness-for-teachers-when-something-goes-wrong-with-your-voice-a-pr>

Speech Pathology Summer Practicum at Benton Harbor Charter School

By Denae Diamond Russell
MS-SLP Student, Class of 2022

Activity materials. Check! Books. Check! Stuffed animals. Check! Now the eager speech-language pathology student clinicians were ready for the challenge to meet and work with the energetic kindergarten students at the Benton Harbor Charter School (BHCS). When we arrived, the students looked at us with twinkles in their eyes because we were their new student clinicians. We were excited to provide fun language and literacy enrichment activities for our three-week summer practicum experience!

We set up four rotation stations for the BHCS kindergarteners: motor, socialization, speech and language, and songs and rhymes. We had the children participate in fun learning activities such as playing with a parachute, matching games, charades using book characters, coloring, cutting, and much more. The children were excited to participate and had so much fun!

This practicum was a positive experience because we used different techniques and interesting activities to engage the students. Each week's activities centered around a different book. For one of my activities in the first week, the students paired toy animals and used them to act out *Is your Mama a Llama?* Students waited patiently for their turn to play with and pair the toys. For the second week, we read *The Very Hungry Caterpillar*, and one of the activities the kindergartners participated in was called the "caterpillar wiggle walk." For this activity, the students practiced their motor skills by bending at the waist, bringing their hands to the floor, and walking their feet up to meet their hands. The kids had fun racing like caterpillars! On week three, the students read *If You Give a Mouse a Cookie*. For this book, the students colored, sang, and drew pictures they saw in that book. At the end of each week, we were able to leave the books with the students to take home, which we hoped would encourage them to read and develop a love for reading.

The student clinicians worked hard each day and enjoyed spending time with the kindergarten students. I think we all had fun over the three weeks we spent there! We are thankful to the Benton Harbor Charter School and the kindergarten teacher for allowing us to work with her students!

MEDICAL LABORATORY SCIENCES

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

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

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

Life on campus has also proved to be exhilarating. We had ABC 57 work with Professor Melissa Poua to film several clips on UV sanitation and face coverings in the MLS student labs as part of their ABC 57 Investigates series. You can view them here: UV light sanitation devices: Do they work? Are they worth your money? <https://abc57.com/news/uv-light-sanitization-devices-do-they-work-are-they-worth-your-money> Face coverings have become the new normal, but how well do they work? <https://abc57.com/news/abc57-investigates-face-coverings-have-become-the-new-normal-but-how-well-do-they-work>

We held The MLS Research Symposium (<https://drive.google.com/file/d/149rX-VjceZ98C5HBsWtXN2E3G42F2FKQ/view>) and celebrated MLS Professionals Week with on-campus activities and participation in the virtual 5K Lab Week Run; welcomed Dr. Moss, new MLS faculty and alumna of the MLS program; supported the HERBIE Clinic's laboratory services; and continue to work on staying connected through our MLS Department Instagram page (follow us at #andrewsmisdept).

We are pleased to introduce our newest faculty member, MLS alumna Cristy Creighton-Moss who began July 1, 2021! You can read more about her in the interview on p. 26. As we welcome the class of 2022 to their Clinical Year Program, our hearts are filled with anticipation and expectation. We are grateful for your support. Please join us in praying for a safe and successful school year.



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

NEW FACULTY



Cristy Creighton-Moss

MLS Alumna Reflects on God’s Faithfulness

By Lianette Chavez, MLS ‘20
Med Technologist, Baylor St Luke’s Medical Center, Texas

“Your steadfast love, O Lord, extends to the heavens, your faithfulness to the clouds.” - Psalm 36:5

A year ago today, I was finishing up my clinical rotations, worrying about where I would get a job, the interview process, what I would do with my life....

Today I look back, and the worries that were significant at the time seem silly.

Why? Because there was no need to worry in the first place. Even when God comes through for me time after time, I seem to forget that He is in control and has my back! But with His steadfast love, He patiently reminds me that HE IS

Education – Remote Learning, Ready or Not

By Timothy A. Newkirk, MSMLS ‘14, BSMT ‘92, MT(ASCP)

Associate Professor, Department of Medical Laboratory Sciences

As Published in the Scientific Assembly, Education section of the AMERICAN SOCIETY FOR CLINICAL LABORATORY SCIENCE (ASCLS) - MICHIGAN

A few years ago, as online learning was becoming more and more a viable option for undergraduate and advanced degrees, most MLS/MLT programs considered putting some of their courses online, such as medical terminology or immunology especially since they didn’t require lab sessions and were easier to teach in an asynchronous way. Some were also working toward an all-online master’s degree program which some of you already have. That being said, the majority of MLS/MLT programs across the US were not online.

Then the pandemic hit last spring and the reality that we would need to teach our students remotely immediately and find or create content that would teach lab skills. It was thrust upon us without the luxury of time to consider, compare and plan. Students left campus in a matter of days, and we had to adapt STAT and still deliver content that we were confident would maintain the level of rigor and information students needed to complete their clinical rotations and pass their certification exams.

This on-the-fly adaptation proved a couple of things to us. That we were capable of delivering our course content

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

What were these intangibles? Out of curiosity I sent questions to my students at the end of the semester asking them to compare advantages and disadvantages of online learning. One common theme in favor of FTF classroom experience was “I felt motivated to study when attending a class because 1) I felt I had some competition and 2) there was a sense of ‘we are doing this together’ when



FAITHFUL! And I can trust Him!

I thank God so much for helping me graduate alongside my best friend and for providing me with a job I love, at my favorite department (blood bank), with the schedule I wanted, and a beautiful group of people!

Whatever you may be going through, whatever your worries may be, never forget that GOD IS FAITHFUL!

meeting in person.” The friendships and comradery felt by the students was significant enough to help them study and persevere. Also, many of them considered home too relaxing, for instance, studying in their bedroom. Others had the opposite situation where their study area was overrun with family members, and they couldn’t concentrate. Interesting.

So where do we go from here? If we have another pandemic in the future, and have to return to only online instruction, how do we provide the emotional support or “bonding” that is needed for a full academic experience and to keep the students engaged and motivated? I know there are full programs that teach online and it would be interesting to hear their explanations on how they deal with this issue. In reality, is this our responsibility, to provide this emotional support? If not, how do we help make sure our students have the grit and emotional maturity to make it through? How do we screen for that?

In closing, I think we have more questions than answers, but we have learned a lot and I was proud of all medical laboratory professionals that I worked with during this past year; from the students, to faculty, to our clinical sites where MLS/MLT professionals who were dealing with the changes occurring in their workplaces were still willing to help us complete the training of our cohort from last year. We had to get creative sometimes, but I have to say I saw an ability to adapt and change quickly that I didn’t know existed in our field. Change is not always easy, but I have seen that our field is full of competent, hard-working individuals that are great at working together to help take care of our patients and each other. Thank you for making us proud. Bravo. I am confident that the road forward will be full of change and adaptation, but we got this.

Serving Others during Clinical Practicum

By Justin Johnson
MLS Student, Class of 2021

The call to serve humanity is perhaps one of the most crucial appeals that God has given His disciples. It is our duty as Christians to go into the world

and witness for Him. Andrews University pursues a modern day approach to “going out into the world” by preparing the next generation of “world changers.” Many of these future world changers are in the College of Health and Human Services: medical laboratory scientists, nurses, speech-language pathologists, dietitians, and physical therapists alike. Andrews prepares its students for a career in service, no matter what field they enter. I personally saw examples of this stellar education during my sixteen-week clinical practicum.

Serving others can be done in a variety of ways. In May 2021, for one of my clinical rotations, I was in the virology department of AdventHealth Orlando running molecular diagnostic procedures to detect COVID-19 in patient samples. Although the pandemic seemed to be waning, there was still a significant workload in laboratories across the country. The opportunity to contribute to the fight against COVID-19 was not only exciting, but a fulfilling and humbling one as well. The academic environment of the university has instilled a mindset of a

Blessed to Belong MLS Clinical Year Student Finds Warm Welcome at Andrews

By Aime Michel Irumva
MLS Student, Class of 2021

The end of my sophomore year was a rather shaky point in my college journey. I had changed my major three times because I did not know what I really wanted. I knew I loved the human body and learning about it, but I really did not like biology. I switched through different biology department

courses just trying to avoid having to take required classes like ecology and ornithology that did not spark interest. It was then that my high school friend introduced me to her major, medical laboratory science (MLS). At that point I had no idea what that was, so I looked into it a little bit more. I found that all the required classes were the same as my previous biomedical science major but without the classes I wanted to avoid.

Everything seemed unbelievably perfect, so naturally I had to ask myself, “What’s the catch?” Very quickly I learned the catch was that, for my last year, I would have to leave my home campus at Southern Adventist University and finish up at Andrews University. I would have to leave my friends, the community that I would have spent three years building, and basically the only place I was familiar with here in the US as an international student. I would have to start from scratch.

I did end up switching my major to MLS, and what I thought



commitment to serve others, which is evident in my passions in the laboratory.

I spoke with one of my peers who was completing clinical studies with me about his experience. When asked about the impactful work opportunities presented to them, my colleague replied,

“*Learning as a student gives you the ability to listen. Conversations that wouldn’t happen on the bench [lab work area] can happen, which leads me to learn more about the people behind test results. It’s kind of like the healing ministry, where you befriend someone and then end up caring for them and making sure they’re all right. It’s a great opportunity to heal the healers.*”

Because the university creates an environment where our faith can and should be a part of every aspect of our lives, including our careers, this attitude of serving others is something that is present in every student.

As I completed my clinical rotations, it became apparent to me that Andrews sees education in a different light. While academic achievement and technical skills are important to the curriculum, it is the humility to serve that is integral to molding the next generation of healthcare leaders. I have been blessed to have faculty and mentors at Andrews University that have taken the call of service themselves to teach students how to practice these principles. It may be a mission that has little societal value, but is one that makes society more valuable as a whole.



would be a catch ended up being one of the greatest unanticipated blessings for me. My application to the program was very easy, and faculty whom I had never met helped me throughout the process. We had to start online because of the pandemic, but the professors made the change quite bearable. The effort was evident.

Once I did get on campus, the fear of having to start from scratch quickly faded. The professors and the rest of my cohort were incredibly welcoming, and I quickly made friends. Not only was I able to be part of the class, but I was also invited by my cohort to represent our senior class in the MLS club. It is ironic that I feared I would be alienated as the other, but instead I was asked to represent them. I felt like that was God’s way of telling me that everything would be all right.

The year was without a doubt difficult and intense at times, but I always had my classmates and professors to lean on. I had many great experiences at Andrews (except the winter); however, if there was one thing that I had to rank at the top, it was that I genuinely felt like I belonged. I was never made to feel like I was just another ID number, grade, or student. The faculty genuinely cared for more than just my academic progress and often went out of their way to help me out.

As I start my last half of clinicals in summer 2021 and the curtains slowly start to close on my time at Andrews, I look back at this year and think of how I came here as a stranger and will leave feeling like I’m leaving home. I am grateful to have been part of my class and to have had the chance to be part of the MLS department.

Meet our new faculty— Cristy Creighton-Moss!

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

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

Cristy Creighton-Moss, an Andrews University alumna (MLS '13), went on to earn a medical degree (MBBS) from the University of the West Indies in 2019. She comes to the Andrews University (AU) faculty most recently from the Bahamas, where she served as a junior physician. She has also held several medical technologist positions in the US and the Bahamas.

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

I was initially a bio major. I remember being in the science complex one day for class, and I think the Department of Medical Laboratory Sciences must have had some sort of display up which piqued my interest. Before that day I had no clue what a medical technologist was. I switched majors as soon as I could after that. I was always headed for medicine, but to me, if I needed to stop along the way, MLS made more sense. I later learned to love the content.

You went on to earn a medical degree and have also worked as a medical technologist and a junior physician. How did your Andrews experience and degree prepare you for graduate studies and your profession?

When I was finally able to enroll in medical school, I was actually allowed to test out of two classes because of how closely the material matched what I'd already learned while studying MLS. (Even though our schedules were fixed so I couldn't add another class, that extra study time was useful.)

MLS provides an excellent background for medical studies and practice. Classes like microbiology are obviously useful as a foundation for understanding the causes of and treatments for infectious disease. Other classes like clinical chemistry and hematology provide good fundamental knowledge of pathophysiology of diseases and educate on the available diagnostic tools. I did an observership with a physician in New York one summer—Dr. Young. He had a bachelor's degree in medical technology and could not say enough about how it helped him in medical school and medical practice. Another AU MLS alum, Dr. Snaith, is almost finished with his residency in pathology. A degree in medical laboratory sciences has proven itself useful to me in all stages thus far.

What is one of your most vivid Andrews memories?

Honestly, I have so many, I can't choose just one. I absolutely LOVED going on honors trips with Professor Pittman (still a lover of Shakespeare). The Chicago Pier was always so pretty at night and nothing beats live theatre! I know you said just one but I think



the Pier comes tied with trips down tubing hill on AU café trays.

Do you have any special places on or around campus you will be happy to visit again?

I can't wait to take my husband to Tim's Too! I ate there at least once per month while at AU and I hope it's still like it was. There's also this nature trail on campus my friends and I walked on Sabbath that led to a huge clearing with a large tree in the middle that we affectionately called the "Tree of Life."

I see your photo includes your beautiful family. Can you tell us about them?

My husband is Alvarico. He was a pastor back in the Bahamas, but now that we've transitioned to Andrews, he is joining the master's program to study mental health counseling. He is as true an island man as they come, very laid back, and very snooty about beaches. Alaina is our favorite (and only) baby girl. She'll be two in December and is VERY adventurous and excitable—always happy and smiling, even when she's sick. She lights up our days.

Your new teaching post will include quite a lot of clinical chemistry and immunology. What part of your schooling or career do you think will be most helpful in teaching these disciplines?

In the lab, clinical chemistry especially, the analyzers do a lot of the sample processing for us. A well-trained MLS needs to be able to analyze the results given and determine if they make sense, given a little bit of the patient's clinical history. In other words, when the analyzer gives you a result that isn't considered normal, do you believe it? Will you release it? Does it fit? Is that the result you want the physician to tailor treatments based on? My experience as a medical lab scientist and as a physician helps me to see things from both sides of the curtain and pass that on to the students.

I personally love online videos for study resources. Some of my favorites include Osmosis videos and Khan academy. As a MLS and a physician, I know you must have some great study tips. Can you share some secrets for success for our students entering the Clinical Year Program or considering other professional health care degrees?

Most of your learning does not happen in class. This might

seem self-evident, but a lot of students expect to be given every detail needed for success from the lecturer. I've found that you get more from a class if you have a working knowledge of the material beforehand and can use class time to work examples, ask questions, and reason through difficult concepts you couldn't get on your own. Also, we only remember about 20% of what we read. Material mastery occurs with repetition and manipulation. Seeing the same concepts in different formats, from different sources, and interacting with the material in different ways (MCQs, student-led teaching sessions, case studies, didactic lectures) strengthens neural bonds to that material and makes it easier to access.

Teaching will give you a chance to incorporate not only experience and science into your lessons, but your faith as well. How can an understanding of religion inform a comprehensive

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

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

As I flew back to Michigan from Florida in late February 2020, my phone pinged with email messages, all beginning with the subject "Novel Coronavirus (nCoV)." As a clinical microbiologist at a diagnostic laboratory for a large hospital system in metro Detroit, nCoV laboratory testing was under my purview. I prayed that Michigan would not be heavily hit by the virus but knew that I had to bring nCoV testing in-house. But there was no FDA approved test for nCoV! The CDC had developed a test, but since it was not FDA approved, the extra regulations would have made it too labor intensive to be practical. By mid-March, the FDA finally granted emergency use authorization (EUA) for commercial COVID-19 (formerly nCoV) testing. Navigating the EUA guidelines was challenging, but we were able to validate an EUA COVID test by the end of March, and by the end of April we had three different tests on board.

Bringing COVID testing in-house was only one of the issues plaguing clinical laboratories in the US. The FDA and CDC were changing guidelines for COVID biosafety and testing frequently, and deciphering which guidelines were correct was a daily chore. And while outside of the lab, people were fighting to find toilet paper, we were struggling to get basic supplies to perform not only COVID testing, but other routine laboratory testing. Transport media (fluid with nutrients to support the growth of bacteria or virus once a specimen is collected) was completely out of stock nationwide. Swabs for collecting nasal specimens were nowhere to be found. A major supplier of bacterial and fungal media (petri dish plates used to grow bacteria or fungi in the lab) faced a COVID outbreak



science degree such as medical laboratory sciences?

Incorporation of faith and science is a lifelong practice for any scientist. Sometimes it's difficult to reconcile faith in a God who is all good and all loving with constant sickness (evident in the results we'll see every day). I remind myself often that we can't allow our experiences to shape our view of God. In life's equation, He is the constant. Everything else we see, all the disease and sickness are the variable results of sin. It also helps when stress sets in (especially if you work in a hospital setting) to remember that medicine is a service-oriented field. We minister to people at their most vulnerable, and we worship a service-oriented God.

Thank you for speaking with me. We look forward to working with you and seeing you impact the students in our department!

in their packaging facility, and minimal amounts of media were being shipped. Basic stains used in the lab were out. I often found myself on the phone asking colleagues at other hospital systems, "If I give you 10 packs of media, can you give me one bottle of tuberculosis stain?"

One of the most challenging tasks I faced during this time was to develop an emergency staffing plan for our microbiology lab. What would happen if 25%, 50%, or 75% of our staff were infected with COVID? How would we function? By the grace of God, we did not have to implement the emergency staffing plan.

At home, life was also hectic during the pandemic. My kids were home, and my oldest was mandated to virtual school. I was blessed that my parents could stay with us and provide childcare for my children and my niece. However, I feared that I, my husband, or my sister, who all are healthcare workers, would bring COVID home. My husband, a surgical critical care physician (MLS '98), was facing his own challenges in the COVID trenches. He was assigned to the COVID unit and faced the day-to-day agony of losing one patient after another. After weeks of being banished to the basement alone and eating in solitary confinement, we finally decided that being together was better than being apart. Our fear became reality as one member of the family contracted COVID; however, we were blessed that it was a mild case with a quick recovery.

I look back on the past year and a half and so many emotions sweep through me. But one emotion remains at the forefront: gratitude. At the time, I was jealous of the people who were able to work from home. However, as so many people have lost jobs during the pandemic, I am overwhelmed with thankfulness for my job. I am grateful to work with such an amazing team of medical laboratory scientists who showed up to work every day despite the surrounding chaos and job burn-out. I am thankful for family

who supported me. I am also glad that our family remained healthy, despite working with positive COVID specimens and patients. I am indebted to the Andrews University medical laboratory sciences faculty who taught me to be a capable clinical laboratorian and my fellowship mentors that helped me master clinical microbiology and infectious diseases. I thank God for preparing me for this pandemic and for the opportunity to serve Him through my profession.

NURSING



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

Andrews University's tagline of "World changers made here" has taken on a whole new meaning in our School of Nursing since the last publication of *The Pulse* in 2019. If anyone would have said then that we would soon be amidst a global pandemic, I don't know that it would have been taken seriously. But, we are—and we have experienced God's power to rise up. Over these past 18 months or so, we have seen the tremendous resilience of our students, staff, and faculty members. We have experienced tremendous support from our families, administration, and our community and state partners. And, with this, I have watched in marvel as we successfully pivoted with each new challenge.

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

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

Endowed Nursing Chair Update

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

In January of 2020, Professor J. Ade-Oshifogun, PhD, RN-BC, CCRN, CNE, transitioned from her role of Chair of the School of Nursing to Endowed Chair of the Andrews University School of Nursing. The role of an endowed chair is known to be a highly esteemed role in academia, and this endowment was made possible through the generosity of AdventHealth. These positions allow seasoned faculty the opportunity to teach while mentoring students and faculty, building community relationships, and participating in valuable research. For a more detailed article on Dr. Bea, as she is affectionately known, please see the article in *Focus* magazine in winter of 2020: <https://d261v9hbk78yno.cloudfront.net/focuswebsite/2020-1/index.html#page=34>

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

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

1. "The Effectiveness of a 'near-peer' mentorship program (Career-Plug) in building self-efficacy and improving quality of life (QOL) with vulnerable high school and GED students in Benton Harbor, MI";
2. "Students' perception and lived experiences about educational environment during COVID-19 pandemic at Andrews University";
3. "The development of a questionnaire to measure the perception of marital disruption among Nigerian immigrants in the USA: Immigrant Marital Disruption Questionnaire"; and
4. "Barriers to Breast Cancer Prevention and Screening Among African American Women: A Qualitative Study."

The School of Nursing is thankful for the opportunities that Dr. Bea's new role has opened for her. We know that the research she completes, the relationships she builds, and the contributions she makes will enrich our profession, the School of Nursing, and our students.



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



A Visit to Kettering Medical Center

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

The School of Nursing values its partnerships with medical facilities, which are vital to ensuring that our students have excellent externship and employment opportunities. Barbara Harrison (School of Nursing interim chair) and I recently had an opportunity to strengthen one of those partnerships by visiting Kettering Medical Center, a very advanced medical center that serves the Dayton, Ohio region with a focus on patient-centered care. Kettering Health invited the deans, chairs, and directors from several Seventh-day Adventist (SDA) nursing schools to visit their campus from June 17 to June 20. During this time, we surveyed the hospital facility, connected with the nursing leaders of our sister SDA schools, and interacted with our junior nursing students in their externships at Kettering.

The event was designed to build the relationships between Kettering and SDA nursing schools and to demonstrate Kettering's excellent working environment. They showcased their high-standard facility, advanced equipment, and cutting-edge technology by providing tours of the simulation lab, network hospital (Soin Medical Center), and the centralized computer system. In addition, Kettering presented overviews of their residency and professional development programs and invited their nurses and healthcare professionals to share about

their working experiences and skills.

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



other and shared contact information.

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

Partnership between Andrews University and Kettering Health is a win-win situation. Our students benefit from the experience, facilities, and mentorships that an externship with Kettering Health provides. Students also appreciate that the school has a good network within the SDA healthcare system, which will provide them not only with externship opportunities, but also potential employment opportunities after they graduate. As for Kettering Health, they can recruit the qualifying nursing students as their future employees, knowing that students who have had good externship experiences there are more likely to accept.

Overall, the experience of this visit was very enjoyable and valuable. It provided great memories for all of us and helped develop long-term relationships and friendships among the participants and with Kettering Health.



Alum Leads School of Nursing and Midwifery in Ghana

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

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

Andrews alumna Ninon P. Amertil, PhD, RN, came to Valley View University (VUU) in February of 2013 as head of Department of Nursing. Under her leadership, two new departments were added by 2018: midwifery and mental health. This led to a change in status from Department of Nursing to School of Nursing and Midwifery (SONM). It also led to a new position for Amertil, who became dean of the SONM, overseeing all three departments in the school. Amertil and team are currently working to add more departments such as Bachelor of Science (BSC) in Physician Assistant Studies, BSC in Pharmacy, BSC in Radiology, and Master of Science in Nursing Administration. By adding the new programs, the SONM can be upgraded to College of Allied Health and Sciences.

During Amertil's years at VUU SONM, the school has become well known in Ghana for its excellent academic



performance in the Nursing and Midwifery Council (NMC) national licensure examinations.

As dean, she supports trainee nurses academically

and emotionally, mentoring them to successful graduation and professional careers. She has also mentored many students as they pursued further studies abroad in the United States and Europe. Amertil has good rapport with students as well as their family members, enabling her to know entire families.

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



Class of 2021 student writing letters as part of mission activity.

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

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

Mission Letters

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

Few things can bring personal joy and meaning to another like a handwritten note. During the spring of 2021, the

graduating nursing class of 2021 wrote dozens of letters to people affected by the lockdown due to the pandemic. Challenged to find an appropriate mission experience that would transform the lives of both recipients and students in an era where travel—even local travel—was restricted, the nursing class of 2021 decided to embark on a letter-writing campaign.



Andrews Nursing: World Changers Made Here

Interviews with Alumni Lucretia Tucker, RN, BSN '91
Gina Anderson, MSN, HP-C, BSN '91

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

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

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

Lucretia, remind me what year you graduated.
1991, August of 1991.

Do you realize it's been 30 years since you graduated?

No, we are in May right now. In August it will be 30 years. So currently, it's still just 29 years!

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

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

Tell me the coolest travel assignment you had, besides being in Michigan. (laughter ... One of her assignments was in Michigan, shortly after the birth of my first son, so having a college friend there was indeed a delight.)

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

Really? Tell me about it.

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



While she started out in a general pediatric setting, once she began travel nursing, she transitioned to pediatric hematology/oncology and bone marrow transplant. And, to this day, she continues to work in that highly specialized subspecialty area. She has had countless stories with wonderful outcomes where kids' treatments were highly successful and they went into remission, along with some heartbreaking experiences where she supported grieving parents and held little babies as they took their last breath. As a parent myself, it brings tears to my eyes to imagine how difficult it must be to go through something like that. And, it brings such pride to realize how impactful clinical expertise, skill, and a caring embrace are—between a nurse and his or her client and their families. It's no wonder nurses are thought to be amongst the most trusted professions.

Tell me more about the setting that you currently work in.

Well (pause and gentle laughter), I'm actually a manager, something I thought I'd never do. Somehow the things I think I'd never do, I end up doing. It's a 24-bed pediatric hematology/oncology unit with transplant, and I also manage an outpatient hematology/oncology clinic, the infusion part of the clinic.

What is it you like about management?

Well, I've always liked helping people. Before this role I was a flow supervisor, which is like a charge nurse, but with some additional duties similar to an assistant nurse manager. I helped with the flow of the unit, I helped my coworkers with escalated issues, clinical issues etc. So when the nurse manager at the time was transitioning to her director position, they asked me to be the new nurse manager. At first I said, "Who, me?" But I gave it a lot of thought, I prayed about it, and apparently God has a sense of humor, because He answered all of my prayers, and here I am.

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

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

So, would you say that nurses are world changers?

Yeah! I would say that!

In what way?

When you think about the broad scope of nursing, nursing is involved in just about every aspect of life. You have school nurses, nurses that work in nursing homes, nurses that work in government sectors, and nurses that work in the community. They oversee national committees, so yeah, we make a difference around the world; we make changes around the world in these settings. I could go on and on! In every aspect, they are part of change. Think of the chief nursing officer in the hospital. She has a lot of influence and connections ... just think of the pandemic.

So, if you were going to share any advice with our current students, what would you tell them?

I would tell them to reach for the stars. Always do your very best. Remember that everyone has leadership potential, and you don't have to be in a formal leadership position to make a difference. You touch lives every day on the job that you do!

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



and Mandarin, so she started out as a business major with plans to go on to law school.

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

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

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

Besides the hundreds and hundreds of hours of clinical experiences, today Andrews nursing students have the opportunity to also work with very sophisticated “high fidelity” mannequins in labs and simulation to hone these critical skills. They typically participate in summer externships and have robust onboarding programs through their respective employers. This provides students the opportunity to not only gain and reinforce valuable clinical experiences, but to begin the networking process in preparation for graduation and finding the right job. Back in the late 1980s Andrews nursing students had a chance to spend several months during their senior year at Hinsdale Hospital in Illinois. Gina found that this was a pivotal experience for her.

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

Sure. So, we were lucky because we got to work at Hinsdale. I think that was one of the best experiences ever, to prepare me. We were able to work there while we were going to school, so I had a job lined up before I even left. So at that time they didn't want new grads in the ER, so I started in the ICU and



was constantly trying to get into the ER. I started in the open heart ICU and within a year I got a job in the ER at Mount Sinai, which is a Level I trauma center in Chicago. I had no idea what I was getting into, but I loved it. It was inner city, high paced ... I loved it.

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

What exactly is “scene work”?

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

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

Yup, yup.

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

Tell me how COVID impacted your practice.

Doctor of Nursing Practice Clinical Innovations during COVID

By Carol Rossman, DNP, FNP-BC, PNP-BC Professor, School of Nursing

The Doctor of Nursing Practice (DNP) program trains students as family nurse practitioners (FNP) and nurse educators. During each of their last five semesters in this program, our students are required to complete a clinical in addition to a corresponding didactic course. We had a cohort of 13 FNP students in health assessment clinical in spring of 2020.

Ours is an online program, but the students did come to campus for one week during this health assessment course. They spent several days of that week in the nursing lab learning hands-on techniques about health assessment, and they also completed their comprehensive exams in DNP core courses. They were on campus the first week of March 2020, and they returned to their homes across the US on March 9 to complete their on-site clinicals in their home states with a licensed preceptor. Of course, by March 18, they were all suddenly barred from these clinical sites. They had to complete 150 clinical hours for the semester—what were they to do if they could not go to their assigned clinicals?

DNP faculty quickly began searching for options and chose an online simulation program known as “IHUMAN.” IHUMAN is a robust software system that imitates clinical patients with avatars that have medical issues. Students must choose what to ask them

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

That's an interesting angle Gina. I know we've seen secondary deaths from COVID ... related to access of care. This is a great example.

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

So Gina, would you say nurses are world changers?

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

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

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

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

and then develop a chief complaint and history of the present illness based on the “patient responses” to the questions they asked. They must complete a physical exam on their avatar and get information fed back to them according to their exam techniques. They must come up with a list of differential diagnoses and choose the correct diagnosis, then prescribe appropriate treatment, teaching, and follow-up for their “patient.” The software grades them on each of these steps. There was a learning curve, for sure, but students were able to adapt to the software and increase their scores over the rest of spring semester until they were quite good at working the IHUMAN program.

Students learned so much from the IHUMAN program in how to interview, how to critically think about issues, and how to prepare proper plans, diagnostic work-ups, and treatments. They completed any remaining hours for spring in this system. For summer semester, students still could not attend clinicals in most places in the US, and many completed their summer clinical hours in IHUMAN as well. By fall, more were able to return to clinical sites, and this trend continued until our current summer semester 2021 has everyone totally back into clinical sites without IHUMAN support.

Going forward, we will continue to use IHUMAN in four semesters as adjunctive learning for a small number of hours, and we will also use it for clinicals in unforeseen circumstances when necessary. IHUMAN was a new innovation that was used for a specific need at the time, but became a great additional tool in FNP education that we hope to keep going forward. When God closes the door—he may open the window. We praise God for a providing a way to continue FNP education during this time of crisis.



Nursing

Nursing Clinicals Continue and Adapt to Covid

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

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

Virtual simulation activities require students to be engaged, making accurate assessments and demonstrating clinical judgment. Students debrief with clinical instructors after the

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

COVID-19 has highlighted the value of nursing as a profession that requires courage. COVID-19 has also highlighted the value of personal protective equipment (PPE) that made our clinicals and face-to-face learning possible. It is so much easier to be courageous wearing PPE. By God’s grace, Andrews SON will continue to seek knowledge via innovative learning strategies, aiming to build courage and fortitude amongst each other and our patients remembering the LORD’s repeated command, “Be strong and courageous, and do the work” (1 Chronicles 28:20).

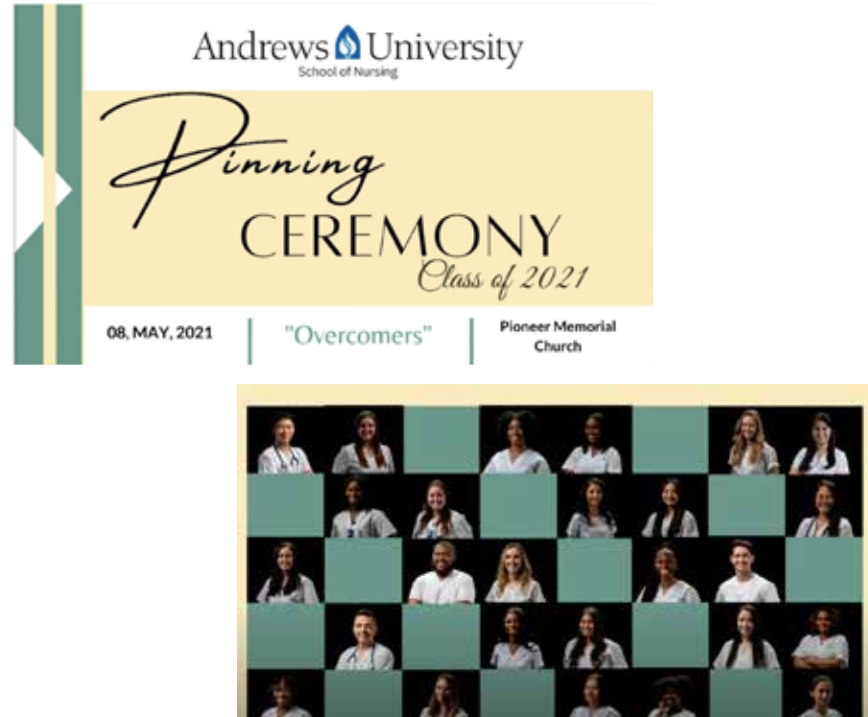
NEW STAFF



Jorge Cardenas
Administrative Assistant

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

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



While COVID has been disruptive on many levels, it has also challenged us to find creative solutions. One such thing has been the live streaming of our senior nurses’ pinning ceremony. Each year during the graduation weekend, we celebrate the accomplishments of our graduating class. This historically draws family who can travel and some friends, to the number of approximately 150+ persons. This year, families and friends who came to Andrews University for graduation were able to watch the ceremony from the safety and comfort of their cars in the Pioneer Memorial Church parking lot. Yes—it was set up as a “drive in”! In addition, for friends and family who were not able to come to campus, they watched it on YouTube.

How many, you ask?

There are 767 views! If you didn’t have the opportunity to celebrate our seniors and learn about their cherished experiences, please feel free to watch it at <https://www.youtube.com/watch?v=LJQYkw4vv68>

POPULATION HEALTH, NUTRITION & WELLNESS

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

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

PHNW is the hub of the Adventist health message that connects the physical, mental, and spiritual. We feel blessed to play a role in the spread of the Adventist health message to a world that has been ravaged by the deadly viral disease COVID-19. As the chair of the School of PHNW, my vision is to ensure that the School of PHNW maintains its ranking as a global leader for prevention health sciences through lifestyle modifications in the areas of public health, nutrition, and wellness. Our vision is to establish a lifestyle medicine clinic and training center that will serve as a benchmark for research and training in the areas of diet, exercise, spirituality, social and behavioral sciences, and environmental health sciences. We support the whole-person health and performance model.

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

We collaborate with health organizations locally such as Spectrum Lakeland Health, Berrien County Health Department, University of Notre Dame, and Berrien County Food Council. Nationally, we collaborate with Adventist Health Systems, Kettering Health Network, Spectrum Health, Agency for Toxic Substance and Disease Registry, Weimar Health Institute, and SDA General Conference Health Ministries. Internationally, we collaborate with the Hong Kong Adventist College, Hong Kong and with the Adventist University of Central Africa, Rwanda. Our faculty contribute to academic excellence in teaching, research, and community service. Our students continue to motivate and inspire us through their innovation and excellence in academic performance and research. Our goal is to help students realize their full potential as scholars and health professionals. We provide tools, skills, and training to our students to change the world for better health. Read more about our students, faculty, staff and alumni in this edition of *The Pulse*.



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

Dietetic Alum Cooks Up Evidence-Based Nutrition for Government Official

Kristen Brogan, RDN, LDN, ACE-PT, DI '10
Executive Chef, Michigan Government Official;
Consulting Dietitian, On Target Living

By Sherri Isaak, MS '95, RD, CDE, BC-ADM, DipACLM
Associate Clinical Professor, School of Population Health,
Nutrition & Wellness

Kristen Brogan, a 2010 graduate of the Andrews University Nutrition and Dietetic Internship, is now the executive chef to a government official for the state of Michigan. She also works as a consulting dietitian for her family's health and performance company, On Target Living, where she provides speaking engagements and wellness retreats for organizations and business executives. Kristen is the author of *Target To Table, Healthy & Delicious Meals One Superfood at a Time* and a certified yoga instructor and personal trainer. She teaches a lifestyle that blends mindful eating, mindful moving, and mindful resting to build your whole self. Her dream is to one day have her own cooking show on the Food Network titled Mindfully Delicious.

How did your experience at Andrews prepare you for your career?

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



dietitians and professors at Andrews that could support me throughout the program.

How are you impacting people's lives and your community?

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

Are there any life-changing experiences you could share?

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

How has COVID impacted your practice as a registered dietitian nutritionist (RDN)?

Believe it or not, COVID gave me an opportunity to become an executive chef to a well-known governmental official and really put my culinary nutrition expertise to use. From a retail dietitian to a professional speaker, I never knew my career path would lead me to becoming a full-time executive superfood chef.

Luckily, in today's world, dietitians have a wide range of opportunities in the world of nutrition. Nothing is off limits and anything is possible!



Earth Day 2021: "RESTORE OUR EARTH"

By Padma Uppala, PhD, MPH

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

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

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

Planet Earth is experiencing unprecedented natural disasters and extreme climate changes. The National Oceanic and Atmospheric Administration (NOAA) reports that June 2021 was the hottest June on record for the US in 127 years since record keeping began (<https://www.noaa.gov/news/june-2021-was-hottest-june-on-record-for-us>). The nation has also experienced eight different billion-dollar weather-related disasters in the first six months of 2021.

The School of Population Health, Nutrition & Wellness hosted the Earth Day 2021 celebrations. The Environmental Health Task Force and Environmental Health Club planned several activities for student participation, such as signing online pledges to save energy on campus or switch to renewable energy to reduce greenhouse gases that impact climate change. Participants won Earth Day T-shirts. Activities included the following:



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

For Earth Day ideas for 2022, contact Amar Sudhakar amarpret@andrews.edu, Steven Injety injetyts@andrews.edu, or Professor Padma Uppala padma@andrews.edu.



Clinical Internship Grows to Offer More Exclusive Opportunities

Clinical nutrition and dietetics internship expands site opportunities to include sports nutrition, additional Dean Ornish locations, and eating disorder opportunities.

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

As nutrition and dietetic specialties grow, so do the interests of our interns. More than ever, interns are requesting specialty rotations tailored to their own passions. Despite the many challenges COVID-19 has presented our internship sites, specialty rotations have been more abundant than in years past, due to the

ability to experience certain rotations online. "COVID limitations have forced us to be more creative and search out unique internship opportunities," says Sherri Isaak, associate clinical professor in the School of Population Health, Nutrition & Wellness.

Listen to what our interns have to say about working with their specialty rotation:

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

Betrina Stitt worked with an eating disorders dietitian and reflected, "I'm happy our internship director was able to schedule a rotation for me at Fairwinds Treatment Center. It was an eye-opening and very educational experience! This opportunity taught me just how important a healthy mindset is with people's relationship with food and how knowledgeable and empathetic dietitians are key members of interdisciplinary care

in this field. The biggest eye-opener was just how much the diet culture is fueling eating disorders, and I hope now I can be a voice of what healthy truly is. Overall, I know this experience will be one that will do more than help me become an RD (registered dietitian) but also drive me to help others in a more impactful way."

Lauren Spears loved her Dean Ornish rotation, where she saw the effectiveness of the Ornish lifestyle program firsthand. As she explained, "Through nutrition, stress management, fitness, and relationships, the Dean Ornish program has proven that heart disease can be reversed." Lauren expressed that she enjoyed seeing how the various disciplines work together to help make a difference in the patient's life.

Corrienne Lambert-Lustman also completed a Dean Ornish rotation and stated, "My Dean Ornish rotation showed me yet another way that dietitians can make a difference. Out of all the components to the Ornish program, most patients told me their diet had been the easiest and pleasant to change. It was rewarding for me to see patients so actively involved with their care—and to see them improving their health so radically!"



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

By Ednice Wagnac, MPH '20 (pictured on right) Public Health Analyst, FARM STEW Int'l

I first encountered FARM STEW in March of 2019 through a virtual career fair hosted by Andrews University's Master of Public Health program. As a student in the program, I was eager to attend, and Joy Kauffman, FARM STEW's founder, was one of the presenters. Upon hearing Joy speak about the mission of FARM STEW

with references from Ellen White's book *Welfare Ministry*, I fell in love! One of my goals with my degree has always been to go back to my country of origin, Haiti, to help the country get, and stay, on their feet. Joy's emphasis on teaching people to be resourceful resonated with me because that is exactly what I would like to see happen in the Haitian community. I made sure to get Joy's contact information and reached out to her soon after the career fair.

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

with FARM STEW.

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

We measured the hypothesis that water quality and accessibility are inadequate in Uganda using FARM STEW's evaluation surveys as our primary data. The results showed that most residents found the water quality of boreholes to be the best, and that more than half of the residents lacked access to a functioning borehole.

After graduating in August, I continued to volunteer with FARM STEW while I looked for a job. I kept Joy in the loop, and she expressed interest in hiring me. I'm happy to say that since November 2020, I've been working as a public health analyst with FARM STEW. This has been such an answer to prayer because the job transition was very smooth, I enjoy the people I work with, and I love what I do. I thank God for this opportunity, and I look forward to what He has in store for this ministry.

MPH Brings Professional and Personal Blessings to Alum

By Katie (Schuen) Palacios, DrPH, MPH '17 Director of Strategic Program Management, AdventHealth Central Florida Division

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

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

Personally, with the arrival of our firstborn son Micah, we've been faced with some unexpected nutritional challenges. Over his year of life, he has been diagnosed with several food allergies. Having a MPH with an emphasis in nutrition has given me

knowledge to better support him as we navigate how best to provide him with the optimal nutrition his body needs to grow.

My time at Andrews University will always be a cherished part of my academic story. What a blessing this program has been to me, gifting me the ability to serve each day.

Learn more about Katie's online MPH experience: <https://vimeo.com/575384702>



Gaining New Perspectives: Better Understanding of a Culturally Diverse Population

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

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

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

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



Julianne (Wilkins) Calhoun (right) with Sherri Isaak (left), preceptor and Internship Director for her Wellness rotation.

predominant culture in a specific community.

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

First Bachelor of Science in Public Health Cohort Graduates

By Padma Uppala, PhD, MPH

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



Rebecca Alva
“Travel not to find yourself but to remember who you’ve been all along.” – unknown
 “Inadvertently, this statement describes my journey to social work. Growing up, I spent much time visiting with my grandma. I loved listening to her stories about her indigenous culture. As my grandma would spend time with me, I began realizing she struggled throughout her day, which I later learned was a result of diabetes. My grandma died when I was in elementary school, robbed of long life due to poor access to healthful food and education. After she died, I was devastated and determined life shouldn't be robbed

from people due to circumstances they couldn't control. I decided to help people and determined the quickest way to do so would be to become a doctor. I did not realize then that the road to becoming a doctor would be so hard. I entered the University of Oregon a triumphant straight-A student, ready to try my hand at pre-med science classes. However, I began university living at home and was constantly belittled by my unsupportive dysfunctional and alcoholic family. I didn't understand why I couldn't succeed and I certainly didn't have anyone cheering me on. I even had a professor tell me I would never pass college calculus. I decided to take the first term of calculus again with a different professor. Vivek Pal was a visiting professor from Columbia; he believed in me and worked with me during office hours. He was the only professor that believed in me and perhaps the only person encouraging me at the time. With his help, I was able to go from a “No Pass” to an A-. Professor Pal was my first introduction to professors who truly cared about their students.

That summer I began employment working for a gentleman named Stuart Smith. Stu suffered from spinal muscular atrophy and was practically immobile except for the use of his hand and mouth. Stu taught me that even if your circumstances are terrible you can still have a happy and meaningful life. With his father-like support, I began taking economics classes and contemplating helping people through the field of law. During this time my grades began improving and I felt once again my dream of helping people wasn't a long shot after all. A short time after, I got a job working as a law clerk for Northwest Legal in Eugene, Oregon. My boss, Jinoo Hwang, taught me how to be a professional in the workplace and allowed me to contribute ideas to the firm. He accepted my application and believed that I was capable despite my academic transcripts suggesting otherwise.

During this time, I maintained a relationship with my now-husband, worked at the law firm, and did well in school. However, my success threatened my dysfunctional family of origin's dynamics and I was forced to move out on my own. I couldn't afford to pay my bills and go to school without my parents'

help because I didn't qualify for aid due to my FAFSA dependency status. I dropped out of school the subsequent summer and fall. My husband and I decided to be married and I could return to school.

Being at Andrews has been life-changing. Every professor within the department has exemplified the spirit of Professor Pal. I felt embraced by this school and have been given great opportunities. Professor Anjejo showed me the work that goes into being a professor and allowed me to join his research project. The support of my professors, husband, and son has allowed me to meet challenges head-on and triumph. Through public health I was able to rekindle my determination to help people not just survive but thrive. I look forward to continuing to put my passion to work and to do everything with all my might.”—Rebecca Alva, BSPH

Rebecca got admission to Boston University to pursue graduate studies in social and behavioral sciences.



Kristin Ferrer
 “When I first considered public health, I was halfway through my freshman year. I knew that my life's calling was to become a physician, but I was itching to learn more about how I could prevent and safeguard against disease rather than just treating it after it manifested itself. I learned more about public health in my Intro to Medicine class, where Professor Uppala came to speak. I was intrigued by how public health answered this question of prevention, and after making it my second major, the rest was

history. I enjoyed learning more practical things about how we can protect the health of the public not just through clinical treatments, but environmental interventions. The small class sizes allowed me to grow and engage with the material. I have enjoyed my time in the public health program and would like to thank all the professors and students that have made it such an enjoyable experience!”—Kirstin Ferrer, BSPH, BS (Biology)

Kristin double-majored in public health and biology and got admission to medical school at Loma Linda University, California.



Janice Pakianathan
 “I remember learning about the public health program here at Andrews as a freshman. At the time, I didn't know much about the field and already had a plan for the next four years, so I didn't think too much about it until last spring. I was looking for a minor and came across public health again. After a lot of prayers, everything just fell into place within a day. I gained more interest in the field after taking Environmental Toxicology with Professor Uppala that semester and started considering a major in public health. With Professor Uppala's diligence and encouragement, I'm able to graduate this August with degrees in biology and public health, which is something I never thought I would do as a biochemistry major four years ago. God has brought me a long way since then, and I'm thankful that I get to be a part of the public health department. I'm looking forward to applying my knowledge of public health

to my future career as a physician. I want to thank all my professors who I have been able to learn from this past year and I'm looking forward to what God has in store for me after graduation.”—Janice Pakianathan, BSPH, BS (Biology)

Janice is applying to medical schools. Her chances of getting into medical school are very strong as she maintained a high GPA and is an excellent student.



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

Joshua double-majored in public health and liberal arts. He got admission to medical school at Loma Linda University, California.



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

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

Michael is planning to go to grad school and pursue public health engineering.

MPH Student Helps to Launch Water Leak Pilot Program in Benton Harbor

By Brandon Williams
MDiv/MPH Student, Class of 2022

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

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

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



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

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

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

teamed up with their professor, Gretchen Krivak, to design and implement a campus-wide wellness program. The fall semester consisted of developing a detailed program plan, with students divided into groups to write the report. This report consists of an



executive summary, rationale, planning model, needs assessment, mission, goals, objectives, intervention, resources, marketing strategies, implementation, and evaluation. After much consideration, the program was called “NEW AU”: an acronym which stood for “Nutrition, Exercise, and Wellness at Andrews University.”

The program was designed to target the students, faculty, and staff at Andrews University to improve their lifestyle primarily through nutrition and fitness. It ran from early February to mid-April with weekly materials being sent to participants to engage with. Additionally, every other week there were small group sessions on a variety of topics, including nutrition, beginner fitness, advanced fitness, and weight loss. There were eight small groups total: one group on each of the four topics for faculty and staff and one group on each topic for students. In addition to the small groups, there were weekly challenges with prizes. This helped encourage the participants to monitor their physical activity and nutrition habits throughout the week to work for prizes such as small exercise equipment, water bottles, encouragement cards, and more. To accommodate for the COVID-19 pandemic, this program was implemented virtually to help keep the participants safe and healthy.

One unique aspect of the program was that students recorded cooking video demonstrations and exercise demonstrations to send to the participants. The recordings were completed at the end of the fall semester so that they could be edited and ready for the start of the program in February. Whether it was an easy recipe to make in the dorm, or a quick five-minute workout, these materials were designed for those with limited time and resources. With college students and faculty being our primary target, the goal was to design



recipes and record fitness videos that did not require excessive amounts of time to partake in. In addition, the aim was to create videos that could be used on campus beyond this program, either in the classroom setting, for faculty meetings, as website materials, or for other creative purposes.

Overall, the program was largely successful for those who participated, as many reported that it forced them to direct more time towards implementing a healthier lifestyle. It is safe to say that programs such as NEW AU should be implemented in the future at Andrews University and other colleges and universities to improve the health and wellness of college students, faculty, and staff. In addition to participants enjoying the program, the students who led it learned a lot about working with community members and the challenges that can arise. They also now have the experience to create a program from scratch so that they can implement health and wellness programs in their local communities in the future.



Food demo <https://vimeo.com/575536764>
Fitness demo <https://vimeo.com/575543192>

Community Wellness Program: NEW AU

By Gretchen Krivak, MS '10, RD, CGFI, EIM-1
Assistant Professor, School of Population Health, Nutrition & Wellness &
Shelby Huse, BS Nutrition & Dietetics Student,
Class of 2022

During the 2020-2021 school year, the Community Nutrition and Community Health & Fitness students at Andrews University

MPH Alum Promotes Healthy Lifestyles in Scandinavia

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

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

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

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



LifeStyle TV Sweden founders Claus Nybo (right) and Theresa Nybo (left)

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

My ongoing work at LifeStyleTV, where I am now health producer/ editor, includes editing a quarterly sharing magazine with a strong preventive health focus, *LifeStyleVIEW*. This magazine is

produced in Swedish and Norwegian and distributed freely throughout Scandinavia. Additionally, I produce health promotion programs: vegetarian cooking programs, interviews, lectures, and exercise programs in Scandinavian. LifeStyleTV is a supporting ministry to the Seventh-day Adventist Church, and broadcasts throughout Scandinavia in the Danish, Norwegian, Swedish, and English languages.

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

Learn more about Theresa's online MPH experience: <https://vimeo.com/574566931>

Students Host Food Demos at ACW Student Night

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

Photos by Caleb Lewis ('21)

The Population Health, Nutrition and Fitness Student Association (PNFSA) at Andrews University (AU) hosted a food demo at the Andreasen Center for Wellness (ACW) on March 13, 2021 as part of the Andreasen Center for Wellness Student Night. It was a fun and interactive event where the PNFSA officers presented healthy recipes and the student and faculty attendants from AU got to bring home samples of these recipes. The food



Abby Hart ('22) making the peanut butter and honey overnight oats.



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



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

demo followed COVID-19 protocols by having the attendants spaced six feet apart, and the samples were all taken home to avoid having to remove masks to sample the foods.

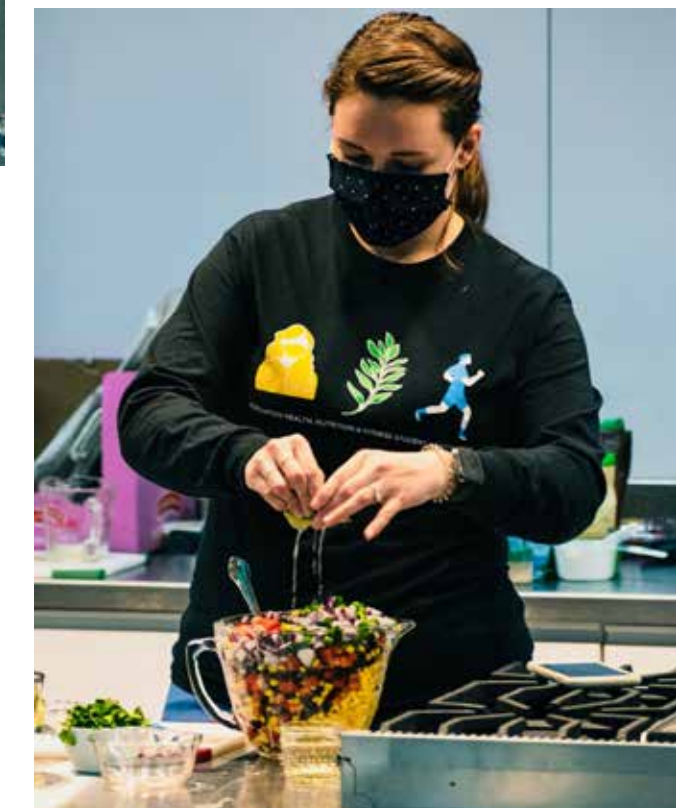
Valerie Akinyi ('23), the PNFSA public health vice president, shared some heart-healthy tips along with statistics to help raise awareness of public health concerns. Akinyi and Joyce Kim ('21), one of the PNFSA special functions coordinators, demonstrated how to make a fresh, dorm-friendly, cucumber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

Abby Hart ('22), the PNFSA treasurer, and Shelby Huse ('22), the PNFSA public relations officer, shared two overnight oats recipes that can be made in under five minutes and are ready to eat without any morning preparation. Hart made a flavorful peanut butter and honey overnight oats filled with oats, soymilk, flaxseed,

peanut butter, and honey, and topped with chopped peanuts. She shared benefits of the omega-3 fatty acids present in flaxseed and chia seeds. Huse made a colorful raspberry chocolate overnight oats recipe filled with oats, soymilk, chia seeds, cocoa powder, frozen raspberries, and dark chocolate chips. This recipe was topped with fresh raspberries, chocolate chips, and drizzled honey. She shared some of the advantages to plant-based milks and advocated for the fiber content of oatmeal. Both overnight oats recipes were a big success among the participants and attendants.

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

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



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



Dietetic Alumna Serves in Transplant Unit

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

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

Molly Majot, a 2017 Andrews University graduate from the BS in Nutrition Science and Dietetics program, completed her Dietetic Internship at Andrews in 2018. Since then, Molly began working as a clinical dietitian. She is currently a clinical dietitian in the kidney-pancreas transplant unit at Indiana University Health. Her patient population includes pre- and post-kidney transplant, pancreas transplant, and combined kidney and pancreas transplant patients.

In the pre-transplant department, Molly works with patients to ensure they are prepared for transplant. She receives consults to discuss the BMI requirement

(weight loss or weight gain counseling), assesses for malnutrition and provides nutrition support if needed, and provides general nutrition counseling. She also participates in committee meetings to discuss transplant candidates. In the post-transplant department, she follows patients throughout their hospital education prior to discharge. She follows patients into the clinic setting after discharge, especially if they are on nutrition support, to monitor their progress.

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

When asked how her job impacts the health of her patients, Molly stated, "My job is one part, amongst many, to ensure that patients are successful with their organ transplant." Looking back on her experience at Andrews, she said the most useful information was



"motivational interviewing and counseling skills, Medical Nutrition Therapy and metabolism classes, and the knowledge I gained about plant-based nutrition." Molly is a world changer helping one transplant patient at a time. We are so proud to share her accomplishments and future prospects.

REHABILITATION SCIENCES

"Growth brings change" was my opening line in our 2019 magazine. Little did I know how much change we would experience in the year that followed and beyond. My thankfulness to God for the gift of the present and no knowledge of the future has deepened over these uncertain times. I am more confident now than ever that I know Who holds the future and there is no need to fear!

God so graciously protected and provided for us during the pandemic. While we were forced to online learning only during the end of spring and summer of 2020, we were able to resume in-person classes and labs in fall of 2020. Of course, there were modifications to the way we taught, learned, and interacted; however, our family spirit and servant hearts shone through all the challenges we faced. I have always said our faculty, staff, and students are "the best," and this past year they showed their best by rising to the occasion of being flexible, considerate, and patient during the constant changes.

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



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

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



Krystal Eskildsen

Krystal Eskildsen is a 2019 graduate of the Andrews University Master of Public Health (MPH) program. She is a Certified Health Education Specialist (CHES) and currently serves as the MPH applied practice experience coordinator, assistant to the director of the MPH program, and adjunct faculty in the

School of Population Health, Nutrition, and Wellness. Krystal is currently pursuing her DrPH in preventive care at Loma Linda University.



Melody Page

The new administrative assistant to the chair of the School of Population Health, Nutrition and Wellness has many passions in life, and advocating for health and wellness is just one of them. Melody has taken classes (and still is) in areas of public health and nutrition as well as in evangelism. She and her husband, who is one

of the pastors at local Village Church, have been involved in missions both here in the country and in different parts of the world.

Physical Therapy Campus Clinic

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

2020 brought many changes to all of our lives and forced all of us to be adaptable. Clinical experiences can be a challenge for many professional programs in good times. A pandemic nearly makes them impossible. As Coach John Wooden once said, "Adaptability is being able to adjust to any situation at any given time." The Doctor of Physical Therapy (DPT) program adjusted to the change in our environment and started a clinic here on campus. The clinic was designed to follow an integrated clinical experience (ICE) model that allows students to have hands-on experiences with patients while they are still receiving their didactic training. Students have the

opportunity to treat real patients from the community under the supervision of a clinical faculty member.

First- and second-year students work collaboratively to practice patient interaction, evaluation, and critical thinking skills while receiving feedback from the patients and the instructors



in the clinical environment. While reflecting on his ICE experience, first-year student Nathan Hunt stated, "I was really intimidated the first time I went through it but quickly found value in this experience. I am able to learn from those around me and feel more comfortable with my evaluation skills." Second-year student Adam Frizzle reflected on his experience in the clinic: "I think it is a really valuable learning tool for us. It also forces me to teach the first-years what I know and in turn helps me learn better."

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

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

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

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

Rod Olson is an alumnus of the Andrews University physical therapy department, and we are excited to highlight his journey as a professional since leaving Andrews. Rod began his journey in the Seventh-day Adventist educational system in sixth grade, and he continued in it all the way up through grad school at Andrews University. He graduated in 1988 in our first physical therapy class. He began his career at Berrien General Hospital shortly after graduation.

After six months Rod had the opportunity to move to Orlando, Florida and began his career with Florida Hospital (now AdventHealth Orlando). Rod recalls that his clinical experiences were his favorite part of physical therapy school because of the diverse learning environment. Once he began to practice as a clinician, he wanted to be in an environment where he would be exposed to many different areas of physical therapy, and Florida Hospital had that opportunity for him.

Over the next 10 years Rod continued to learn and grow as a therapist. Early on he was placed on a neurological team and became very interested in how the inner workings of the rehabilitation department met the needs of their patients. He also became involved in



the vestibular program and assisted in developing the program system wide. He was instrumental in starting the outpatient orthopedic services for the Florida Hospital system. When this was completed there were 35 outpatient facilities in the Orlando area. In 1999 Rod transitioned to Orlando Health System where he brought his knowledge of vestibular rehabilitation and management to the outpatient neuro setting.

Rod shared a couple of the keys to his successful career in the Orlando area: maintain relationships, be willing to work anywhere, and learn and grow where you are needed. It was maintaining professional relationships that brought Rod back to AdventHealth in 2010. “You have to feel the mission to truly be a part of something,” stated Olson. “AdventHealth had the mission that I aligned myself with. AdventHealth has given me the opportunity to grow personally and professionally. Working relationships are so important in our profession. It builds trust and is a valuable asset among physical therapists. The rehabilitation world is a small one and it is important to foster relationships with others in our profession.”

When asked about any advice he would give students at Andrews University or physical therapists that are fresh out of school, Rod shared the following: “Talk

with mentors about what is best for you as a therapist. Should you specialize or be a generalist? Ask those around you that are in specialty and management and get their advice on what would be the best fit for you. Ask how they got their jobs and how would they have done things differently. Find areas of interest that will make you valuable.” Finally, he stated that it important to build professional bridges and relationships. Olson added, “I wish I would have stayed in better contact with my classmates. Many of us were going through the exact same challenges with life and work and it was only after one of our reunions that I realized how important those relationships and experiences that were formed at Andrews were.”

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

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

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



bachelor’s degree in theology in 1997 from Universidad Adventista de Centro America in Costa Rica and a Bachelor of Science in Biology in 2000 from Universidad Adventista de las Antillas in Puerto Rico. He furthered his education by receiving a physical therapy assistant (PTA) associate degree from Loma Linda University in 2003 and a Doctor of Physical Therapy (DPT) degree from Loma Linda University in 2008. De Leon has worked as a physical therapist

New Faculty and Staff in SRS

By Kim Ferreira, PT, PhD, MSPT ‘98

Gerson De Leon, PT, DPT, joined the School of Rehabilitation Sciences (SRS) faculty in August 2020 as an associate professor and clinical sciences coordinator. He received a

(PT) since 2008, mainly in outpatient orthopedic settings.

His goal here at the SRS is to create an environment that promotes professional growth by facilitating that “aha” moment for our students. He believes it was Providence that brought his family and him to Berrien Springs and Andrews University. He has a passion for learning new things, and he says, “You will see me walking around the PT building listening to students discussing the new things they have learned and saying to myself, “That is pretty cool, they are learning about that!””



Letrisha Stallard, PT, DPT, joined our faculty as an assistant professor and general medicine coordinator full time in January 2021. She served as an adjunct professor for us in 2020. Stallard is a

1998 graduate of Andrews University’s Master of Science in Physical Therapy program; she loves to learn, which led her to pursue and earn her DPT degree from St. Scholastica College in 2012. She has been a licensed physical therapist for over 20 years, with experience in outpatient, skilled nursing home, traumatic brain injury, home health, independent contracting, and pediatrics. Stallard was an assistant professor at Baker College PTA program for several years. She loves practicing PT and wants to teach others about this great profession. Her teaching responsibilities include pathophysiology, therapeutic exercise, geriatrics, pathokinesiology, and coordinating classes in orthotics and prosthetics, pediatrics, general medicine, and cardiopulmonary.

Her goal at the SRS is to make an impact on the physical therapy profession by training and inspiring professional physical therapy students. “I want my students to be self-motivated, have good clinical reasoning skills, interpersonal skills, and be creative. Don’t be afraid to think outside the box.”

Michele Keyes joined the postprofessional physical therapy programs amid the pandemic shutdown last summer. She holds a bachelor’s degree from Michigan State University and has previously worked for several non-profits, including the Make-A-Wish Foundation of Michigan, where she served as director of program services, and Vocational Guidance

Services in Cleveland, Ohio, as public relations director. She also worked on the staff of Governor John Engler for three years, writing proclamations and ceremonial correspondence.

As operations coordinator and advisor for the postprofessional programs, she manages the day-to-day operations of our



Doctor of Science in Physical Therapy, the new Doctor of Science in Occupational Therapy, and transitional Doctor of Physical Therapy programs, including recruiting, marketing, scheduling, and advising. In her free time, she enjoys travel, reading, and being active with her husband and three sons.

PT Alumni, Students, and Faculty Serve Side by Side

Once a month AU PT students, faculty, and alumni volunteer at the pro bono HERBIE clinic in Niles. We are so blessed to have PT alumni serve the community with us.

Regular alumni volunteers include Andrew Sorenson (DPT ‘12), Donna LaVenture (DPT ‘16), and Katie Young (DPT ‘18) pictured here (far left).



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

DPT Alumni Start Pre-PT Grind LLC

Joses Ngugi, PT, DPT '17, and Casey Coleman, PT, DPT '17
Self-employed, Pre-PT Grind LLC

By Joses Nugugi, PT, DPT '17

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

In 2014, a Leadership 101 “change project” started by Joses to serve pre-physical therapy students on the Andrews University campus was born. The goal of a change project was to discover a real problem and develop an equally real and impactful solution. Joses quickly saw a need amongst fellow pre-PT peers who were struggling to perform well academically with very little clarity on how to become ideal future physical therapy school applicants. Many had been directly given advice like, “find another career,” “this might not be the path that God has for you,” “your GPA is too low,” or “it’s too late to get strong enough grades to ever become a DPT.”

Certain that their hope of getting into their dream career was dead, a number of our peers started to walk away from pursuing physical therapy careers due to either their own limiting beliefs or the doubts of others around them. That’s why we started a student-led mentorship program on AU’s campus called the Pre-PT Success Program, with Casey joining the initial team as a pre-PT mentor. The aim was to help students gain the tools needed to improve their academics, align themselves with others like themselves as an accountability system, get crystal clear on how to become strong future PT school applicants, and ultimately get accepted into PT school despite their fears, doubts, and the assumed odds.

In 2017, we realized that the frustrations we heard from



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

That small idea—birthed from the belief that anyone can achieve their calling and goal despite the obvious odds—has helped us to guide students through circumstances that may seem impossible to most even within our profession. We have seen students go from GPAs as low as a 2.4, up to 20 rejections from DPT programs in previous cycles, and more than five years straight of rejections before working with us to being accepted into and thriving within multiple DPT programs all around the country. A number of them became Doctors of Physical Therapy this year!

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

DPT Alumni Pursue Shared Mission

Justin & Shari (Fogelquist) Kim, DPT '12
By Justin Kim, DPT '12

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

Shari and I met in the physical therapy department at Andrews University. We were in the class of 2012, and although we have



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

We both were blessed to be raised in strong Seventh-day Adventist Christian homes with active participation at our local churches. To serve in our church and to identify as missionaries for Jesus was part of our worldview. Individually, we each fostered an interest in serving as missionaries, as we were both fortunate to join short-term mission trips in our junior high and high school years. Eventually, as we started in the physical therapy program at Andrews, we continued to have interest in and passion for using our God-given education and training to serve others in overseas mission work.

I feel absolutely certain that things would be different if I went to another institution to study physical therapy. In the very beginning, at my interview to apply for the physical therapy program, I was interviewed by Professor Wayne Perry, and I voiced my plan to eventually serve as a missionary. He shared with me that if I would like to serve before starting the physical therapy program, Andrews University would allow me to defer my acceptance into the program for one year.



Thus, I was able to volunteer with REACH International for eight months in Honduras. It was a life-changing experience with so many lessons learned, and it only increased my interest in serving as a missionary. Andrews University continued to support my interest in serving as a missionary by allowing me to join a short-term mission team from my home church to Nuevo Laredo, Mexico. I was given an excused leave of absence during a summer semester in the PT program. As the then-PT faculty were voting to approve my excused absence, I remember to this day that one of the reasons they allowed me to be excused was that they believed this was in alignment to the mission of the University—to encourage Christ-centered service to humanity. I felt empowered and validated, knowing that Andrews University was not only saying the right things, but actively supporting the mission to serve.

So back to Haiti. Shari and I felt convicted that God brought us to Haiti. It was only through His guidance that we were fortunate enough to serve as missionaries despite the challenges like student loans, a language barrier, and cultural differences. Despite the uncertainty, we knew we were supposed to be standing at that airport in Haiti. After a word of prayer, we scanned the faces and found someone holding a sign for the hospital where we would be serving.

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



Adventist hospital in Haiti to this day.

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

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

So what are we doing?

By God’s grace, we can be used. It starts with that still small voice in our hearts. And as we pray and study, we can say with Isaiah, “Here am I. Send me!” It may not be Haiti or Guam, but it may be in the local community or the next town over. Wherever we may find ourselves, we have that one community to serve. We may be one person, but we have One who not only sends us but sustains us and equips us. As we continue to approach our home in heaven, may we continue to serve.

Values of Education, Excellence, and Eternity Motivate DPT Alum

Tiffany E. King, DPT '11
Instructor, Western University—Oregon

Tiffany E. King received her pre-physical therapy/bachelor of science degree at Oakwood University (OU) in Huntsville, AL. During that matriculation, Tiffany was also involved in a continuum summer research internship at various Alabama HBCUs (historically Black colleges and universities), and the school gospel choir (Dynamic Praise).

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

King has been in clinical practice for 10 years. Her professional development

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

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

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

With a heart for service, Tiffany also co-instructs the Community Service and Outreach curriculum course for the DPT



program at WesternU while remaining actively involved in various community outreach opportunities.

Tiffany is currently in her second term as a chapter delegate for the American Physical Therapy Association—Oregon (APTA-OR) and remains an active member of the APTA Acute Care and Cardiovascular/Pulmonary Academies. She also aspires to become a board-certified clinical specialist (CCS) in cardiovascular and pulmonary physical therapy through the American Board of Physical Therapy Specialty (ABPTS).

King attributes her professional accomplishments to the support of her family; the inspiration of OU's motto of education, excellence, and eternity; and the motivation instilled within her at AU to seek knowledge, be innovative, and strive for change.

Postprofessional Physical Therapy Highlights: Blessed to be a Blessing

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

The global pandemic presented challenges for our postprofessional students on and off campus. Our on-campus transitional Doctor of Physical Therapy (tDPT) program serves internationally trained physical therapists, and their challenges centered around the inability to travel. Despite travel restrictions, they began classes virtually from their homes across the globe. The time differences meant some class meetings fell in the middle of the night, but the resilience of our students prevailed, and they completed the fall 2020 semester successfully and proceeded to on-campus classes in the spring of 2021. The Doctor of Science in Physical Therapy (DScPT) students and faculty adapted practices to allow courses with lab components to be taken virtually, and research projects were amended to surveys and other formats to allow protection from COVID.

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

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

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



faculty and clinical instructors, all of whom he has personally trained and mentored. The group has further developed their student-focused program of education, mentoring, testing, and certification. Andrews University and ASPIRE are partnering together in a new venture, an Orthopedic Manual Physical Therapy Fellowship

program, which is in the development phase and will be a natural addition to our DScPT degree. We look forward to launching it soon!

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

This concentration, led by Susan Clinton, PT, DScPT, OCS, WCS, FAAOMPT, NBHWC, and Jessica McKinney, PT, MS, CMPT, DSc (candidate 2021), weathered the pandemic by hosting intensive lab portions of their classes virtually. The students, including both ladies and gentlemen, appreciated the dedication of these wonderful instructors and the creativity they brought to the table in carrying out their successful online classes. They are inspired professionals blessed with advanced skills and are truly a blessing to our students. We welcomed two new instructors this year: Alaina Newell, PT, DPT, WCS, CLT-LANA, and Karen Brandon, PT, DScPT, WCS, BCIA-PMDB. Both bring a wealth of experience to our program.

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

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

Alum Prepared for PT Practice and Parenthood in Guam

By Katy (Roberts) Yamamuro, DPT '09
Physical Therapist, Guam

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

My time at Andrews prepared me for this by not only giving me a quality education in all aspects of PT, but also giving me practical experience that made it real to me. My professors at Andrews knew their fields inside and out and took the time and effort to not only teach but mentor my classmates and me. I will always be grateful for that!

Now I am mostly a stay-at-home mom, working part-time at the clinic where I was once the director. But even in this Andrews gave me the preparation I needed to care for my daughter with special needs. I praise God for the years I spent at Andrews and the opportunity He has given me to change my little area of the world.



NEW Occupational Therapy Program Fall 2021

By Kim Ferreira, PT, PhD, MSPT '98

Occupational therapists (OT) have a strong career outlook with a faster-than-average projected growth rate of 16 percent from 2019 to 2029. The demand for OTs has led to a significant increase in the number of OT programs, yet the supply of adequately trained OT faculty has not kept pace. Most recently, the American Occupational Therapy Association (AOTA) reported a 20 percent faculty vacancy rate and a projected 35 percent of OT faculty retiring by 2024. By God's leading, the School of Rehabilitation Sciences (SRS) identified a "see a need, fill a need" opportunity.

The Doctor of Science in Physical Therapy (DScPT) is one of the SRS degree programs for physical therapists who seek to advance their career. For 20 years our Andrews University DScPT graduates have become faculty members in physical therapy programs across the nation and around the world. With such a well-established DScPT program and an excellent opportunity for new interprofessional collaboration through a shared common core of courses, it just made perfect sense to add a Doctor of Science in Occupational Therapy



(DScOT) to meet the needs of the growing OT profession. The DScOT is an advanced academic doctorate degree that prepares clinicians to be practice scholars who teach both in higher education and the clinic, to be leaders and agents of change in health care, and to conduct applied research. The program will shape therapists into faculty leaders who innovate, use practical wisdom, integrate research, and embody lifelong learning while integrating their faith into the classroom. Graduates will be primed for teaching in a university setting, contributing to scholarly research, and leading the profession in evidence-based clinical practice. The program is in an online format, allowing flexibility and affordability for the working professional.

We are pleased to welcome Dovison Kereri, OT, PhD, to our faculty as DScOT director; he joined our team in July. Kereri has been practicing occupational therapy for the past 27 years. He has extensive experience in occupational therapy which includes pediatrics, physical dysfunction, home care, and psychiatry. He has practiced OT in acute care, long term

care, home care, and outpatient. He has held various positions including staff OT, manager, program director, and regional director. He has also served as a clinical educator for many OT and occupational therapy assistant students. He has been teaching as adjunct faculty at Parkland College since 2017. Kereri completed an undergraduate degree in occupational therapy from KMTC (1994), Master of Health Sciences in Occupational Therapy (Orthopedic tract) from University of Indianapolis, Indiana (2003), and PhD from Nova Southeastern University, Fort Lauderdale, FL (2018). His research interest is in government policy and health care. Kereri is actively recruiting students for the DScOT program. For more information, please email dscotinfo@andrews.edu.

Finally, our entry-level occupational therapy program (DOT) start date has been moved to 2025 to allow us to focus on the DScOT program. While the DOT program will require significant infrastructure changes and additional qualified faculty, the DScOT program does not require infrastructure changes since it is online. In both waiting on the DOT and moving forward with the DScOT, God has made his direction clear.

Portions of this article were adapted, with permission, from a previous article written by Professor Ferreira for the Andrews University *FOCUS Magazine*, Winter21Vol57No1.

living quarters to participate in group activities which are designed according to their needs. In those activities, the patients are challenged physically as well as intellectually in order to "awaken" their potentialities. One of my responsibilities, besides conducting rehab, is to plan and organize those activities.

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

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

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

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

Although there are many other things to be thankful for, the one thing I cannot omit is the spiritual experience the school offered to me. There, I met quite a few faithful Christian friends and I learned so much from them. As a class, we prayed together, learned the Bible together, and worshipped together. I believe these experiences helped me to strengthen my faith in God and prepared me for the



future days in Japan. In fact, my employer, who is not a Christian, recognizes my Christian faith and often tells his employees, "You all should read the Bible like Mr. Atarashi does. That way, you all have a chance to learn how to be loving and caring towards our patients like he does."

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



PT Alum Helps Seniors Live Life to the Fullest in Japan

By Hisafumi Atarashi, MSPT '98
Rehabilitation Director, Main Stream, Hiroshima, Japan

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

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

Every morning, every single patient is prepared to leave their

2019-20 PEER REVIEWED PUBLICATIONS

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

School of Architecture & Interior Design

Nathan Bolkovic (with **Andrew von Maur**). Academic Portfolio: El Nexa Martín Peña, San Juan, Puerto Rico. *Classicalist* No. 16, *Institute for Classical Architecture & Art*, 2019, p. 88.

Andrew von Maur and **Christopher Perry**. INTSABA: *A Mountain Home*. Andrews University: Berrien Springs, MI, 2019.

Rhonda Root. One illustration in, *Archaeology of the land of Israel: From the Neolithic to Alexander the Great*, Part II (Hebrew). The Open University of Israel: Ra'anana, Israel, 2020, page 170.

School of Nursing

Jerry L. Chi, **Grace C. Chi**, Nile M. Khanfar, Gabriel Gao, and Belal A. Kaifi. The impact of innovative executive servant leadership on organizational citizenship and organizational cynicism. *International Journal of Business and Public Administration* 17 (IJBA) 17(1), 1-31, 2020.

Melinda Nwanganga, Jean Cadet, and **Jochebed Ade-Oshifogun**. Effects of pediatric emergence delirium education on analgesic administration by PACU Nurses: A Pilot Study. *International Journal of Studies in Nursing* 5(1), 58-63, 2020.

School of Population Health, Nutrition & Wellness

Elmer Ccopa Rivera, *Jonathan J. Swerdlow*, Rodney L. Summerscales, **Padma P. Tadi Uppala**, Rubens Maciel Filho, Mabio R. C. Neto, and Hyun J. Kwon. *Data-driven modeling of smartphone-based electrochemiluminescence sensor data using artificial intelligence*. *Sensors* 20(3), 625, 2020.

Hyun J. Kwon, Elmer Ccopa Rivera, Mabio R.C. Neto, *Daniel Marsh*, *Jonathan J. Swerdlow*, Rodney L. Summerscales, and **Padma P. Tadi Uppala**. Development of smartphone-based ECL sensor for dopamine detection: Practical approaches. *Results in Chemistry* 2, 100029, 2020.

Melinda Nwanganga, **Jean Cadet**, and **Jochebed Ade-Oshifogun**. Effects of pediatric emergence delirium education on analgesic administration by PACU nurses: A pilot study. *International Journal of Studies in Nursing* 5(1), 58-63, 2020.

2020-21 PEER REVIEWED PUBLICATIONS

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

School of Communication Sciences & Disorders

Bruna A. Barbosa, **D'Jaris Coles-White**, Darah Regal, and Jimmy Kijai. Analysis of language errors in speakers who are bilingual under quiet and background noise conditions. *Perspectives of the ASHA special interest groups* 5(6), 1687-1697, 2020.

School of Population Health, Nutrition & Wellness

Elmer Ccopa Rivera, Rodney L. Summerscales, **Padma P. Tadi Uppala**, and Hyun J. Kwon. Electrochemiluminescence Mechanisms Investigated with Smartphone-Based Sensor Data Modeling, Parameter Estimation and Sensitivity Analysis. *ChemistryOpen* 9(8), 854-863, 2020.

2019-20 GENERAL PUBLICATIONS

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

School of Architecture & Interior Design

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

School of Nursing

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

Grace C. Chi and Jerry L. Chi. Statistics, Quality Life and Faith. *Seventh-day Adventist Educators Blog*. September 30, 2019.

School of Population Health, Nutrition & Wellness

Padma P. Tadi Uppala. Declaration of God's power to the NEXTGEN. *Santalum, Serving Humanity: Centenary and Beyond* (Lowry Memorial College) 2018-2019, 190-191.

2020-21 GENERAL PUBLICATIONS

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

School of Architecture & Interior Design

Rhonda Root. One Illustration, in Terje Stordalen and Øystein S. LaBianca (eds.), *Levantine Entanglements: Cultural Productions, Long-term Processes and Globalizations in the Eastern Mediterranean*, Equinox Publishing: Sheffield, UK, 2021.

Andrew von Maur. Transect illustrations on p. 42, 47, 59, in Brian Falk and Andrés Duany (eds.), *Transect Urbanism: Readings in Human Ecology*. ORO Editions, San Francisco, CA, 2020.

Andrew von Maur. Professionals: Any Room in God's Ministry? *College and University Dialogue* 32(2), 5-8, 2020.

School of Communication Sciences & Disorders

Jenica Joseph. Reflection on remote learning in a pandemic. *Adventist Educators* (online), May 25, 2020.

School of Distance Education

Glynis M. Bradfield. Online learning: Some strategies for success. *College and University Dialogue* 32(3), 5-8, 2020.

School of Nursing

Jerry L. Chi and **Grace C. Chi**. Using deductive and inductive research methods to explore the existence of God. *Adventist Educators* (online), February 18, 2021.

2019-20 PRESENTATIONS, PERFORMANCES & EXHIBITIONS

School of Architecture & Interior Design

Cynthia Prime, **Andrew Von Maur**, *Gwendoline Albright N.* and **Stephanie Davis**. "Saving Orphans through Healthcare & Outreach (SOHO)." *3ABN Today*. West Frankfort, Illinois. Recorded January 15, 2020.

Ariel Solis and **Rhonda Root**. "Using BIM (Building Information Modeling) to Visualize and Share Archaeological Data at Tall Hisban, Jordan." American School of Oriental Research Annual Meeting. San Diego, CA. November 20-23, 2019.

Ariel Solis. "A Proposal For Ministry." The International Biennial of Adventist Academic Architecture (BIAAA). Universidad Peruana Unión. Lima, Peru. October 7-10, 2019.

Ariel Solis and **Rhonda Root**. "Using BIM (Building Information Modeling) to Visualize and Share Archaeological Data at Tall Hisban, Jordan." American School of Oriental Research Annual Meeting. San Diego, CA. November 20-23, 2019.

Ariel Solis and **Rhonda Root**. "Using BIM (building information modeling) to visualize and share archaeological data at Tall Hisban, Jordan." Michigan Academy of Sciences, Arts, and Letters Annual Conference. Southfield, MI. March 13, 2020. [Conference canceled due to COVID-19]

Andrew von Maur (with **Kendra Arsenault**). "Church Design and the History of Sacred Space." *Advent Next* Podcast. August 27, 2019.

Andrew von Maur (with **Kendra Arsenault**). "Warehouse Church: The Future and Purpose of Worship Design." *Advent Next* Podcast. September 19, 2019

Andrew von Maur. Project Manager, public and private stakeholder participatory planning process for SOHO Children's Village for Saving Orphans through Healthcare and Outreach (SOHO), Shiselweni, eSwatini. September 2019.

School of Communication Sciences & Disorders

Heather Ferguson. "Accommodations and modifications in the classroom." Benton Harbor Charter School Academy. Benton Harbor, MI. May 10, 2019.

Heather Ferguson and **Tammy Shilling**. "Promoting Student Engagement Through Interactive Learning Opportunities." Assistive Technology Industry Association Conference. Orlando, FL. January 29 - February 1, 2020.

Jenica Joseph, **Mohammed Alqarni**, and **Tanzania Lawrence**. "Anti-intellectualism and complicated conversation." Andrews University Teaching and Learning Conference. Berrien Springs, MI. March 26, 2019. [Conference cancelled]

Jenica Joseph, **Mohammed Alqarni**, and **Tanzania Lawrence**. "Anti-intellectualism and complicated conversation." Andrews University Teaching and Learning Conference. Berrien Springs, MI. March 26, 2020. [Conference cancelled due to COVID-19]

Tammy Shilling, **Heather Ferguson**, and **Jenica Joseph**. "Teaching students metacognitive study skills for success in education." Andrews University Teaching and Learning

Conference. Berrien Springs, MI. March 26, 2020. [Conference cancelled due to COVID-19]

Medical Laboratory Sciences

Marcia A. Kilsby. "Tube or Gel: Resolving ABO/Rh Discrepancies with Confidence." American Society for Clinical Pathology Annual Meeting. Phoenix, AZ. September 11-13, 2019.

Marcia A. Kilsby. Luncheon Roundtable: "Operational Pros and Cons of Using Solar Power to Run Clinical Laboratories in Developing Countries." American Society for Clinical Pathology Annual Meeting. Phoenix, AZ. September 11-13, 2019.

Marcia A. Kilsby. Advanced training workshops in laboratory diagnostics assessment of Hepatitis B and C patients. Presented to physicians and laboratory personnel at three Hepatitis Hospitals. Democratic People's Republic of Korea. September - October 2019.

School of Nursing

Jochebed B. Ade-Oshifogun, Augusta Y. Olaore and Joan O. Aina. "Factors Affecting Marital Disruption Amongst Nigerian Immigrants in North America (NINA): A Pilot Study." Adventist Conference on Family Research and Practice. Andrews University, Berrien Springs, MI. July 18-20, 2019.

Jerry L. Chi and **Grace C. Chi**. "The Impact of innovative executive servant leadership on organizational citizenship and organizational cynicism: A test of structural equation modeling (SEM)." 11th Bi-Annual Seventh-day Adventist Business Educators Conference. Andrews University, Berrien Springs, MI. July 9-11, 2019.

Carlisle Sutton, Charity Garcia, and **Shawna Henry**. Andrews University's Benton Harbor Ministries. Benton Harbor Ministries Summit. Berrien Springs, Michigan. January 25, 2020.

School of Population Health, Nutrition & Wellness

Valerie Akinyi, **Adriana DePalma**, and **Padma P. Tadi Uppala**. "Systems Thinking Analysis tool to develop an intervention for opioid addiction prevention." Michigan Academy of Sciences, Arts, and Letters Annual Conference. Southfield, MI. March 13, 2020. [Conference canceled due to COVID-19]

Nicki Britten, **Harvey J. Burnett Jr.**, **Anita Fernander**, **Brandy Lovelady Mitchell**, **Ingrid Weiss Slikkers**, **Twyla Smith**, **Padma Tadi Uppala**, and **Lynn Todman**. Panel, Covid 19: Understanding and breaking the socio-economic and racial disparities. Andrews University Social Consciousness Summit. Berrien Springs, MI. April 23, 2020.

Jean Cadet. "The use of electronic cigarettes among Michigan adults, 2018." Michigan Academy of Sciences, Arts, and Letters Annual Conference. Southfield, MI. March 13, 2020. [Conference canceled due to COVID-19]

Victoria A. DeHart, **Amar Sudhaker**, **Michael Uppala**, and **Padma P. Tadi Uppala**. "Prevention Methods for Alzheimer's Disease: A System's Analysis." Michigan Academy of Sciences, Arts, and Letters Annual Conference. Southfield, MI. March 13, 2020. [Conference canceled due to COVID-19]

Sherri Isaak and **Jesse Hsieh**. "Effects of high fiber, plant focused diet on plasma lipids in Michiana patients." Michigan Academy of Sciences, Arts, and Letters Annual Conference. Southfield, MI. March 13, 2020. [Conference canceled due to COVID-19]

Hyun J. Kwon, Elmer Ccopa Rivera, Mabio R.C. Neto, *Jonathan J.*

Swerdlow, Rodney L. Summerscales, and **Padma P. Tadi Uppala**. “Cancer Biomarker Detection Using the Smartphone Based ECL Immunosensor.” Biomedical Engineering Society Annual Meeting. Philadelphia, PA. October 17-19, 2019.

Elmer Alberto Ccopa Rivera, *Nicholas Navarro*, James Carson, *Jonathan J. Swerdlow*, Rodney L. Summerscales, Mabio Neto, **Padma P. Tadi Uppala**, and Hyun Kwon. “A novel approach to model ECL reaction mechanisms with the aid of machine learning.” Michigan Academy of Sciences, Arts, and Letters Annual Conference. Southfield, MI. March 13, 2020. [Conference canceled due to COVID-19]

Elmer Alberto Ccopa Rivera, *Jonathan Swerdlow*, Adriano P. Mariano, Mabio R. C. Neto, Rodney Summerscales, **Padma P. Tadi Uppala** and Hyun Kwon. “ILLUPHENS: Smartphone-based electrochemiluminescence sensor to monitor phenolic compounds in wastewater from biofuel plants.” 42nd Symposium on Biomaterials, Fuels and Chemicals. New Orleans, LA. April 26-29, 2020. [Conference canceled due to COVID-19]

Megan Schmidt, *Kristin Ferrer*, *Addison Kelly*, and **Padma P. Tadi Uppala**. “E-cigarettes and vaping in relation to respiratory illnesses in our nation’s youth: A systems analysis.” Michigan Academy of Sciences, Arts, and Letters Annual Conference. Southfield, MI. March 13, 2020. [Conference canceled due to COVID-19]

Paul Thompson, **Padma P. Tadi Uppala**, and Ryan T. Hayes, “Title Development of ICP-Based Heavy Metal Analysis of Hair.” Michigan Academy of Sciences, Arts, and Letters Annual Conference. Southfield, MI. March 13, 2020. [Conference canceled due to COVID-19, presentation made at the Andrews University Mini-MASAL, Berrien Springs, MI. March 13, 2020.]

Padma P. Tadi Uppala, Laurel Berman, Motria Caudill, Brian Y. Y. Wong, Desmond H. Murray, and **Jean Cadet**. “The environmental health landscape of Berrien County, Michigan: A multi-media analysis.” Michigan Academy of Sciences, Arts, and Letters Annual Conference. Southfield, MI. March 13, 2020. [Conference canceled due to COVID-19]

School of Rehabilitation Sciences

Edwina Rigby, **Kimberly Coleman-Ferreira**, Sozina Katuli, and Caryn Pierce. “Does an Evenup™ device mitigate the effect of the leg length discrepancy introduced with a walker boot?” World Confederation for Physical Therapy Congress. Geneva, Switzerland. May 10-13, 2019.

Sozina Katuli, *Hunter Rich*, *C’Asia Bermudez*, *Sarah Park*, *Crystal Rouli*, and *Eunice Sham*. “Utilization of Physical Therapy Services for Post-Mastectomy Patients: A Prevalence Study.” American Congress of Rehabilitation Research. Chicago, IL. November 508, 2019. Poster published in: *Archives of Physical Medicine and Rehabilitation* 100(12), E210, December 1, 2019.

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Duane Covrig, **Andrew von Maur**, Rodney A. Palmer, and Anthony M. Bosman. “Training Virtues in College Students.”

Andrews University Teaching and Learning Conference. Berrien Springs, MI (virtual). March 25, 2021.

Andrew von Maur. “Urban Design Update 1: Cross-laminated Timber.” CNU28: A Virtual Gathering, Congress for the New Urbanism. June 10, 2020.

School of Communication Sciences & Disorders

Jenica Joseph, *Yanina Jimenez*, and *Stephanie Wilczynski*. “Revealing Jesus in our learning environments: supporting student healing through trauma sensitive academic processes.” The E.L. Minchin Lectureship: Supporting Healing in Youth to Deepen Their Journey with God. Andrews University, Berrien Springs, MI. February 28, 2021.

Stephanie Wilczynski, **Jenica Joseph**, and *Yanina Jimenez*. “Impact of trauma on academic performance: Revealing Jesus in the learning environment.” E.L. Minchin Lectureship. Andrews University, Berrien Springs, MI. February 28, 2021.

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Jochebed Bea Ade-Oshifogun, Jimmy Kijai, Jean Cadet, *Zora Williams*, and *Amarpreet Sudhaker*. “Students’ perception of their educational environment during COVID-19 pandemic at Andrews University.” Michigan Academy of Science, Arts & Letters Annual Conference, Alma College and Andrews University (virtual). March 12, 2021.

Jochebed Bea Ade-Oshifogun, Sabina Jeruto Bett, Dixon Anjejo and Erick Rutto. “The effectiveness of educational intervention on diabetic knowledge, self-efficacy, and HbA1c levels of Kenyan adults with T2DM.” Andrews University Teaching and Learning Conference. Berrien Springs, MI (virtual). March 25, 2021.

Jochebed Bea Ade-Oshifogun, Jimmy Kijai, Jean Cadet, *Amarpreet Sudhaker*, and *Zora Williams*. “Students’ Perception of the Transition to Remote Learning at Andrews University during Covid-19 Pandemic.” Andrews University Teaching and Learning Conference. Berrien Springs, MI (virtual). March 25, 2021.

Sabina Bett and **Jochebed Bea Ade-Oshifogun**. “Effectiveness of educational intervention on diabetic knowledge, self-efficacy, and HbA1c levels of Kenyan adults with T2DM.” Sigma Theta Tau International Nursing Research Conference (virtual). July 22-24, 2020.

Sabina Bett and **Jochebed Bea Ade-Oshifogun**. “Effectiveness of educational intervention on diabetic knowledge, self-efficacy, and HbA1c levels of Kenyan adults with T2DM.” Michigan Academy of Science, Arts & Letters Annual Conference, Alma College and Andrews University (virtual). March 12, 2021.

Grace C. Chi. “Human responses to music relaxation video.” *Mental Health and Life Quality Care in the Older People*. Taichung Veterans General Hospital, Taiwan. August 22, 2020.

Jerry L. Chi and **Grace C. Chi**. “The impacts of servant leadership on burnout level of nursing staff: A structural equation model.” Indiana Academy of the Social Sciences Annual Conference (online). April 9-10, 2021.

Jerry L. Chi and **Grace C. Chi**. “The impacts of servant leadership on burnout level of nursing staff: A structural equation model.” International Accreditation Council for Business Education, Annual Conference and Assembly Meeting (online). April 13-16, 2021.

Jimmy Kijai, **Jochebed Bea Ade-Oshifogun**, Jean Cadet, *Zora Williams*, and *Amarpreet Sudhaker*. “Learning Environment of Students at Andrews University during the Covid-19.” Andrews University Teaching and Learning Conference. Berrien Springs, MI (virtual). March 25, 2021.

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Jochebed Bea Ade-Oshifogun, Jimmy Kijai, **Jean Cadet**, *Zora Williams*, and *Amarpreet Sudhaker*. “Students’ perception of their educational environment during COVID-19 pandemic at Andrews University.” Michigan Academy of Science, Arts & Letters Annual Conference, Alma College and Andrews University (virtual). March 12, 2021.

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Camille Kordas, *Joshua Li*, *Kristin Ferrer*, *Yi Shan Jin*, *Nathaly Manrique*, *Min Seo Kang*, *Joon Seo*, *Sung Been Han*, *Jasmine Cha*, *Anthony Miller*, **Padma P. Tadi Uppala**, and Brian Y. Y. Wong. “Selective induction of apoptosis by aqueous extract of Chinese medicinal herbs *Scutellaria barbata* and *Oldenlandia diffusa* in HCT 116 colon cancer cells and CCD 841 CoN colon epithelial cells.” Annual Meeting of the American Association for Cancer Research (virtual). April 10-15, 2021.

Hyun J. Kwon, **Padma P. Tadi Uppala**, Elmer Ccopa Rivera, Mabio R.C. Neto, *Daniel Marsh*, *Jonathan J. Swerdlow*, Rodney L. Summerscales. “Development of a cellphone-based electrochemiluminescence biosensor for dopamine detection in advanced breast cancer.” American Association for Cancer Research 2020 Annual Meeting (virtual). June 22-24, 2020. Abstract 871, *Proceedings: AACR Annual Meeting 2020*, Philadelphia, PA.

Nathaly Manrique, *Yishan Jin*, *Kristin Ferrer*, *Joshua Li*, *Camille Kordas*, *Joon Seo*, *Sung Been Han*, *Jasmine Cha*, *Min Seo Kang*, **Padma P. Tadi Uppala**, and Brian Y. Y. Wong. “Modulation of Apoptosis in Breast Cancer Cells MDA-MB-157, 93A, and 93B by Aqueous Extract of Chinese Medicinal herb *Scutellaria barbata*.” Michigan Academy of Science, Arts & Letters Annual Conference, Alma College and Andrews University (virtual). March 12, 2021.

Padma P. Tadi Uppala, Brian Y. Y. Wong, Laurel Berman, Motria Caudill, Desmond H. Murray, and **Jean Cadet**. “Environmental determinants for lung cancer mortality in Black men in Berrien County: A multimedia Analysis.” American Association for Cancer Research 2020 Annual Meeting (virtual). June 22-24, 2020. Abstract 4345, *Proceedings: AACR Annual Meeting 2020*; April 27-28, 2020 and June 22-24, 2020; Philadelphia, PA.

Padma P. Tadi Uppala, **Sherri Isaak**, Brian Y. Y. Wong, Kimberly Ferreira, Carlos Garberoglio and John Kelly. “Evidence-based natural therapies and immune-enhancing strategies to control, prevent, and treat co-morbidities COVID-19 and Cancer.” 2021 American Association for Cancer Research Virtual Meeting: COVID-19 and Cancer. February 3-5, 2021.

Padma P. Tadi Uppala, **Sherri Isaak**, Kimberly Ferreira, Brian Y. Y. Wong, Carlos Garberoglio and John Kelly, (2021). “Evidence-based natural therapies and immune-enhancing strategies to control, prevent, and treat COVID-19.” Michigan Academy of Science, Arts & Letters Annual Conference, Alma College and Andrews University (virtual). March 12, 2021.

Padma P. Tadi Uppala. “COVID-19 and Cancer: detailed literature review of natural therapeutics and remedies to combat the SARS CoV-2 virus.” *Cancer Network*. April 6, 2021.

School of Rehabilitation Sciences

Pooja Kalaria, *Aishwarya Savant*, *Vrushali Desai*, and **Sozina Katuli**. “Smartphone use and its relationship with depression, anxiety and stress among adults.” Michigan Academy of Science, Arts & Letters Annual Conference, Alma College and Andrews University (virtual). March 12, 2021.

Sozina Katuli, *Gail Eliot*, *Kevin Chang*, *Theresa Dray*, *Krissy Savage*, *Kaylee Waters*, and *Olivia Zoharie*. “Do Physical therapy services benefit mastectomy patients?” American Congress of Rehabilitation Medicine (virtual). October 21-24, 2020. Poster published in: *Archives of Physical Medicine and Rehabilitation* 101(11), E78, 2020.

Sozina Katuli, Ron Mataya, and Wakoli Wekesa. “Lessons Learnt from the Outbreak of West Nile Virus in the US 2004.” Michigan Academy of Science, Arts & Letters Annual Conference, Alma College and Andrews University (virtual). March 12, 2021.

Padma P. Tadi Uppala, Sherri Isaak, Brian Y. Y. Wong, **Kimberly Ferreira**, Carlos Garberoglio and John Kelly. “Evidence-based natural therapies and immune-enhancing strategies to control, prevent, and treat co-morbidities COVID-19 and Cancer.” 2021 American Association for Cancer Research Virtual Meeting: COVID-19 and Cancer. February 3-5, 2021.

Padma P. Tadi Uppala, Sherri Isaak, **Kimberly Ferreira**, Brian Y. Y. Wong, Carlos Garberoglio and John Kelly, (2021). “Evidence-based natural therapies and immune-enhancing strategies to control, prevent, and treat COVID-19.” Michigan Academy of Science, Arts & Letters Annual Conference, Alma College and Andrews University (virtual). March 12, 2021.

2019-20 FACULTY RESEARCH GRANTS

New Faculty Research Grants: 2019-20

Rhonda Root and **Ariel Solis** (Architecture), *Digital Visualization and Interaction for the Historical Cultural Landscape of Hisban and Vicinity*.

Padma Tadi Uppala, **Ryan Hayes**, **Desmond Murray**, **Dixon Anjejo** (Public Health, Chemistry), *Environmental Determinants of Cardiovascular Disease in Berrien County, Michigan: Exposure Assessment of Lead, Arsenic and Cadmium*.

2020-21 FACULTY RESEARCH GRANTS

New Faculty Research Grants: 2020-21

Dixon Anjejo, Padma Tadi Uppala, and Jean Cadet (Population Health, Nutrition & Wellness), *Determination of Factors Associated with High Rates of Divorce Among sub-Saharan African Immigrants in the United States.*

Jean Cadet, Padma Tadi Uppala, and Dixon Anjejo (Population Health, Nutrition & Wellness), *Quality Status of Private Wells Drinking Water in Berrien Springs and Benton Harbor, Michigan.*

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

Rhonda Root, Ariel Solis and Oystein LaBianca (Architecture, Behavioral Sciences), *Digital Visualization and Interaction for the Historical Cultural Landscape of Hisban and Vicinity.*

2020-21 EXTERNAL RESEARCH GRANTS

Federal Grants

Padma P. Tadi Uppala. *Andrews University: Developmental Education strategies for Native American and at-risk students to improve graduation rates: We make World Changers.* US Department of Education (2020-2025).

2019-20 UNDERGRADUATE RESEARCH SCHOLARS

Joyce Figueroa (Darah Regal, Communication Sciences & Disorders), *Development in the Areas of Language, Literacy, Phonological Awareness and Auditory Processing for School-Aged Children over the Course of a Three-Week Intervention Program.* Fall 2019, Spring 2020

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

2020-2021 UNDERGRADUATE RESEARCH SCHOLARS

Alec Bofetiado (Melissa Poua, Medical Lab Science), *Synthesis and Antibacterial Properties of APT-6K and Analogs.* Spring 2021

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

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

Amarpreet Sudhaker (Jochebed Ade-Oshifogun, Public Health), *Students' perceptions and lived experience of their*

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

2020-21 GRADUATE GRANT IN AID OF RESEARCH RECIPIENTS

Ana Howard (Jean Cadet, Population Health, Nutrition & Wellness). *Socioeconomic Risk Factors That Influence Vegetarianism among Seventh-day Adventist Hispanic Americans.*

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



Why We Enjoy Supporting Andrews University

By Patricia and William Mutch

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

Supporting Andrews is very natural for us – the Lord has richly blessed us with some means to help, particularly by increasing scholarship funds for students. We know well by our own experiences that having top-quality faculty, up-to-date lab equipment, and buildings which facilitate their work is crucial.

So, we watch with interest the plans for a new building for health professional students, particularly studying in the area of nutrition and dietetics. Pat taught many years in Marsh Hall which was well-designed for its purposes. But the structure was so compromised by a lightning strike (about 1959) that it has needed constant maintenance attention ever since. We look forward to seeing a replacement provided! We are privileged to be able to assist both the University in its planning and the students who will benefit.

Remember your Roots:

Why I support the Health Professions Building Project

By David Grellmann, MD, MPH, BS '77

I love Andrews! I was a student there in the mid '70s, a religion major with ambitions of going on to med school. I made friends for life there— fellow students of course, but also professors. Andrews pushed me to grow intellectually and spiritually. After med school and residency, I worked five years in Africa, fulfilling a dream.

Then, quite unexpectedly, I landed back in Michigan, and have lived five miles from Andrews for the last 29 years. I have watched Andrews grow into a national university. The enrollment in the College of Health and Human Services has grown to over 800 students

and there is potential to enroll even more students. What hinders such growth is the fact that the facilities are old and too small.

Andrews leadership has recognized the urgent need for a new facility for the College of Health and Human Services, and fundraising for that building is now a priority. I urge my fellow alumni who left Andrews to pursue successful careers in healthcare to support this project. I especially urge those who got a solid science education at Andrews before going on to complete health degrees at other institutions to not forget their roots at Andrews. Andrews needs you now! Please join me in supporting a state of the art building for healthcare professions at Andrews!



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

To learn more: https://www.andrews.edu/chhs/hlth-prof-bldg-dev_chhs_brochure_20191105_web.pdf

WORLD CHANGERS

*One Person, One Place,
One Community*

Melphine Harriott,
PhD, MT, BSCLS '98
Michigan



Erin Bailey, MS '16
Indiana



Tiffany King, DPT '11
Oregon



Rod Olson, MSPT '88
Florida



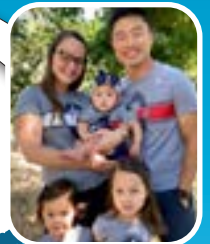
Gina Anderson, MSN, NP-C
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Lianette Chavez, MLS '20
Texas



Josh Sanabria, MARCH '14
California



Justin & Shari
(Fogelquist) Kim,
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Haiti and Guam



Kasheen Faustin, AuD, BS '17
Georgia



College of Health
& Human Services

Andrews University