

WellNest

A Publication of the College of Health and Human Services at Salisbury University • 2021

Salisbury
UNIVERSITY



Alumni and Friends



In the College of Health and Human Services, our focus continues to be developing career-ready students for professional practice and/or advanced studies. I am delighted to share that we have received additional support from the State to assist us with achieving that goal. In this edition of WellNest, you'll learn how this enhanced funding is allowing program expansion in areas of critical workforce need.

Over the last year, the College has re-evaluated our efforts around diversity, equity and inclusion (DEI). Although inclusion has been part of our core values since the creation of the College, we have not been explicit about our commitment to DEI. To reaffirm our commitment, we've added a new driving strategy with specific action items to our strategic plan. For our faculty, staff and students, another significant priority always has been supporting our community. The past year has certainly had its challenges, but the pandemic has strengthened our commitment and desire to serve others. This year, the Center for Healthy Communities kicked off our new Attachment and

Biobehavioral Catch-up (ABC) grant. This grant expands our impact, not only allowing SU faculty and staff to serve as an educational resource, but also allowing us to provide therapeutic services.

On the following pages, we're providing updates on a number of programs, activities and achievements and introducing you to the new faculty who have joined us in our efforts to educate an increased number of future health and human service providers. In reflection, I am reminded how fortunate I am to lead such an incredible team. I am so grateful for the support our University and its students receive from generous alumni and friends, and I am excited that we are able to showcase the philanthropic spirit of our donors and the impact they are making in the lives of SU students.

It has been another incredible year for our College of Health and Human Services. Thanks for your continued support.

Kelly A. Fiala, Ph.D., ATC
Founding Dean, College of Health and Human Services

CHHS MISSION

Salisbury University's College of Health and Human Services develops career-ready students for professional practice and/or advanced studies. Utilizing evidence-based, inter-professional and student-centered strategies, we develop culturally competent, ethically grounded practitioners with comprehensive professional expertise. College faculty, staff and students engage in activities to advance knowledge, serve local communities and promote lifelong learning.

CHHS VISION

Provide a diverse academic environment that fosters exemplary education and collaborative opportunities for students and community members to anticipate and adapt to the changing demands in the health and human services professions.

CHHS VALUES

- **ETHICAL** - We demonstrate respectful, evidence-based and culturally competent professional practice
- **INCLUSIVE** - We celebrate the diversity and uniqueness of our faculty, staff and students
- **EXCEPTIONAL** - We foster a culture of excellence, emphasizing lifelong learning and innovation
- **COLLABORATIVE** - We thrive on the synergy inherent in an inter-professional environment
- **ENGAGED** - We champion the local community and our larger professions through scholarship and service

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Dr. Kimberly Allen, Undergraduate Program Chair
Dr. Annette Barnes, Graduate Program Chair

SCHOOL OF SOCIAL WORK

Dr. Jennifer Jewell, School Director
Dr. Rebecca Anthony, Undergraduate Program Chair
Heather Diehl, Graduate Program Chair

CENTER FOR HEALTHY COMMUNITIES

Dr. Deborah Mathews, Special Assistant to the Dean

HENSON MEDICAL SIMULATION CENTER

Dr. Lisa Seldomridge, Director

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WELLNEST

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SU has a strong institutional commitment to diversity and nondiscrimination in all programs, events, and services. To that end, the University prohibits discrimination on the basis of sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, genetic information, religion, sexual orientation, gender identity or expression, veteran status or other legally protected characteristics. Direct all inquiries regarding the nondiscrimination policy to the Office of Institutional Equity/Title IX Coordinator, Holloway Hall 100, 410-543-6426.

Please Note: Social distancing and mask wearing are absent in some photos in this issue as they were taken either prior to the COVID-19 pandemic or following applicable protocols at the time they were taken.

Salisbury University is a proud member of the University System of Maryland.



OUR COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION

The College of Health and Human Services (CHHS) supports Salisbury University's commitment to diversity, equity and inclusion. We are committed to providing our students, faculty and staff the opportunity to learn and work in a safe environment that is rich in culture, as evidenced by our academic endeavors, scholarly pursuits and community outreach.

Last year, the country faced a reckoning with multiple public health crises, including a sharper focus on systemic racism and the unique challenges and barriers faced by Black and Brown people, which remain ongoing. As part of our response, the College of Health and Human Services added a driving strategy to our strategic plan that focuses explicitly on diversity, equity and inclusion (DEI). Although inclusion has always been one of our core values and we addressed DEI throughout the strategic plan, it became increasingly important for the College to be more intentional about our goals and actions with regards to DEI.

With input from internal (students, faculty and staff) and external (alumni and advisory board members) stakeholders, the CHHS Dean's Council developed DEI action steps and priorities. This draft was modified by the CHHS members of the Diversity Interest Group Committee (a joint committee with the Seidel School of Education) and was made available to all CHHS faculty and staff for open comment. A working draft of the DEI action steps was finalized at the end of the 2020-2021 academic year. The College faculty and staff recognize that this is a living document, and we will continue to review and revise all aspects of the strategic plan on an ongoing basis.

In an effort to develop a more comprehensive plan and track progress on achieving our DEI goals, the College formed a new committee of faculty and staff. This committee, referred to as the Justice, Equity, Diversity and Inclusion (JEDI) Committee, has representation from each of the three schools (Health Sciences, Nursing and Social Work) and two centers (Henson Medical Simulation Center and Center for Healthy Communities) that comprise the College. This team will continue to monitor progress and work closely with Dean's Council to ensure that all students, faculty and staff are supported and that DEI activities and initiatives are prioritized.

We in CHHS are a community of health and service-oriented professionals committed to the advancement of research, education and practice to serve local, national and global communities. DEI-related initiatives are to be prioritized because, at its core, the College prepares our students to help people – all people – in a way that acknowledges and celebrates differences in race, ethnicity, gender, sexual orientation, social class, national origin, level of ability, age, gender identity and expression, religion, national origin, and generational status.

DIVERSITY, EQUITY AND INCLUSION



DIVERSITY & INCLUSION INITIATIVES



A STRATEGIC FOCUS

The CHHS Strategic Plan is guided by seven driving strategies, including:

DRIVING STRATEGY #2:

PRIORITIZE DIVERSITY, EQUITY AND INCLUSION (DEI) WITHIN THE COLLEGE.

- Develop a holistic DEI strategic action plan.
- Support efforts to improve the intercultural effectiveness of all CHHS students.
- Provide regular training opportunities on issues relevant to justice, equity, diversity and inclusion for faculty, staff and students.
- Create a sense of belonging for diverse faculty and staff using comprehensive DEI-focused recruitment and retention plans.
- Implement effective strategies to recruit and retain a more diverse student body.

\$1 MILLION IN STATE FUNDING SUPPORTS WORKFORCE NEEDS



As a regional comprehensive institution, our primary mission is to meet the workforce needs of surrounding communities while promoting educational access and affordability for students. We are grateful that the State has further prioritized our development of the health care workforce with this funding in support of program expansion.

*Dr. Kelly Fiala,
College of Health and Human Services Founding Dean*



While health and human services workers are always in demand, the need for qualified professionals in these fields has only grown due to COVID-19.

Thanks to more than \$1 million state funding, SU's College of Health and Human Services is helping address this national shortage.

The CHHS is using the funds to increase enrollment in its programs, support staffing for the Henson Medical Simulation Center and hire six new faculty in the schools of Social Work and Nursing. In addition, operational funds will be provided for Respiratory Therapy Program expansion.

RESPIRATORY THERAPY EXPANDS TO MEET CRITICAL NEED

SU's Respiratory Therapy Program is expanding in response to the critical need for respiratory therapists. In fall 2020, a cohort of 30 juniors was admitted to the professional program, instead of the usual 24 students. Another 30 students were admitted for the fall 2021 semester, bringing the total program enrollment to 60 students this year.

In the future, cohorts of 36 students are being considered, but this will be dependent on applicant qualifications and availability of clinical placements – a crucial component of the program's curriculum. The Commission on Accreditation for Respiratory Care's (CoARC) recently recognized SU with the Distinguished Registered Respiratory Therapist (RRT) Credentialing Success Award.

Lisa Joyner, Respiratory Therapy Program chair and a 1989 graduate of the program herself, said one of the strengths of SU's program is the well-rounded foundation students receive working with all types of patients and in different settings. Clinical rotations expose students to various aspects of the profession, from neonatal resuscitation to pulmonary function tests.

"It's an awesome profession," Joyner said. "You may deal with a newborn and then a geriatric patient in the course of a single shift. It's an interesting field and the opportunities are never-ending."

The demand for professionals with a respiratory therapy background is high. Recent graduates of SU's program all accepted jobs upon graduation, many of them at the same sites where they completed clinical rotations. In fact, SU graduates have had their pick of job offerings in numerous locations and with ideal shifts.

Many alumni stay in the area, working at facilities such as TidalHealth Peninsula Regional – one of SU's main clinical sites, where all the instructors are SU alumni. Others go to the R. Adams Cowley Shock Trauma Center at the University of Maryland or Johns Hopkins Hospital. Still others take their degrees beyond Maryland to Children's Hospital of Philadelphia and pediatric hospitals in other states. With their educational background, SU grads are prepared to branch out into many different avenues of the profession, including administration and simulation.

"Our work to prepare our students for their careers past graduation never stops," Joyner said. "The additional support from state funding has helped tremendously so we can continue to offer more students that opportunity."



TRAINING MORE QUALIFIED NURSES

The School of Nursing also is increasing enrollment in response to national nursing shortages. For fall 2021, eight additional students were admitted into the traditional program, increasing the incoming cohort size to 73. For fall 2022, eight additional students will be admitted into the second bachelor's program, increasing the incoming cohort size to 40. This comes at a time when it is critically important to address the severe shortage of both nursing professionals and those qualified to teach them.

Dr. Debra Webster, director of the School of Nursing, said the school plans to make additional enrollment increases in the future, expanding the incoming cohort sizes to 48 students for the second bachelor's degree program and 81 for the traditional program. Other options are also being explored, such as an accelerated program that would continue during the summer, offering additional clinical opportunities for students and allowing an early exit option for second bachelor's graduates.

"Our nursing graduates are more in demand than ever," Webster said. "The funding we're receiving this year will really help us put more qualified nurses into the workforce."

There was a national shortage of nurses even before COVID-19, which has only exacerbated the problem. Many nurses in the field are aging and getting ready to retire, and the number of students who are applying to nursing programs is not keeping pace. Less nurses means less faculty to train new nurses, continuing to feed into the shortage. The money the SU School of Nursing has received will allow them to address both issues at once.

"Our nursing students are highly sought after," Webster said. "They are working locally within the TidalHealth System, at Johns Hopkins and even in California. They go anywhere and fill basically every type of need and every specialty."

BRINGING SOCIAL WORK EDUCATION TO ALL CORNERS OF MARYLAND

SU's School of Social Work began its growth long before COVID-19, earning a reputation regionally and nationally since the program first began in 1974. It has since expanded beyond the Salisbury campus to include a dual-degree program with University of Maryland Eastern Shore, four satellite programs across Maryland, a program in Europe for military, and in collaboration with University of Maryland Global Campus a nationally recognized and accredited Master of Social Work (M.S.W.) Program.

The undergraduate program currently has 340 enrolled students, up 9% over the last five years. The M.S.W. Program is the largest graduate program at SU, and it currently has 409 students enrolled, up 64% over the last five years. The programs do not have a set student capacity and continue to expand both enrollment and field placement opportunities. The growth of the program has allowed SU to reach a wide and diverse student body. Over this time, the program has maintained a national pass rate for the M.S.W. license above the national average.

Dr. Jennifer Jewell, director of the School of Social Work, said SU's program has grown significantly and now serves the region and state in many ways. The SU School of Social Work is the only such school on the Eastern Shore and fulfills the need for social work education in areas outside of urban centers. The school also has satellites in all corners of Maryland, in areas that would not otherwise have access to their resources.

"We are bringing education to areas that didn't have the

opportunity before, and that allows us to fulfill a need for social workers who can address critical issues statewide," Jewell said. "The rural areas of the state are experiencing the same problems as urban areas, so the need for qualified professionals in these areas is highly important."

"Our students come from a variety of backgrounds and personal experiences," Jewell said. "It's important to recognize students as whole people, whether they are here at SU, or at Cecil or Hagerstown."

Jewell said she likes to talk about the "little touches" that create a community in the Social Work Program. No matter where they are – on SU's campus, at one of the satellite locations or online – social work faculty and staff are intentional in advocating for all students to have access to the same resources regardless of location. Even before COVID-19, the Social Work Program was well-versed in the use of Zoom and had semester town hall meetings, gathering some 500 students together to discuss racial justice and other social issues. The SU School of Social Work commissioned its own challenge coin that is presented to all students who are active military or veterans. There is even a popcorn machine at some locations where faculty and staff give out popcorn to students as a small gesture to connect with them.

"It's those little touches that help them feel connected beyond just their relationships with professors and advisors," Jewell said. "When they're here and when they graduate, our students build that strong sense of community across Maryland, the country and the world."



SCHOOL OF HEALTH SCIENCES



Dr. Diane Davis, chair of the Medical Laboratory Science Program, received the American Society of Clinical Pathology (ASCP) Foundation Program Enhancement Grant to help replace clinical-grade microscopes in the program's teaching laboratories.

MLS GRADS STAND OUT

Not only did SU's most recent Medical Laboratory Science (MLS) Program class achieve a 100% exam pass rate, they also had 100% employment upon graduation.

"One of the strengths of our programs in the CHHS is that there's a direct line between us and a job," said Dr. Diane Davis, MLS program chair. "Sites really want to hire our graduates, so our students get the pick of where they want to go in their careers."

Kirn Begum (Class of 2018) was accepted into the Philadelphia College of Osteopathic Medicine. Annie Guy (Class of 2020) was accepted into the University of Maryland's pathologist assistant master's program – a program that is highly competitive and very difficult to get into.

Rebecca Abelman graduated from SU in 2014 and went on to earn her master's degree in food science

NEW NAMES FOR HEALTH PROGRAMS

Recognizing that their names did not reflect their curriculum and industry standards, an undergraduate and graduate degree program in the School of Health Sciences have adopted new names.

Formerly called Community Health, the Public Health Program at SU is accredited by the Council on Education for Public Health (CEPH) and is one of only about 20 standalone baccalaureate public health programs in the U.S. As more students across the nation are enrolling in health programs, the CEPH accreditation affirms that students receive the most up-to-date information and skills they need to enter the job market.

"The undergraduate degree in public health is fairly new," said Dr. Brandye Nobiling, program chair. "We are one of the few programs in the nation that are CEPH

ATHLETIC TRAINING PROGRAM ENDS

SU is voluntarily withdrawing its Commission on Accreditation of Athletic Training Education accreditation, effectively ending its Athletic Training Program in June 2022.

"This was not an easy decision," said Dr. Karen Olmstead, SU provost and senior vice president of academic affairs. "The University has a proud history of producing athletic training professionals, dating back more than three decades. However, as industry standards have shifted to focusing on master's degree requirements for professional certification, many students are choosing highly resourced, higher-priced, specialized programs over lower-cost programs offered by regional comprehensive institutions like SU."

SU began offering an athletic training internship in 1972, later adding an academic track in the subject before

from Penn State University in 2018. She went from doing clinical microbiology in a hospital setting to performing public health testing at the Maryland Department of Health, where she assists in the response to COVID-19. She is a state leader in antibiotic resistance, and her experience has led her into the spheres of public health and education.

Alumnus Tom Polen (Class of 1996) is the chairman, chief executive officer and president of global medical technology company Becton Dickinson. While at SU, Polen was Davis' lab assistant, and he has since applied his education in the business sector.

Other SU MLS graduates can be found across the nation from TidalHealth Peninsula Regional in Salisbury to Naval Health Clinic Hawaii at Joint Base Pearl Harbor-Hickam.

accredited. It gives us that gold seal of quality that the curriculum is current and relevant."

Also responding to changing industry trends, the M.S. in Applied Health Physiology Program is now the M.S. in Health and Human Performance (HHP) Program. HHP is a graduate degree program designed to prepare students for careers in human performance and health care, including strength and conditioning, sports performance, health and wellness, clinical health, cardiac rehabilitation and other related careers. The new name is reflective of commonly used language and foci of the rapidly growing human sports performance businesses across the nation and more effectively attracts undergraduate students from exercise science, kinesiology, biology and other related majors.

granting its first bachelor's degree in athletic training in 2004. In 2013, the national agencies that oversee U.S. athletic training certification and education announced a master's degree as a requirement for professional certification. Formerly, a bachelor's degree would qualify an athletic training professional for certification. Three years later, SU admitted its first M.S.A.T cohort.

Though the University will no longer offer degree programs in the field, athletic training still has a home at SU. Undergraduates continue to have the opportunity to take classes with SU's tenured and tenure-track athletic training faculty to help prepare them for graduate professional programs. In addition, these faculty will continue to offer and teach classes in the popular sports medicine minor.

STUDENT SPOTLIGHTS: HONORS ALL AROUND!

Students in the School of Health Science routinely earn prestigious scholarships and honors. Here are a few of their recent accolades.

Health and Human Performance (formerly Applied Health Physiology) Graduate Program student Kristen Cofer is the recipient of the Mark A. Borenstein and Ellen Defraites Borenstein Scholarship through SU's collaboration with The Universities at Shady Grove.

Public health major Olivia Tyler received the Eta Sigma Gamma (ESG) Founder's Award from the Society for Public Health Education (SOPHE). The award is presented each year to one undergraduate member of the ESG national health education honor society who demonstrates excellence in teaching, research and service. Tyler also won the Health Education Major of the Year Award, presented by SOPHE and the National Commission for Health Education Credentialing.

Medical Laboratory Science Program student Kristine Allen is a Johns Hopkins Tuition Scholarship

Award winner. She accepted a position in the Special Chemistry Laboratory at the Johns Hopkins Hospital in Baltimore, MD.



Public health major Olivia Tyler earned Eta Sigma Gamma honors.

DONOR SPOTLIGHT: CUPAS VALUES CRITICAL HEALTH CARE CAREERS

SU's Medical Laboratory Science and Respiratory Therapy programs caught the attention of alumna Judy Cupas



Judy Cupas with one of her original paintings, "Life is a Gift."

(Class of 1990) when she learned how few scholarships were available in those fields of study. These programs support students pursuing critical careers in high-demand health care fields. Both of SU's programs have received national attention due to their high standards and excellent academic outcomes.

"I feel extraordinarily lucky to have Salisbury University located in my hometown. SU enabled me to complete my previously interrupted college education so many decades earlier," explained Cupas. "I initially started taking classes one at a time at SU when both of my young children were finally in school full time. It took me a very long time to graduate, but I did it! I continued with my education and eventually earned a Master of Arts in art therapy."

After practicing art therapy for several years, Cupas retired to have greater time to paint and support her community: "I'm almost 80 years old, and I would like to give back. I think an endowed scholarship, structured to continue into perpetuity, is a perfect way to accomplish this."

For more information about supporting SU's Medical Laboratory Science and Respiratory Therapy programs, please contact Stefanie Rider at skrider@salisbury.edu.

DONOR SPOTLIGHT: CAREYS' PHILANTHROPY BENEFITS SHS



The R. Neill and Nancy Carey Scholarship for Health Sciences was established through the generosity of Salisbury residents Neill and Nancy Carey. The scholarship supports undergraduates

majoring in programs within the College of Health and Human Services.

The Careys are longtime supporters of Salisbury University and have been actively involved across campus. Their philanthropy has benefited a variety of University entities, including Delmarva Public Media's WSCL 89.5 radio station, the Nabb Research Center, the Salisbury Symphony Orchestra and the Medical Laboratory Science Program.

When asked why they chose to support the School of Health Sciences (SHS) with their scholarship endowment,

the Careys explained: "Health scientists play a key, but sometimes overlooked, role in the delivery of health care. Both of us had careers as health scientists (Neill as a clinical chemist and Nancy as a medical technologist). It seemed only natural to support education in fields that are important and in which we both had challenging and satisfying careers."

In addition to their philanthropic support and participation in the University's cultural offerings, the Careys have given a significant portion of their time to SU. Neill served as an adjunct faculty member teaching in the Medical Technology Program (now Medical Laboratory Science) in the 1970s and 1980s. Nancy served as a member of the Institutional Review Board from 1994 to 2011 and volunteered at WSCL 89.5 in recent years.

The Careys' scholarship support of SU's newest academic unit the College of Health and Human Services helps to fill the shortage of general scholarships available for undergraduates majoring in health and human services.

To support a SHS student through a scholarship, contact Stefanie Rider at skrider@salisbury.edu.

DONOR SPOTLIGHT: SMSF FOCUSES ON RESPIRATORY THERAPY

The Salisbury Medical Sciences Foundation (SMSF) was created in the late 1960s when a group of physicians joined together to attract more medical specialists to the area. This altruistic group of doctors used donated funds to recruit physicians by paying their salaries for the first one to two years until their practices were established.

The group eventually expanded its philanthropy beyond its original mission and established a fund with the Community Foundation of the Eastern Shore. Over the years, the SMSF has supported several regional health-related programs and organizations, including SU's Respiratory Therapy Partners Conference.

The COVID-19 pandemic brought to light the critical national and regional need for respiratory therapists. As a result, the SMSF once again stepped up and established the SMSF Scholarship at SU, making it the first scholarship exclusively for respiratory therapy students at the University.



If you would like to donate to this scholarship or discuss creating your own, please contact Stefanie Rider at skrider@salisbury.edu.

SCHOOL OF NURSING





THE FUTURE OF NURSING: EXPANDING OPPORTUNITIES

The School of Nursing (SON) was awarded funding to address the shortage of nurses and nurse educators. This is crucial as the need to produce more baccalaureate-prepared nurses intensifies in the coming years due to the complexity of health care.

The SON received \$986,344 by the Maryland Higher Education Commission (MHEC) for the Fast Track to a B.S.N.: Expanded Opportunities for First and Second Degree Students program. Drs. Debra Webster and Lisa Seldomridge are the principal investigators (PIs) for this five-year grant, which supports increased undergraduate enrollments. Curriculum restructuring will allow second-degree students beginning in fall 2022 to select enrollment in the “fast track option” and complete the program in 12 months instead of the usual 16.

“This will enable the SON to produce more baccalaureate-prepared nurses, accelerate their entry into the workforce and reduce strain on high-demand clinical facilities,” Webster said.

Another MHEC award provides funding for SU Cohen Scholars – recognized as the next generation of nurse educators to fill the positions needed now and in the future. The competitive program covers all tuition and fees for students wishing to return to school for their master’s or doctoral degrees. For every year they receive scholarship funds, they must work at least one year in an educational setting to help train other students and nurses.

The ultimate goal of the program is to prepare graduates to demonstrate National League for Nursing competencies and sit for the Certification for Nurse Educators (CNE) exam. Funds have been approved for 26 positions, and the scholarships will be distributed over a period of five years. Currently, SU is in the second year of the program, and five new students have earned the scholarship this year.

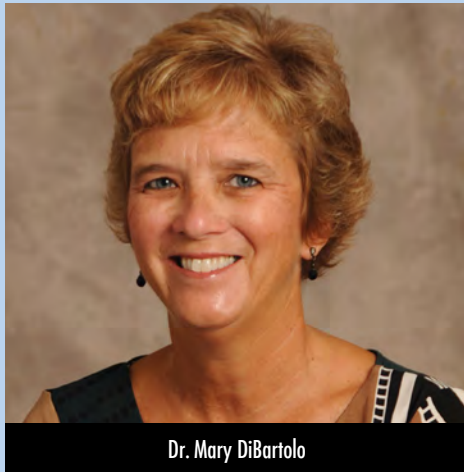
Dr. Jeff Willey is the program PI and serves as mentor for the scholars, meeting with them monthly to discuss their academic needs and assist them so they can devote themselves fully to their studies.

“MHEC has been instrumental putting Maryland at the leading edge of developing new nurse educators and professional nurses,” Willey said. “Now that we’re growing our Nursing Program at SU, we can enable more students to get involved and get into the workforce as professional registered nurses.”

NURSING FELLOWS AND FULBRIGHTS

Two members of the nursing faculty joined prestigious international professional organizations.

Dr. Mary DiBartolo, Fulton Endowed Professor of Geriatric Nursing, was inducted into the American Academy of Nursing (AAN) 2020 Class of Fellows. The 230 Fellows were selected



based on their extraordinary contributions to the nursing profession. DiBartolo is the first SU faculty member to receive this honor, representing a significant milestone in a nurse leader's career. This year's newest class of distinguished nurse leaders represented 39 states, as well as over 13 countries and territories around the world.

In addition to her many publications and presentations on aging-related topics and educational strategies, DiBartolo also continues her role as a researcher, educator and advocate for patients and families dealing with Alzheimer's and Parkinson's diseases. She hopes to serve on the AAN's Aging Expert Panel as part of her service to the academy.



Dr. Tina Reid, professor of nursing, has been selected through a competitive process for a four-year term on the national Fulbright Specialist Roster, April 2021-25. Fulbright Specialists are matched with

host institutions from over 150 countries and other areas to conduct project activities in support of the host's priorities and goals.

Reid explained: "I will be able to share international experiences, other cultures, nursing knowledge from a new perspective, promote beneficial linkages between American and foreign host institutions, enhance viewpoints, and provide an opportunity to network and collaborate with international partners so that SU benefits as well."

MHEC AWARDS HONOR FACULTY

School of Nursing faculty received three awards totaling \$160,000 from the Maryland Higher Education Commission (MHEC) Nurse Support Program-II.

"Our outstanding faculty continue to show their enthusiasm for new programs, dedication to continuing education and commitment to innovative instruction," said Dr. Debra Webster, director of SU's School of Nursing. "I'm proud of their hard work and that MHEC continues to recognize the talented faculty here at SU."

Dr. Lisa Seldomridge, professor of nursing and director of SU's Richard A. Henson Medical Simulation Center, is the first at the University to receive the newly created Nurse Faculty Annual Recognition Award. The honor recognizes excellence in teaching, impact on students and

contributions to nursing education. Dr. Stephen Padgett, assistant professor of nursing, received the New Nurse Faculty Fellowship to increase the capacity of students and faculty in nursing programs. Dr. Staci Keenan, assistant professor of nursing, and Dr. Amanda Willey, assistant professor of nursing, received the Nurse Educator Doctoral Grant for Practice and Dissertation Research Award. This award prioritizes student loan repayment and graduate tuition expenses for nursing faculty.

"These awards are instrumental in providing faculty with professional development opportunities," Webster said. "The funds can be used for them to obtain certification, attend conferences and provide additional knowledge about how to best educate our students."

DONOR SPOTLIGHT: CULROSS VALUES NON-TRADITIONAL EXPERIENCE

Dr. Beth Culross believes in the power of education. In fact, when she graduated from SU in 1995, her nursing class voted her Most Likely to Become a Nursing Instructor. Culross holds undergraduate degrees in biology and nursing, a master's degree in nursing and a Ph.D. in gerontology.

For the past 14 years, Culross, director of the University of Nebraska Medical Center Learning Resource Center, has worked as a professor at the University of Nebraska Medical Center College of Nursing. Through her work with undergraduate students, Culross sees the struggle they face to balance academics with financial obligations. This insight – along with her personal experiences as a student working three part-time jobs to pay for tuition – inspired her to create the Culross Family Scholarship for Nursing.

“The historical rhetoric is that when you are a student your studies are expected to be your first priority, but that just isn't reality for many of today's college students because they have to work,” explained Culross. “Giving any kind of financial support to allow for more dedicated time to their studies is going to help students be more successful.”

The Culross Scholarship was created for non-traditional (ages 25 and up) nursing students with an interest in gerontology.

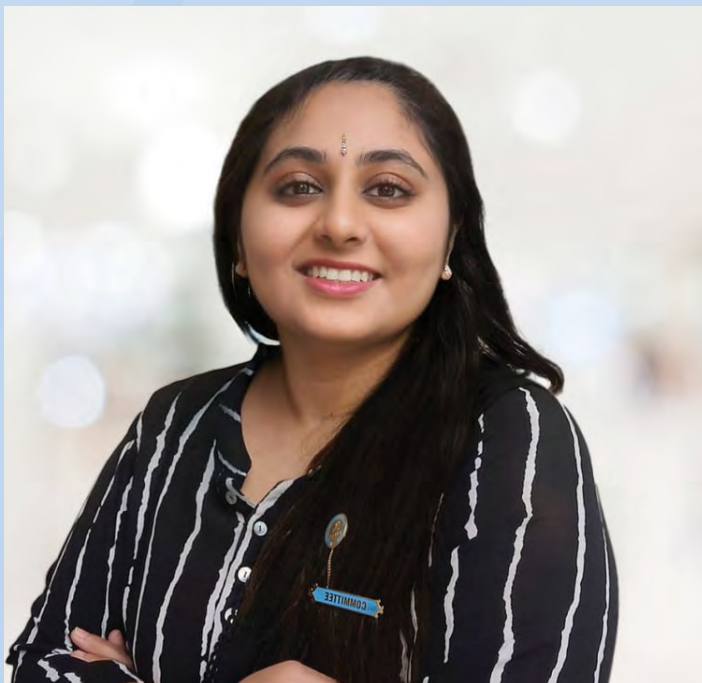


Dr. Beth Culross with students at University of Nebraska Medical Center.

“As a non-traditional student at Salisbury, the support from faculty and experiences I gained shaped my career in nursing. The world continues to need more nurses. Helping someone get through nursing school is my way of giving back.”

For information on creating a scholarship, please contact Stefanie Rider at skrider@salisbury.edu.

STUDENT SPOTLIGHT: PATEL SERVES ON NATIONAL COMMITTEE



As a testament to the success of SU's School of Nursing, SU students have been adding their value to the workforce and putting SU's program on the map.

Recently, nursing student Kreena Patel was elected to serve on the National Student Nurses' Association (NSNA) Nominating and Elections Committee. The role of the committee is to assist in building the future of nursing by seeking out qualified members of the NSNA to run for national office. She is one of only four chosen for the committee, and the first SU student to earn the honor.

SU's Student Nurses' Association chapter has been nationally recognized for community service and has an over-20-year record of success with passage of its resolutions at the annual NSNA Convention.

SCHOOL OF SOCIAL WORK

Social work educators: We can't just teach about social justice and advocacy. We must be about it!

*Dr. Jennifer Jewell,
School of Social Work Director*



SOCIAL WORK CHALLENGE COIN CREATED

From their origins as a military tradition to prove membership and serve as a mark of camaraderie, challenge coins have evolved and made their way into the School of Social Work.

School administrators commissioned their very own challenge coin to present to all of their students who are active military or veterans. Given to these dedicated students, the coins serve as a reminder that they are part of another elite group – social workers.

With a long-standing tradition in military history, challenge coins indicate membership in a unique unit and can also represent an achievement, an anniversary or a special event. They build close-knit, lasting bonds between people who receive them and represent unity. In recent years, the tradition has spread to first responders and now to those in the field of social work.



RACIAL JUSTICE TOWN HALLS

The School of Social Work's vision centers around advancing social justice and one way they achieve that is through regularly held town halls on racial justice.

"We wanted to hear from social work students as members of our School of Social Work community on what we got right and also where we could focus more attention with respect to racial justice," explained Dr. Rebecca Anthony, B.A.S.W. Program chair. "These town halls became a place for us to gather student input and utilize the lessons learned in these forums to influence all aspects of the School of Social Work."

The information and perspective gained from these town halls is so valued that student feedback from the fall

2019 event helped shape the school's Diversity, Equity and Inclusion Strategic Action Plan. The comprehensive plan outlines how the school will integrate diverse perspectives and promote increased diversity in the school and workforce.

These town halls have proven so successful to both the students and faculty, the School of Social Work is now holding them more frequently and expanding their focus. In fall 2021, they opened the school year with a town hall discussing the social work perspective on the COVID-19 pandemic and how the School of Social Work can support student success during this time.

SUBSTANCE USE DISORDER WORKFORCE EXPANSION

Maryland Department of Health funds awarded to the School of Social Work help address issues of substance use disorders thanks to the Substance Use Disorder Workforce Expansion Fellowship.

Substance use disorder is a tremendous area of need, which has only been heightened by COVID-19. "The rates of use and overdose have increased since the pandemic due to factors such as isolation and mental health challenges," said Dr. Jennifer Jewell, director of the School of Social Work. "This fellowship will provide our social work students with the education and experience to work with individuals and families impacted by substance use."

While the school has previously offered courses on

substance use disorders, the fellowship has allowed SU to bring in a cohort of students specifically for training on working with these populations. The students have been placed in facilities and organizations focusing on substance use prevention as well as treatment and aftercare. They also receive specialized training from a top clinician in the field.

SU is working in partnership with University of Maryland and Morgan State University, each university creating modules to focus on specific areas. SU's modules are focused on treatment planning and documentation, and rural versus urban substance use, an issue that is very relevant to the Salisbury area.



ALUMNI SPOTLIGHTS: COMMITTED TO COMMUNITY CHANGE

SU's School of Social Work prepares students to succeed as professionals and make an impact on their community.

Johannah Cooper (2021) was selected as an English Teaching Assistant Fulbright semi-finalist to Paraguay. As a student in SU's Clarke Honors College, she completed a needs assessment of the immigrant community in Wicomico County. She completed an internship with the City of Salisbury and was instrumental in getting local housing legislation passed, as well as helping with the city's COVID-19 response.

Last year, the School of Social Work launched the Comunidad and Umoja Scholars Program (CUSP) a leadership development and mentoring program designed to prepare graduate-level students to become culturally responsive social workers, working with communities of color.

Jalissa Worthy (B.A. 2014, M.S.W. 2021) was one of the inaugural CUSP fellows and took the opportunity to build on her work with the Shore Way to College

program, which helps students from marginalized groups in Somerset County get into college and plan for their future after they graduate. Through her project with CUSP, Worthy researched how social capital affects academic progress and upward mobility. She also built a program that would provide students entering college a \$300 stipend for books and supplies, as well as training on social capital—or building relationships with people and connecting to services on campus.

"The mentorship I received and the relationships with faculty at SU were so important to me," Worthy said. "It was through those relationships that I engaged with so many opportunities as a student. It opened me up to the possibility that I could be a part of change in my community, and it built confidence and hope about what my future could look like."

Since graduating with her M.S.W., Worthy started her next academic journey, pursuing a Ph.D. in social work at Howard University.



**COMUNIDAD AND UMOJA
SCHOLARS PROGRAM**
SCHOOL OF SOCIAL WORK • SALISBURY UNIVERSITY

DONOR SPOTLIGHT: TREMELLENS HONOR CHILDREN IN NEED

"The process of giving back can come in many forms: volunteering your time, opening your home to those in need or donating to a cause close to your heart," said Judy Tremellen.

Tremellen speaks from experience. As a young couple, Judy and her husband Jon would donate blood because they wanted to do something to help the community, even though their finances were tight.

Over the years, the Tremellens have supported a variety of causes, including those in the areas of behavioral health, education, the arts and health care. Their philanthropy is inspiring. As Judy explained: "We need to realize that there are things that are bigger than ourselves and that giving back is really important."

The Tremellens served as a resource family (formerly called foster family) for 10 years. During that time, they opened their home and hearts to dozens of children. Their scholarship is a tribute to one of these children and to the numerous social workers who will forever hold a special place in their hearts.

The John Apple Seeds for Change Scholarship supports

junior- and senior-level students pursuing careers in social work. The child's life, in whose memory the scholarship was created, ended far too early, but his spirit lives on through the countless social workers this gift will help create.

If you would like to honor a loved one by creating a scholarship in their honor, please contact Stefanie Rider at skrider@salisbury.edu.





CENTER FOR HEALTHY COMMUNITIES

In collaboration with the Center for Healthy Communities, Dr. Deneen Long-White's Public Health Program students hosted a pop-up event, distributing hygiene kits to area youth and encouraging participation in a parent-focused Youth Mental Health First Aid class.

DEAF AND HARD OF HEARING COMMUNITY TOWN HALL

In collaboration with the Center for Healthy Communities, the CHHS and School of Social Work hosted a deaf and hard of hearing community town hall both in person and via Zoom. American Sign Language interpretation and captioning were provided to the participants.

Kelby Brick, director of the Maryland Governor's Office of the Deaf and Hard of Hearing (ODHH), hosted the meeting to gather feedback and gain a better understanding of the needs of the Eastern Shore community.

The ODHH is focused on advocating and coordinating the adoption of public policies, regulations and programs to enhance the general welfare of Maryland's deaf and hard of hearing residents.

SU recently expanded its support of the deaf and hard of hearing community through the creation of a deaf studies minor in the School of Social Work in collaboration



with the Modern Languages and Intercultural Studies Department. The minor is designed to prepare students in various disciplines to provide improved and accessible skills by learning the culture and language of this population.

Prior to the town hall, Brick met with administrators, professors and students who are pursuing the deaf studies minor to share his support of this new program for the Eastern Shore.

WHAT'S THE BUZZ AT THE CHC?

SU's Behavioral Health Integration in Pediatric Primary Care (BHIPP) Program is celebrating its 10th birthday!

It hardly seems possible that it's been nearly a decade since SU first began a collaboration with the University of Maryland Medical Center and Johns Hopkins University to introduce the concept of co-location to Maryland by placing master's level social work interns in pediatric primary care offices on Maryland's Eastern Shore with the goal of improving behavioral health services in rural communities. At the time, this was a unique concept across the country with Maryland being one of the few states using a co-location model.

The University is very excited to celebrate this birthday by expanding the BHIPP Program over the next year to both western and southern Maryland. The pediatric providers in those two areas have been requesting the co-location model to better serve the families in their communities – and by next fall it will be a reality.

ADDRESSING THE RURAL OPIOID CRISIS

The Maryland Rural Opioid Technical Assistance (ROTA) program collaborated with the Center for Healthy Communities and the School of Social Work to present an online informational session on the opioid public health crisis.

The session addressed the misconception that the opioid crisis is centered in the state's urban areas. Rural residents are twice as likely to overdose on opioids as urban residents. In fact, 75% of farmers, ranchers and farm workers report being directly impacted by opioid

use – a demographic that is widely represented on Maryland's Eastern Shore.

Through the session, social work professionals gained an in-depth understanding of the opioid public health crisis. They also learned how to recognize the signs of an opioid overdose and how Naloxone works.

With Maryland ranking in the top five states in the nation for opioid-related overdoses, the session presented a multifaceted model being used to reduce the effects of the health crisis.

To learn more about the ABC model of parent coaching reach out to Healthycommunities@salisbury.edu.

CHC DIRECTOR LEAVES LASTING IMPACT ON SU AND THE COMMUNITY



There are many people who will remember Teresa Simmons. At Salisbury University, she was a beloved professor to many students in the School of Social Work and valued by her colleagues as an innovative and dedicated leader who left a lasting impact. In the community, she worked as a licensed clinical social worker (LCSW-C) with the Somerset County Department of Social Services for 19 years, helping countless children in the foster care system. She later became the founding director of the Center for Healthy Communities at SU's College of Health and Human Services.

"She contributed a lot to a lot of people's lives," said Janet McIntyre, LCSW-C and one of Simmons' colleagues at SU. "She was on the frontline of influencing current students and future social workers. She was such an incredible asset to our profession and community. We are all better people for knowing her."

Simmons passed away on October 3, 2021. She graduated from SU's Social Work Program in 1996 and returned to SU in 2015 as an M.S.W. intern supervisor for the Behavioral Health Integration in Pediatric Primary Care (BHIPP) program.

McIntyre, who now works as an M.S.W. intern supervisor for BHIPP – the same position Simmons originally held when she first came to SU – remembers Simmons as a very caring person who always had a smile on her face and

worked hard to reach out to others. No matter what she had going on in her life, she was always the first to ask others how they were doing. McIntyre said many foster children wouldn't have the lives they did if it weren't for Simmons. Even now, BHIPP continues to serve many children in the community.

"She was always willing to learn and to do more," said Dr. Deborah Mathews, professor in the School of Social Work and special assistant to the dean in the College of Health and Human Services.

Mathews was the one who hired Simmons and remembers her adventurous spirit and dedication to her profession. When she came to SU, the BHIPP program was in its infancy, and it was uncertain how long it would be funded. It was a bit of a risk, but as with many things, Simmons dove in and said, "Let's try it." She helped the program become a sustainable part of the community on the Eastern Shore and a solid part of the state's budget. She continued these efforts to provide much-needed resources to the region, petitioning the University to create the Center for Healthy Communities and offering expanded continuing education for social workers on the Eastern Shore.

"That wasn't the first time I heard her say, 'Let's try it,' and certainly not the last," Mathews said. "She embraced all of that uncertainty because she wanted to make an impact in a new and different way – and she did."

In honor of this devoted social worker and community leader, the Teresa F. Simmons M.S.W. Field Supervisor of the Year Award will be given out each spring during the field appreciation event.



CONTINUING AND PROFESSIONAL EDUCATION OPPORTUNITIES

The Center for Healthy Communities provides locally accessible, low-cost education for post degree professional training. Annual offerings include:

- January: Anti-Human Trafficking Conference
- April: Infant and Early Childhood Mental Health Conference
- June: Wicomico County Minority Youth Outreach Project Conference
- June: Conference on Aging
- September and October: Ethics and Supervision Courses Offered
- November: Linking Mental Health to Academic Success Conference

The CHC's most active initiatives are currently mental health-based social work courses sanctioned by the Maryland Board of Social Workers and the Board of Professional Counselors and Therapists as well as the Association of Social Work Boards. The goal is to expand continuing education certificate courses for other professionals such as majors in public health, respiratory therapy and nursing.

For more information about continuing education opportunities, visit www.salisbury.edu/healthy-communities.



DONOR SPOTLIGHT: GEISER ENDOWMENT RAISES CHILD ABUSE AWARENESS

Pinwheels for Protection founders Roy Geiser, an SU alumnus, and Courtney Geiser, College of Health and Human Services (CHHS) advisory board member, endowed an annual speaker series through the Center for Healthy Communities. The training will educate

practitioners and students on topics supporting advocacy, awareness and prevention of child abuse.

Pinwheels for Protection is an initiative to raise awareness of child abuse and support prevention efforts during National Child Abuse Prevention Month in April. Blue pinwheels, the national symbol for child abuse awareness and prevention are "planted" in prominent locations, including SU's campus.

"Pinwheels for Protection was born as a result of our own family's personal journey and passion to break the silence surrounding child abuse," said the Geisers. "Based on the numbers of reported child abuse cases each year exceeding 500 in our area alone, we recognize the crucial need for local awareness."

Pinwheels for Protection has worked to raise money over the past six years to help those affected by abuse. Through the organization's fundraising for the CHHS speaker series, all proceeds will go to the Geiser-Simpson Family Pinwheels for Protection Endowment.

To support this endowment, please contact Stefanie Rider at skrider@salisbury.edu.



HENSON MEDICAL SIMULATION CENTER



We believe that one of our main missions is to open our doors to community organizations, whether they're health-related or otherwise.

*Dr. Lisa Seldomridge,
Henson Medical Simulation Center Director*



NEW TECHNOLOGY DELIVERS POWERFUL LEARNING

The Henson Medical Simulation Center added two new manikins that will create much more realistic scenarios. The new manikins have facial expressions and eye tracking – one step closer to processing human emotions. In addition, mixed reality software and HoloLens™ headsets give learners an enthralling experience.

For example, the headsets allow the wearer to look inside the new birthing manikins to observe the baby throughout the prenatal period and birth process. High-definition imagery shows what is happening in the body, such as if the umbilical cord is pinched or there is excessive bleeding. This helps learners make connections between the patient's symptoms and what they see happening inside the body. Even more impressive, the HoloLens can be connected through video conferencing platforms such as Zoom, so other learners can see what the headset wearer sees.

"This is a way to extend the learning experience to reach more people, whether they're down the hall or across the state," Dr. Lisa Seldomridge, Sim Center director, explained. "That's a huge new advancement for us."

Another way the Sim Center is providing more realism is by acquiring new manikins with a variety of skin tones. This representation brings the vast diversity among patients into the world of the scenarios.

"We have been able to deliver powerful learning experiences to help fill in for the live experiences students may not have been able to get during the pandemic," Seldomridge said. "This really does bring a higher level of skill and insight so when they go out into the field, they are better prepared for what they will face in their careers."



Alexandra Jakubowski, senior nursing student from Danbury, CT, practicing her skills with the HoloLens



STANDARDIZED PATIENTS BRING SIMULATIONS TO LIFE

The Henson Medical Simulation Center relies on its Standardized Patient (SP) Program to bring the human touch to health care education.

SPs are trained and carefully coached actors who play various roles at the Sim Center. They portray the body language, physical symptoms, emotional and personality characteristics of people with medical and mental health conditions. In addition to patient roles, SPs also depict family members, health care professionals and others to infuse realism into simulations. Using make up, wigs, clothing and other props, these talented individuals transform themselves into very believable characters.

When delivering Zoom-based scenarios, SPs use virtual backgrounds to match the setting, whether a hospital room, an office or a conference room. SP-

based simulations help learners master therapeutic communication and interviewing skills, lead discussions with an interprofessional health care team, and manage various conflicts, all in a safe environment.

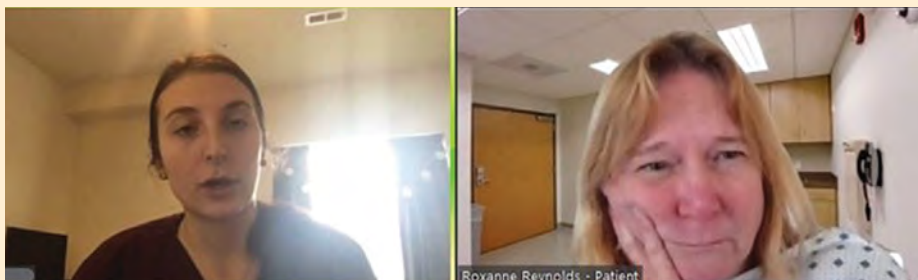
Eleven SPs are employed by the Sim Center to deliver in-person and virtual experiences for SU students and area health professionals.

SP Program Coordinator (and two-time SU graduate) Rachel Prestridge manages operations, hiring, training, scheduling and evaluating the actors in this growing program.

“Our SPs dedicate enormous time and effort to provide the most realistic simulation experiences possible,” said Prestridge. “Learners appreciate practicing their skills in a safe environment interacting with real people.”



(From left) SP Jan Bellistri, two nursing students and SP Ann Nelson, 2018, in Sim Center simulation suite. Screenshot from a video recording captured by the discrete AV recording system.



(From left) Nursing student Kayla Blann and SP Jan Bellistri, 2021, Sim Center Zoom Room. Screenshot from a virtual simulation.

DONOR SPOTLIGHT: SELDOMRIDGE FAMILY INVESTS IN SIM CENTER FUTURE

The Henson Medical Simulation Center received a generous gift from Dr. Lisa and Barry Seldomridge and their family to support the naming of a room at the Sim Center.



Lisa was a founding force in creating the Sim Center. In 2009, she wrote the original grant that helped build the Richard A. Henson Medical Simulation Center. Since then, she has guided the center's growth and currently serves as its director.

Seldomridge is a bit of a superstar at SU. Over her 35-year career, she has taught thousands of students and

served in leadership roles as Nursing Department chair and graduate program director. Beyond establishing the Sim Center, she is most proud of starting the University's Doctor of Nursing Practice Program, the first doctoral program at SU. Seldomridge has raised over \$11.4 million in grant funding, \$9.4 million of which has supported the expanded use of medical simulation at SU. Over the years, the Sim Center has served health care students and professionals from a broad array of disciplines.

Through the Seldomridge's generosity, the Seldomridge Family Adult Health Simulation Suite will be a safe place for health care practitioners to learn, build confidence and competencies in a controlled, reflective environment.

"Our gift is an investment in the future of the Sim Center for the benefit of SU students and the community," said Seldomridge.

The Sim Center has many naming opportunities. To learn more contact Stefanie Rider at skrider@salisbury.edu.



STUDENT SPOTLIGHT: PYLES GOES FROM SIM CENTER TO NYC



The trained actors who make up the Henson Medical Simulation Center's Standardized Patient (SP) Program come from all corners of our community and campus.

Recent theatre graduate and former SP Imari Pyles' commitment to theatre and

performance won her a summer 2021 spot in New York City's Boundless Exposed Workshop for young designers of color.

Boundless Theatre Company selects one individual for each of its four positions to work through an intensive seven-week collaborative program alongside professional mentors. Pyles was selected for the lone costume design position, working closely with mentor Sarita Fellows, who has more than 10 film credits and more than 15 professional theatre credits.

PEOPLE

CHHS MAYORS LEAD ON CAMPUS AND AT HOME

Salisbury University has always placed a high importance on its connection with the greater community. For the CHHS, Jennifer Jewell and Zack Tyndall's leadership extends beyond the campus and into their roles as mayors for their towns.

For Jewell, School of Social Work director, her position as mayor of Snow Hill, MD, isn't separate from her work, but more of an extension of her social work practice. "My work in Snow Hill centers on helping to ensure people have what they need to thrive," Jewell said. "That's also part of my social work commitment to help others." Serving as an academic leader, she has been involved in economic human rights and racial justice issues, as well as providing mental health counseling.

Tyndall, Henson Medical Simulation Center acting assistant director, is mayor of Berlin, MD. During the day, he helps handle operations at SU's Sim Center, where his job is to work with some 20 employees to design simulations that offer realistic health care experiences for all types of learners. In his role as mayor, he oversees 10 departments and some 75 employees with the town of Berlin.



DIVERSITY CHAMPIONS

SU honored seven members of the campus community with its 2021 President's Diversity Champion Awards, three of whom were CHHS faculty: (pictured below – from left – with SU President Charles Wight) Drs. Tina Reid, Rebecca Anthony and Jennifer Jewell.

Reid, professor of nursing, leads SU's Promise Diverse Faculty Mentoring Faculty Learning Community and Mosaic Mentoring Program to attract and retain diverse faculty, staff and students. She also serves on the University System of Maryland Women's Forum executive council and helped create the SU Women's Forum. Reid was honored with SU's Lucy Tull Distinguished Faculty Award for her commitment to diversity, equity and inclusion in health care.

Anthony, B.A.S.W. Program chair, co-facilitated SU's Equity, Justice and Teaching Transformation Faculty Learning Community for four years, co-authored the University's Diversity and Inclusion Curricula Guide and currently serves as the co-coordinator of SU's Safe Space LGBTQIA education and inclusion training program.

Jewell, School of Social Work director, created and chaired a diversity interest group in SU's Seidel School of Education (now a collaboration with CHHS) and partnered with the Office of Institutional Equity to offer diversity and inclusion training for faculty and administrators. She also established a leadership development and mentoring program to enhance the training of full-time master's-level social work students who show a propensity for culturally responsive practice.



New Faculty

When SU welcomed 35 new faculty to campus this fall, 12 of them called CHHS home. To introduce themselves, they were asked to share their teaching and/or research interests and why they chose SU.

KATELYNN CABRERA, M.S.N., RNC-OB, C-EFM
Instructor, Nursing



WHAT ARE YOUR TEACHING AND/OR RESEARCH INTERESTS?

My passion and nursing background are in labor and delivery/women's health. This fall, I primarily teach maternal-newborn clinicals (NURS 371) as well as a few clinical rotations in psychiatric/mental health.

WHY DID YOU CHOOSE SU?

I feel extremely blessed to have the opportunity to teach at Salisbury University within the School of Nursing. Not only is this the place I call home, but I am also an SU alumni times two. I graduated in 2011 with my B.S. in health education and earned my B.S.N. in 2013. I know firsthand how exceptional this program is and how dedicated the faculty are to preparing our future generation of nurses entering the health care field. I am proud and honored to be a part of it!

MOLLY DALE, D.N.P., RN
Clinical Assistant Professor, Nursing



WHAT ARE YOUR TEACHING AND/OR RESEARCH INTERESTS?

I recently completed my Doctor of Nursing Practice project that was titled "Decreasing Preventable Emergency Department Visits Using the Patient Activation Measure." I'm hoping to continue my research that is focused on improving chronic

disease self-management. I really enjoy the hands-on learning experiences that the undergraduate nursing clinical courses in which I will be teaching provide.

WHY DID YOU CHOOSE SU?

I received both my bachelor's and doctorate in nursing from Salisbury University. As a proud alumna, I am excited to be joining the school in the clinical faculty role to prepare new nurses for the workforce. I am also a local to the Eastern Shore of Maryland and look forward to the opportunity to give back to my community through this new role.

DAN GREEN, PH.D., LCSW
Assistant Professor, Social Work



WHAT ARE YOUR TEACHING AND/OR RESEARCH INTERESTS?

Social determinants of health, LGBTQ+ issues, generalist social work practice, organizational change

WHY DID YOU CHOOSE SU?

I began my social work career working primarily in health care settings serving individuals living with chronic health conditions. Through this work, I developed an interest in how and why people engage with the health care system. With a specific focus on sexual and gender minority individuals, I seek to better understand the role social stigma has on access and use of health care services. I enjoy and take immense responsibility in teaching and mentoring future social workers as they become leading advocates and clinicians dedicated to social justice. I chose Salisbury University to begin my academic career because of the School of Social Work's history of incorporating anti-oppressive pedagogy into its curriculum, as well as its commitment to student academic and career success.

KRISTEN HAMMERER, M.S.N., RNC-NIC
Instructor, Nursing



WHAT ARE YOUR TEACHING AND/OR RESEARCH INTERESTS?

I am teaching about maternity and newborn as well as high-risk newborns. I enjoy looking at the evidenced-based practice research and why we do things in nursing not just because we have always done it a certain way. I look closer at

innovative technology and treatment changes throughout medicine and nursing.

WHY DID YOU CHOOSE SU?

Salisbury University has the reputation of having a great nursing program and I am a born and bred Eastern Shore girl. Coming to work at Salisbury was the best of both worlds: a great school and program and close to home.

MARGARET M. HARLIN, M.S., MLS(ASCP)CM

*Assistant Professor & Clinical Coordinator,
Medical Laboratory Science Program*



WHAT ARE YOUR TEACHING AND/OR RESEARCH INTERESTS?

Prior to SU, I had the privilege of teaching Phlebotomy at Wor-Wic Community College. I have worked in clinical laboratories as a medical laboratory scientist since 1982 and received my master's degree in clinical laboratory science from

Rutgers University in New Jersey.

WHY DID YOU CHOOSE SU?

Joining the wonderful team in the Medical Laboratory Science Program at Salisbury University has always been a dream of mine since moving to the Eastern Shore and I am so thankful that I have been given this opportunity. I relocated to the Eastern Shore of Maryland from the State of New York in 1998. My first job in Salisbury was as a medical laboratory scientist (MLS) at Deer's Head Hospital. I then worked at PRMC (now TidalHealth Peninsula Regional) in oncology and in the main clinical laboratory as an MLS, phlebotomy supervisor and then core lab supervisor. I am currently employed at Atlantic General Hospital in an "as-needed" position in the clinical laboratory.

KWONCHAN JEON, PH.D.

Assistant Professor, Public Health



WHAT ARE YOUR TEACHING AND/OR RESEARCH INTERESTS?

I use instructional technology tools in class to engage and enhance student learning. I also include opportunities for students to discuss real-world cases and activities that help develop critical thinking skills. I would describe

my research as an interdisciplinary approach applied to different public health issues affecting children/youth, adolescents and older adults. My research has focused on obesity among children and youth, adolescents' health and risky behaviors, and sarcopenia in older adults.

WHY DID YOU CHOOSE SU?

I think the working environment at SU is positive. SU offers many opportunities (e.g., student summer research and SU funding opportunities) that allow for collaborative work with students and other faculty members across the campus. Through these opportunities, I believe I will be

able to better myself within the teaching, research and service pillars as well as continue to learn and develop new things. I am driven to be a part of this community where I can support students and other faculty members. I am encouraged by, and excited to work with, colleagues who are genuinely nice and caring. I also look forward to building connections with students from diverse cultural backgrounds. Lastly, I like the location of SU, which is near major cities and beaches. This area will also allow me to see and feel the changes in the seasons.

BIBIANA KOH, PH.D., LICSW (MN), M.A., M.A.T., M.S.W.

Associate Professor, Social Work



WHAT ARE YOUR TEACHING AND/OR RESEARCH INTERESTS?

Ethics, advanced clinical practice

WHY DID YOU CHOOSE SU?

I chose Salisbury University for several reasons – first and foremost, because of its focus on teaching. I also was impressed with SU's School of Social Work diverse students, its

dynamic faculty and its range of programming (online and hybrid). Finally, the social work program's commitment to social justice and excellence were key in selecting Salisbury University.

DONNA MARTIN, M.S.N., PMHNP-BC, CCM

Instructor, Nursing



WHAT ARE YOUR TEACHING AND/OR RESEARCH INTERESTS?

My teaching interest is in mental health nursing. Nurses will encounter mental health concerns regardless of where they practice. The communication skills they will develop to help them care for patients with mental illness will also

help them in many other areas of their lives. My research interests include ADHD in adults and children.

WHY DID YOU CHOOSE SU?

I was familiar with Salisbury prior to interviewing because I have several family members who have graduated from various programs at SU. Since I am new to teaching, I wanted to find a place where I would receive support and learning opportunities. The mentorship program offered by the University for new faculty was exactly what I was looking for. When I

interviewed, everyone made me feel so welcome. I was so excited when I was offered a tenure-track faculty position. I am looking forward to all the new learning experiences that are ahead.

JACQUELINE MESSNER, M.S., CRNP, CDE FNP-C

Instructor, Nursing



WHAT ARE YOUR TEACHING AND/OR RESEARCH INTERESTS?

I am teaching Undergraduate Health Assessment, Graduate Advanced Practice Nursing and Adult Health Care Management.

WHY DID YOU CHOOSE SU?

I am ecstatic to be joining the faculty at the School of Nursing at

SU! I chose SU because of their outstanding reputation, dedication to students and the community. The faculty have been incredibly supportive as I have transitioned to this new role and I am grateful.

BROOKE MILLS, M.S.N., RN

Clinical Assistant Professor, Nursing



WHAT ARE YOUR TEACHING AND/OR RESEARCH INTERESTS?

My area of expertise is in pediatric nursing.

WHY DID YOU CHOOSE SU?

After graduating with my bachelor's in nursing in 2015 and then with my master's in nursing in 2020, Salisbury University felt

like home. I have made so many meaningful connections. Salisbury University embraces the small, community feel that many other universities cannot offer.

STEPHEN OBY, PH.D., LCSW

Assistant Professor, Social Work



WHAT ARE YOUR TEACHING AND/OR RESEARCH INTERESTS?

My research and practice are concerned primarily with stress, adversity and trauma in children and young adults. As an instructor, I aim to support future social workers in preparing to become effective helping professionals, successfully

bridging the theoretical concepts from school to their social work practice.

WHY DID YOU CHOOSE SU?

Salisbury University and the School of Social Work are exactly what I looked for in a faculty opportunity. I sought an environment that emphasizes student achievement while continuing to support faculty's research and service activities, and I hoped to join a department that is collaborative and supportive. In Salisbury I found this, and my family and I are thrilled to be living on the Eastern Shore!

MARGARITA TREUTH, PH.D.

Professor & Director, School of Health Sciences



Treuth with her twin sister

WHAT ARE YOUR TEACHING AND/OR RESEARCH INTERESTS?

My past teaching experiences have centered primarily on exercise physiology, nutrition, clinical exercise testing, cardiopulmonary physiology and others as a faculty member in kinesiology and physical therapy programs. My research has focused on energy metabolism,

physical activity, obesity and nutrition. I have been involved in numerous NIH-funded research projects examining childhood obesity, adolescent physical activity, as well as implementing and evaluating intervention studies aimed at the prevention of chronic disease.

WHY DID YOU CHOOSE SU?

To lead the School of Health Sciences forward is an amazing opportunity and will allow me to work with a variety of programs and faculty. I am excited to join SU and be a part of the CHHS.

RECENT PUBLICATIONS AND PRESENTATIONS

As you can see from the publications and presentations highlighted below, our faculty and staff members continue to produce important research and share their insights through various presentation. The College's scholarly productivity demonstrates our commitment to excellence in both research and practice.

PUBLICATIONS

- DiBartolo, M.C.** & Schloemer, D. (2020). Improving indicators of metabolic syndrome and perceptions of health literacy practices in adults with severe mental illness in a rural clinic. *Journal of Psychosocial Nursing* (manuscript submitted for publication).
- Hall, N., Seldomridge, L., Freda, K., Jarosinski, J., & Reid, T.** (2020). Making a Difference in the Clinical Faculty Shortage: Maryland Advanced Faculty Academy and Mentorship Initiative. *The Maryland Nurse News and Journal*.
- Sandler, A., **Hylton, M.E.**, Ostrander, J. & Smith, T. (2020). The three-legged stool of voter engagement: Social work's role in mobilizing the vote among marginalized communities. *Critical Social Work*, 21(2), 42 – 56.
- Barbieri, C., Worthy, J., Richards, A., **Jewell, J.R.**, Schlehofer, M.M. (2021). Educated and empowered: The process of a cross-cultural community collaboration. Collaborations: A Journal of Community-Based Research and Practice, 4(1), 1-10. <https://doi.org/10.33596/coll.63> (Barbieri & Worthy are both MSW students)
- Johnson, A., Freda, K., & Seldomridge, L.** (2020). Lead Nursing Forward.org Website Addressing the Maryland Nursing Faculty Shortage. *The Maryland Nurse News and Journal*.
- Collins, M.E. and **Kim, S.H.** (2020). Governors as policy entrepreneurs: Setting the agenda for children. *Child Welfare*, 98(2), 1-22.
- Collins, M.E., Duffy, J, and **Kim, S.H.** (in press). Borders: An international comparative analysis of social work's response. *British Journal of Social Work*.
- Kim, S.H.** (2021). Organizational empowerment: A study of community-based welfare organizations for North Korean youth refugees in South Korea. *SN Social Sciences*, 1(4), Article 81.
- Sousa, L., **Kim, S.H.**, and Silmere, H. (in press). An exploration of human rights in social work education in the United States. *Journal of Human Rights and Social Work*.
- Maykrantz, S.A., Nobiling, B.D.**, Oxarart, R., Langlinais, L.A., Houghton, J.D. (2021). Coping with the crisis: The effects of psychological capital and coping styles on stress during the COVID-19 pandemic, *International Journal of Workplace Health Management*, In Press.
- Maykrantz, S.A.**, Gong, T., **Petrolino, A.V., Nobiling, B.D.**, Houghton, J.D. (2021). How trust in information sources influences preventative measures compliance during the COVID-19 pandemic. *International Journal of Environmental Research and Public Health*, 18(11), 5867. (Impact Factor: 2.849) <https://doi.org/10.3390/ijerph18115867>
- Maykrantz, S.A.**, Langlinais, L.A., Houghton, J.D., Neck, C.P. (2021). Self-leadership and psychological capital as key cognitive resources for shaping health-protective behaviors during the COVID-19 Pandemic, *Administrative Sciences*, 11(2), 41. <https://www.mdpi.com/2076-3387/11/2/41>
- Owens-King, A.P., Anthony, B., Venable, V.M. & Jewell, J.R.** (2020). Measuring undergraduate social work students' knowledge and understanding of privilege and oppression. *Journal of Social Work Education and Practice*, 5 (3), 55-75.
- Daw, P., **Seldomridge, L.A.**, Ford, K., & D'Aoust, R. (in press). Increasing faculty with CNE® certification: A statewide initiative. *Nursing Education Perspectives*.
- Daw, P., Mills, M., & **Seldomridge, L.A.** (in press). Building the nursing faculty workforce: A state-wide initiative. *Nursing Economic\$*.
- Daw, P., Mills, M., & **Seldomridge, L.** (2021). The Maryland Nurse Support Program II: A program evaluation of faculty workforce initiative. *Nursing Economic\$*, 39(2), 78-89.
- Seldomridge, L., Hall, N., Hauck, B., Jarosinski, J., Reid, T., & Payne, B.** (2021) Faculty academy and mentorship initiative (FAMI) – Maryland: Addressing the nurse educator shortage. *The Maryland Nurse News and Journal*, 9, 19. March.
- Van Dyke, D.**, Singley, B., Speroni, K. G., & Daniel, M. G. (2014). Evaluation of fall risk assessment tools for psychiatric patient fall prevention: a comparative study. *Journal of psychosocial nursing and mental health services*, 52(12), 30–35. <https://doi.org/10.3928/02793695-20141022-01>
- Pellinger, T., Mirza, A., Nicolas, J., Shepherd, M., Gimblet, C., Ortlip, A., **Walters, J., & Werner, T.** (2021), The Effects of a 11-Week Resistance Training Program on Arterial Stiffness in Females. *The FASEB Journal*, 35: <https://doi.org/10.1096/fasebj.2021.35.S1.04463>
- Webster, D., Willey, A., & Seldomridge, L.A.** (2021). Advocacy, collaboration, and conflict management: Teaching core skill sets in mental health nursing. *Journal of Psychosocial Nursing and Mental Health Services*. Published Online: June 01, 2021. <https://doi.org/10.3928/02793695-20210427-01>
- Gimblet, C.J., Pellinger, T.K., LaManca, J.J., Ortlip, A.T., Vance, M.M., Shepherd, M., and **Werner, T.J.** (2021) Effects of Acute Creatine Monohydrate Supplementation on Arterial Stiffness and Muscle Oxygen Saturation in Young Men. *Advances in Orthopedic and Sports Medicine*. DOI:10.37722/AOASM.2021401

PRESENTATIONS

- Arter, P., **Arban, K.**, Barna, J., & Strange, A. (2021, March). MTSS and Beyond! Supporting Mental Health Needs of Students with ASD. Recorded presentation at Council for Exceptional Children Learning Interactive Virtual Event. (International)
- Anthony, R., Owens-King, A.P. & Jewell, J.** (2021, April 14). The impact of social work month activities on social work students' community engagement. International Social Work Education and Development Online Conference (ISWED).
- Barnes, A.** (2021, April 12). Cardiovascular Disease Screening for Commercial Drivers: Doctor of Nursing Practice (DNP) Project Update. (Poster presentation). STTI Lambda Eta Evidence-Based Practice (EBP) Conference (online), Salisbury, MD.
- Barnes, A. & Hart, J.** (2021, April 12). Collaborative Clinical Reasoning Activity in an Online Environment. (Poster presentation). STTI Lambda Eta Evidence-Based Practice (EBP) Conference (online), Salisbury, MD.
- Barnes, A. & Willey, A.** (2021, April 22). Teaching Community Health to Senior Nursing Students During a Pandemic: Perfect Timing. (Poster presentation). UMSON Institute for Educators Conference (online), Baltimore, MD.
- Camillo, C.G.** (2020, September). District 5: Hope is the only thing stronger than fear: Scholarly Communication. In: M.X. Chakraborty (Chair), Graduate Student Bootcamp: Hunger Games. Workshop conducted through Salisbury University Office of Graduate Studies, Salisbury, MD.
- Camillo, C.G.** (2020, October). Organize your Curiosity: How to Write in Science. Workshop presented at the Association of Zoo Veterinary Technicians (AZVT) 40th Annual Meeting, Virtual Meeting (Online).
- Campbell, W.T.** (2021, August). Hospital Stewards of the Civil War. [Virtual Presentation]. National Museum of Civil War Medicine Annual Historical Interpreter Workshop, Frederick, MD.
- Campbell, W.T.** (2021, October). Pandemics Thru Recent History: Lessons Learned and Lessons Yet to be Learned. [Keynote Podium Presentation]. Sigma Theta Tau International Region 12 Tri-State Consortium, Newark, DE.
- Campbell, W.T.** (2021, November). A Leader in Nursing History: Isabel Hampton Robb. [Podium Presentation]. Sigma Theta Tau International 46th Biennial Convention, Leadership Session, Indianapolis, IN.
- Campbell, W.T.** (2021, November). A Leader in Nursing History: Lavinia Dock. [Poster Presentation]. Sigma Theta Tau International 46th Biennial Convention, Leadership Session, Indianapolis, IN.
- Campbell, W.T.** (2021, November). Nursing Simulation Debriefing: Plus-Delta Revisited. [Poster Presentation]. Sigma Theta Tau International 46th Biennial Convention, Educational Session, Indianapolis, IN.

- Campbell, W.T. & Mills, B.H.** (2021, November). Creation of a New High-Fidelity Simulation on Seizures. [Podium Presentation]. Sigma Theta Tau International 46th Biennial Convention, Educational Session, Indianapolis, IN.
- Campbell, W.T.** (April 2021). Florence Nightingale's Influence on Medicine & Nursing in the United States: A Historical Study in EBP. Podium Presentation (Virtual) at STTI Lambda Eta Chapter's Evidence Based Practice (EBP) Conference, Salisbury, MD.
- DiBartolo, M.** January 14: Invited Speaker. TidalHealth Peninsula Regional Nurse Residency Program, Salisbury, MD. Alzheimer's Disease & Dementia Care.
- DiBartolo, M.** February 21: Speaker. 10th Annual Teaching and Learning Conference, Salisbury University, Salisbury, MD. The Making of a MOOC (with **B. Miller**).
- DiBartolo, M.** March 6: Invited Speaker. 46th Annual Current Topics in Geriatrics, Johns Hopkins, Baltimore, MD. Maintaining Function in Caring for a Person with Dementia (D. Klima, co-presenter).
- DiBartolo, M.** March 13: Invited Speaker. Delaware Council of Activity Professionals Conference, Dover, DE. Alzheimer's Disease and Communication Strategies: Let's Talk About It.
- DiBartolo, M.** March 18: Invited Panel Moderator. Alzheimer's Association Annual Caregivers Conference, Salisbury, MD. Presenter on Early Onset Dementia/Discussion moderator of film titled, *A Good Man*.
- DiBartolo, M.** June 25: Invited Presenter. Early Onset Alzheimer's Disease and *A Good Man*/Discussion. (Alzheimer's Association-sponsored webinar with Y. Wright, AA).
- Forté, J.** (2021, March 21). Explaining and teaching about police violence against unarmed black males: An expanded representational intersectionality approach. Virtual Sixth Annual Culturally Responsive Teaching and Learning Conference.
- Mckinley, B., McJilton, S. & **Forté, J.** (2021, April 20). Profiling Populations Unjustly At-Risk: College Students Struggling for a Voice in Covid-19 Decisions. Baccalaureate Program Director's Conference: Beyond 2020 The New Normal, Virtual.
- Freda, K., Seldomridge, L., Jarosinski, J., Johnson, A., Bullock, L.M., & Rietschel, M.** (2021, November 6-10 November), LeadNursingForward.org: A web resource for growing a workforce of future nurse educators. Sigma Theta Tau International 46th Biennial Convention, Indianapolis, IN. (accepted)
- Freda, K., Seldomridge, L., Jarosinski, J., & Johnson, A.** (2021). LeadNursingForward.org: Addressing the Nurse Faculty Shortage by Connecting Aspiring Nurse Educators to Open Positions. STTI Lambda Eta Chapter, Evidence-Based Practice Conference, April 12, 2021, Salisbury, MD, Virtual.
- Hall, N., Allen, K., Seldomridge, L.A., Webster, D.** (2021). Practice Makes Perfect: Helping Nursing Students Speak Up. Poster presentation at MNA District 2 Nursing Education Summit: Educating for the Future of Nursing.
- Hall, N., Seldomridge, L.A., Jarosinski, J., Reid, T., Freda, K.** (2021). Advanced Educator Academy: Addressing the Need for Clinical Educators, a Diverse Teaching Faculty During COVID-19. Poster presentation at MDAC-Maryland Action Coalition and University of MD School of Nursing.
- Hall, N., Allen, K., Jarosinski, J., Mercado, S., Seldomridge, L.A., Webster, D.** (2020). Speaking Up Is Hard to Do: Using Simulation to Build Confidence with Speaking Up. Virtual poster presentation at National Nurse Tim Conference.
- Hart, J., Allen, K., et al.,** (2020). Enhancing nursing and respiratory therapy students interprofessional collaboration competencies through curricular integration of standardized patient experiences. MNA 117th Annual Convention: Year of the Maryland Nurse: 2020 Vision (1-2 October). Online.
- Hylton, M.E. & Manit, J.** (2021, April). Multi-layered Supervision: The Role of Team-based Approaches In Field Education. International Social Work Education and Development Online Conference 2021, Virtual.
- Hylton, M.E., Sandler, A. & Ostrander, J.** (2020, November). Facilitating the Political Power of Underrepresented Populations: Student Reflections on Voter Engagement. Live oral presentation at the Annual Program Meeting of the Council on Social Work Education, Virtual.
- Hylton, M.E., Sandler, A. & Ostrander, J.** (2021, January). Facilitating the Political Power of Underrepresented Populations: Student Reflections on Voter Engagement. Live oral presentation at the Society for Social Work Research Conference, Virtual.
- Manit, J. & **Hylton, M.E.** (2020, November). Infusing Policy Practice in Field Education: Analysis of Student Activity Logs. Poster presentation at the Annual Program Meeting of the Council on Social Work Education, Virtual.
- Jarosinski, J., Seldomridge, L., Freda, K., & Johnson, A.** (2020, October 1-2). LeadNursingForward.org-Making it easy: A one-stop web resource to address the nursing faculty shortage. Maryland Nurses' Association Annual Convention, Virtual.
- Jarosinski, J., Seldomridge, L., Freda, K., Bullock, L. M. & Johnson, A.** (2021). Harnessing technology to address the nursing faculty shortage: Introducing the LeadNursingForward.org website MNA District 2 Education Summit. April 17, 2021, Baltimore, MD, Virtual.
- Jarosinski, J., Seldomridge, L., Freda, K., Johnson, A., Bullock, L.M., & Rietschel, M.** (2021). LeadNursingForward.org: An online resource to expand the nursing workforce. Maryland Action Coalition. May 24, 2021, Baltimore, MD, Virtual.
- Jewell, J., Venable, V., & Owens-King, A.P.** Turning hate into opportunity: A Social Work response to racially motivated threats. 2020 CSWE Annual Program Meeting, Virtual. (accepted oral presentation)
- Kim, S.H., Collins, M.E., and Duffy, J.** (2021). Borders: An international comparative analysis of social work's response. Society for Social Work and Research (SSWR) Annual Conference 2021, Virtual
- Jung, K.R., and **Kim, S.H.** (2021). Korean fathers' immigration experience. 2021 American Psychological Association (APA) Annual Convention.
- Long-White, D.** (2021). Conversations Between Stakeholders: Maternal Mortality in D.C. and Globally. Presenter, International Panel, Advocates for Youth. January 29, 2021.
- Maykrantz, S.A., Barath, D. M.** (2021, June). Trust in government, anxiety, and mask-wearing to prevent COVID-19. Paper presented at the American Society of Health Economists Annual Conference, COVID-19 and Mental Health: Predisposition, Prevention, New Onset Plenary.
- Owens-King, A.P. & Anthony, R.** (2021, April 7). Measuring Undergraduate Social Work Students' Understanding of Privilege and Oppression. 2021 BPD Annual Conference, Virtual.
- Owens-King, A.P. & Jewell, J.R.** (2021, April 14). Experimental learning in macro social work practice [Conference session]. International Social Work Education and Development Online Conference (ISWED), Virtual.
- Owens-King, A., & Jewell, J.R.** (2021, March 11). Experimental learning in macro social work practice [Conference session]. Culturally Responsive Teaching and Learning Conference, Virtual.
- Padgett, S.** Guest Speaker. University of Washington School of Nursing Ph.D. Students – philosophy of science seminar. November 18, 2020 (virtual). Discussion of 'Practical Discourse' paper.
- Schermerhorn, J.** (April 2021) Meeting the Unique Needs of LGBTQ Individuals Facing Alzheimer's Disease. Seaside Counseling and Wellness Center's SWELL Conference, online.
- Seldomridge, L., Jarosinski, J., Reid, T., Hall, N., Hauck, B., & Payne, B.** (2021). Outcomes of a statewide collaboration to address the faculty shortage. National League for Nursing Education Summit, September 22-25, 2021. Washington, DC.
- Seldomridge, L., Jarosinski, J., Freda, K., & Johnson, A.** (2021). LeadNursingForward.org: Addressing the Faculty Shortage Together. NLN Nursing Education Summit. September 23-25, 2021. Washington, DC.
- Seldomridge, L., Freda, K., Jarosinski, J., & Johnson, A.** (2021, July 22-26). LeadNursingForward.org: A Collaborative Web Resource to Address the Nurse Faculty Shortage. [Conference session]. Sigma Theta Tau International 32nd International Research Congress, Singapore.
- Seldomridge, L.** (2021). Building a Strong Workforce: Toolkits for Nursing Leadership Skills Development. MDAC Virtual Leadership Summit Meeting Challenges Head On: Maryland Nurses Respond, May 24, 2021, Virtual.
- Seldomridge, L., Jarosinski, J., Reid, T., Hauck, B., & Payne, B.** (2021). Actors make it feel real: Using simulated clinical teaching encounters to prepare new nurse educators. Maryland Nurses Association District 2 Nursing Education Summit, April 18, 2021, Virtual.
- Townsend, Z.M.** (2021, April). Creating Interactive OER. MOST State Summit.
- Townsend, Z.M.** (2021, April). Interactive Textbooks with HSP. MOST Webinar Series.
- Venable, V., Owens-King, A. P. & Anthony, R.** (2021, April 14). Measuring Undergraduate Social Work Students' Understanding of Privilege and Oppression. International Social Work Education and Development Online Conference (ISWED), Virtual.
- Webster, D., Seldomridge, L., Willey, A., & Jarosinski, J.** (2020, May 18). Toolkits and standardized patient experiences: Preparing nurses to communicate and lead. [Conference session]. Maryland Action Coalition Summit, University of Maryland School of Nursing, Baltimore, MD.
- Willis, A., & Jewell, J.R.** (2020, November 12-15). Creating an inclusive environment for students in recovery on college campuses [Conference session]. Annual Program Meeting of the Council on Social Work Education, Virtual.



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