

WellNest

Salisbury
UNIVERSITY

A Publication of the College of Health and Human Services at Salisbury University • 2022



Alumni and Friends



2022 has been quite a year for the College of Health and Human Services. In response to student interest and needs of the community, the faculty have been working tirelessly on curriculum changes; creating new program options, tracks and minors; and applying novel mechanisms to

shorten time-to-degree. In addition, faculty and staff have become more focused on bringing prospective students into the pipeline for careers in health care earlier in their academic journeys.

The College celebrated two major milestones this year: both the Behavioral Health Integration in Pediatric Primary Care (BHIPP) program and the Richard A. Henson Medical Simulation Center celebrated their 10th anniversaries. BHIPP is a state-funded program which co-locates graduate social work interns in pediatric primary care practices. It provides children with behavioral and developmental concerns access to much-needed services and the ability to be treated in a familiar and safe environment. Since 2012, SU's BHIPP Master of Social Work interns have provided close to 9,000 contacts with pediatric patients in these settings.

The Simulation Center was established through a generous gift from the Richard A. Henson Foundation and primarily served nursing and respiratory therapy students at its start. Today, it serves many programs and students within the College, along with other community partners. The Center staff have increased the number of high-fidelity patient simulators and the use of standardized patient actors for students to practice their skills before entering real-life situations. We are very proud of both these initiatives, which enhance the student experience and serve the community, and we are looking forward to their years ahead.

Also highlighted in this edition of WellNest are numerous individual and unit achievements and introductions to the faculty and staff who joined the College this year. If you'd like more information on any of our activities, please reach out. Wishing you all the best for 2023!

Kelly A. Fiala

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

CHHS Leadership

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Susannah Taylor, Fitness & Wellness Program Coordinator
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HENSON MEDICAL SIMULATION CENTER

Dr. Kevin Glover, Director

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WellNest

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



Make Tomorrow Yours



ENCOURAGING INTEREST IN HEALTH AND HUMAN SERVICE CAREERS

The primary impetus behind the creation of the College of Health and Human Services was to bring like programs together organizationally, allowing for more interprofessional education opportunities for students and increased professional socialization of the faculty and staff tied to these programs. Just a few years since our start, we have been incredibly successful with both of these goals.

The visibility of health and human service programs at SU was also enhanced with the formation of the College. The new organizational structure and heightened visibility comes with a responsibility to encourage interest in health and human service professions and to provide support for undergraduate students with interest in post-baccalaureate education in health and human services (i.e., medical school) regardless of their major at SU. These focus areas have quickly become a priority of the College faculty and staff.

Assisting in our efforts to get people thinking about the health and human service professions, CHHS faculty and staff have increased activities targeting external stakeholders. This summer, Health Science and Nursing program faculty along with Henson Medical Simulation Center staff offered the “All

About Health: Your Heart and Muscles and Mind” Summer Enrichment Academy for the first time. Twelve middle school students interested in health care attended the academy. Students learned a variety of skills including how to assess vital signs, tape ankles and fit crutches. They interacted with high fidelity patient simulators and a life-sized digital anatomy table. They also got a first-hand view of professions by interacting with a variety of health care practitioners, like nurses, social workers and physiologists.

Connecting future students with CHHS’ programs is a key component of our outreach efforts. We participated in a Junior Achievement Inspire Experience event held at the Wicomico Youth & Civic Center for nearly 3,000 eighth-grade students, exposing them to the various career paths available in health and human services. The on-campus SchoolARS-4-STEM “STEM n da Community” event immersed local students in the world of STEM through educational booths, games and demonstrations. On a more regular basis, staff at the Henson Simulation Center routinely open their doors to student groups and organizations to encourage interest in health care related careers.



Partners for Health

Making students already on campus aware of the opportunities available through CHHS is also a major priority. Student leaders from the Medical Careers Society (MCS) reached out to the College to establish a partnership for the 2021-2022 academic year. This partnership resulted in the development of a Health Professions Involvement Fair where faculty recruited students to health and human services majors and students recruited peers to their health-related clubs and organizations. The event was such a success that plans are being made for the second annual fair to be held in spring 2023. CHHS also provides MCS with support through CPR training, medical laboratory science exploration and Henson Simulation Center tours.

Students and faculty continued collaboration by connecting with CHHS Advisory Board members to host a Health Disparities Panel with topics including social determinants of health, community health needs, closing the LGBTQ health disparities gap, caring for patients with limited language proficiency and the benefits of a diverse workforce. The panelists included Dr. Deneen Long-White, associate professor of public health; Dr. Kathryn Fiddler, vice president of population health at TidalHealth, Dr. Daniel Green, assistant professor of social work, Dr. Katherine Layton, pediatric hospitalist at TidalHealth, and Stephen Martin, owner of Martin Physical Therapy

The MCS partnership, input from external stakeholders like TidalHealth and recent work from the long-standing

Health Professions Advisory Program have rejuvenated efforts to support pre-health students. This past year, faculty and staff on the Health Professions Advising Executive Committee (HPAEC), a joint committee between the College and the Henson School of Science and Technology, led by Dr. Katherine Miller, professor of chemistry, updated pre-health advising checklists, oversaw medical and dental school mock interviews, and proposed a new Upper Division Certificate in Pre-Medicine. In collaboration with HPAEC, the College's School of Health Sciences, led by Dr. Margarita Treuth, will oversee a new program at SU: the Pre-Med Scholars Program. This program was designed considering curriculum as well as the co-curricular experiences necessary for admission to medical school. TidalHealth has been a strong advocate of the program and is committed to providing observation experiences and lecture opportunities for SU students. The program will support students seeking volunteer, clinical, leadership and research experiences in addition to providing guidance for medical school application preparation.

The College of Health and Human Services remains committed to our students – the health care professionals of tomorrow. Through the increased visibility our new structure has created, we continue to expand our reach by collaborating with external stakeholders to support all who are interested in exploring careers in health or human services.



Salisbury University's College of Health and Human Services prepares students to go into the ever-changing field of health care with confidence. One of the most important ways

the CHHS sets students up for success is by ensuring the relevance of its curriculum, which is always adapting to meet the needs of students and health care organizations.

New Programs Give Students Freedom to Pursue Passions

The field of health care is growing, along with a demand for professionals to serve in critical roles. The CHHS meets those challenges head-on, with two new programs that prepare students to see the broader spectrum of health care.

The School of Health Science offers a new health science major that welcomes all students with an interest in health care. The appeal of the program is flexibility, allowing students to explore options or tailor specific career paths.

"This program is the first in the CHHS that is this broad," said Dr. Margarita Treuth, School of Health Sciences director. "When students graduate, they will have a solid foundation to gain employment in the health field, wherever their passions may be."

Depending on individual goals, students can design their major toward applying for medical, veterinary or dental school, or other specialized graduate programs. They could work in clinical settings, leadership, environmental wellness, health advocacy and more.



CURRICULUM CHANGES FOR THE FUTURE OF HEALTH CARE

The program includes an exploratory course to show students many options within health care, as well as a health science core (nutrition, health disparities and medical terminology) and a social sciences core (psychology, sociology and ethics). The degree also has 34 credits of free electives allowing students to design their coursework plan and choose from science, business, humanities or other SU course offerings. A clinical internship is required, giving students hands-on experience to enter jobs with confidence and see health care needs they can help meet.

“We hope this program will not only help our students by giving them more choices, but also help our community partners by meeting demand,” Treuth said.

Another new offering is the School of Social Work's disability studies minor, which prepares students to address diversity and inclusion in their future careers.

“Students come to these minors from across campus for different reasons,” said Dr. Ellen Schaefer-Salins, who also started the deaf studies minor. “I’ve been surprised to see interest from people of all backgrounds and disciplines.”

Disability studies is a perfect fit for those majoring in social work, nursing and education, and it’s also being added by students in political science, business, English and chemistry.

“There is always a need for a greater understanding of diversity and people with differing abilities,” Schaefer-Salins said. New classes already are being developed for the minor, including an adapted physical education course.

Revised Programs Serve Students and Community Partners

Through adaptations to its curriculum, the CHHS is dedicated to making sure students get the most out of their education, while also meeting the needs of employers.

Last year, the School of Nursing was awarded \$986,344 by the Maryland Higher Education Commission to address nursing shortages. The five-year grant supports increased undergraduate enrollments, and curriculum restructuring now allows for a “fast track” option for the second-degree nursing program that students can complete in 12 months instead of 16.

The second-degree program has been popular since its inception, helping qualified individuals who hold a bachelor’s degree in another field become nurses. (Applications are accepted each fall.)

The program offers shorter intensive courses, as well as online and summer courses. The goal is to accelerate students’ entry into the workforce and reduce strain on health care facilities struggling to keep up with demands.

Dr. Debra Webster, School of Nursing director, said the fast-track program is already drawing great interest from students, and local health care organizations are excited to market it to employees.

“Students want options to enter the workforce more quickly, and our employers want the same,” Webster said.

New offerings in the School of Social Work also meet students where they are. The school already offers a dual-degree program, four satellite programs across Maryland, a military program in Europe and a nationally recognized online Master of Social Work.

Now, an online undergraduate program is the newest option. Designed for transfer students who have already obtained an associate degree and want to get their Bachelor of Arts in Social Work (B.A.S.W.), it’s perfect for those working in the field or living where they cannot attend classes on campus.

“Historically, we have been dedicated to increasing social workers, especially where there wasn’t access to social work education,” said Dr. Becky Anthony, B.A.S.W. program director. “With this option, more students can finish their degrees and give back to their communities where they are.”

While many in the first cohort are in Maryland and Delaware, the program is open to students across the Mid-Atlantic, including Virginia, West Virginia, North Carolina, New Jersey, Pennsylvania, New York and Washington, DC. Students attend online synchronous classes and the curriculum for the B.A.S.W. is fully accredited by the Council for Social Work Education.

“We need more social workers,” Anthony said. “I would encourage anyone looking for options to finish their degree to reach out to us.”

The M.S.W. Program will soon offer two new specializations: clinical social work and advocacy, and social change and leadership. These prepare students for specific roles in

clinical or therapeutic settings, or in administration and policy.

“Our program has expanded and we have students with a wide array of interests,” said Dr. Mary Hylton, professor of social work. “These specializations will better serve the needs of our students.”

Clinical courses will strengthen skills and give them experience with assessments and interventions with individuals and families. The leadership specialization covers program management and development, budgeting and grant writing.

“Whether they are trying to change policy or need to understand administration, there is a shortage of social workers prepared for those types of roles,” Hylton said. “We want to keep the same social work values in leadership roles, and this will help our students create effective social change.”

Other changes include the addition of an anti-racist social practice course, which aims to cultivate social workers actively practicing anti-racism, and better prepared for responding to mental health needs.

The School of Health Sciences now offers pre-physician assistant (PA) tracks for its Respiratory Therapy and Medical Laboratory Science programs. These options prepare students for acceptance into graduate PA programs and required clinical experience hours. As the demand for both professions is extremely high, graduates can be employed right away or be competitive candidates for graduate school.

Similarly, the exercise science major offers a pre-physical therapy track to prepare students for graduate programs. A key component is an internship in inpatient or outpatient physical therapy clinics.

“We are excited to offer these options for our students,” said Treuth.



New Classes Foster Collaboration Across Campus

SU students also are benefiting from changes to individual classes.

Susannah Taylor, Fitness and Wellness Program coordinator, teaches FTWL 106 Lifelong Fitness and Wellness, which is required for all SU undergraduates. It is being reformed for SU's new General Education and to give students more autonomy.

Previously, the course provided a general overview of all dimensions of wellness and included a physical activity requirement. It had a preventive focus addressing lifestyle behaviors. The new design will continue to focus on lifestyle behaviors with an emphasis on physical, emotional and financial wellness. Students will have the autonomy to choose which of these three dimensions they want to explore further in the new design..

"This new model is based on student feedback," Taylor said. "I think there is exciting potential."

A new course requirement for all public health and health science students will also fill an important gap. Last spring, Dr. Deneen Long-White, associate professor of public health, offered a special topics course examining health disparities nationally. After enthusiastic feedback from students, the course has been added to the health science curriculum as HLTH 340 Unequal Burdens in Health. It helps students look at health disparities from a perspective of power, privilege, racism, sexism, LGBTQIA+ health and other lenses.

"The goal is to get students not just thinking about 'isms' as a cause of health disparities, but also being able to come up with potential solutions to address them," Long-White said.

The course is for any student interested in health professions, whether clinical or applied practice, or even those wanting to become psychologists or sociologists. Understanding structures will prepare students to face disparities in their careers and develop interventions to address root causes.

"That's the whole thing about health: We're there to make a difference," Long-White said. "The only way we can make a difference is by thinking about these health issues that are prevalent in our society and making a commitment to change things for the better."

When the CHHS first formed, it aimed to inspire collaboration across health and human services. Restructuring courses has shown how powerful that collaboration can be.

Dr. Meghan East has been teaching HLSC 301 Human Pathophysiology for Health Care Majors as an online course. But the School of Nursing saw a need to offer it face-to-face for better engagement with nursing undergraduates. In response, the course was made hybrid, with in-person lectures for students to connect with their professor, depending on questions and needs. East also has streamlined content for a more clinical focus, which helps students prepare for scenarios



with patients.

The redesign is the result of interdisciplinary collaboration within the CHHS and promotes collaboration between students. Some are in the nursing program, or working as nursing assistants, some are respiratory therapy majors, and others may have experience with family members with diseases. They all get to see that health care takes a team approach.

"When they get out in the world, they are going to have to interact with people in the lab and at the front desk. They start to see what their role may look like within that system," East said. "That interaction helps them grow and understand their role better."

Likewise, a new nutrition course taught by Dr. Laura Marinaro in the School of Health Sciences offers a more clinical focus. Previously, BIOL 217 Nutrition was geared toward personal nutrition and satisfied a General Education requirement for students in health care majors. However, Marinaro recognized that these students would benefit more from a course that helped prepare them to work with patients.

With the School of Nursing, she developed HLSC 255 Nutrition for the Health Sciences, which looks at the clinical impact of nutritional interventions for conditions like diabetes, heart disease and malnutrition. The enhancement is a series of case studies, which gives students another chance to practice in an applied situation. This is especially helpful for nursing majors as they prepare for the NCLEX-RN licensing exam.

"It's great that the School of Nursing had this need, and there was a way that we in the School of Health Sciences could help," Marinaro said. "If we can make one small improvement here, we will not only prepare our students for their future careers, but help more patients."

"To have multiple disciplines thinking about the same outcome is fantastic," said Kimberly Allen, nursing undergraduate program director. As CHHS faculty continue to ask each other questions, eventually we will have even more interdisciplinary electives."

More Pathways to Success for CHHS Students in the Future

In order to prepare the next generation of health care professionals, work on the CHHS curriculum is always ongoing. Looking forward, the CHHS is excited to offer an honors curriculum in partnership with SU's Glenda Chatham and Robert G. Clarke Honors College.

Currently, CHHS students may struggle to complete honors coursework alongside the demands of their own major. With a CHHS-specific honors curriculum, they could take certain courses for credit for both honors and General Education

requirements, as well as their major. The honors program would also offer opportunities to engage in undergraduate research or a thesis highlighting their strengths as scholars, providing a stronger foundation for success beyond graduation.

"I'm excited to see this come to fruition," said Dr. Jennifer Hart, CHHS Curriculum Committee co-chair, anticipating a fall 2023 start. "I'm excited for what this means for our students."

SCHOOL OF HEALTH SCIENCES



MLS Student Earns Prestigious Awards

Each year, the American Proficiency Institute (API) offers \$2,000 scholarships for students who are pursuing a career in the clinical laboratory. API provides proficiency testing materials to laboratories and continuing education for laboratory professionals to stay updated on current trends in medicine. So competitive is API's scholarship program that only five awards were given in 2022 – one going to SU medical laboratory science (MLS) student Emily Alessandrini.

Now in her senior year, Alessandrini is incredibly deserving of this scholarship award as she has shown time and time again that she is an extremely hard worker and enthusiastic about becoming a laboratory professional. Not only is she pursuing biology and chemistry minors, but she also completed the requirements for the Clarke Honors College before she entered

the professional courses for the MLS Program. Her research was selected for presentation at the 2021 Northeast Regional Honors Council (NRHC) Annual Conference and the 2021 National Conference on Undergraduate Research (NCUR).

As part of her honors requirements, she developed of a research study, conducted a literature review, actually performed the research and wrote her honors thesis, "Survivability of Clinically Significant Organisms on Blood Glucose Test Strips." Alessandrini's thesis advisor noted that her performance in conducting the research was exceptional – so exceptional, she earned a Student Research Paper Award from the American Society for Clinical Laboratory Science (ASCLS) for her effort.

SHS Faculty Succeed With Quality Matters

Two School of Health Sciences faculty – Drs. Laura Marinaro and Lisa Marquette – successfully earned Quality Matters (QM) certification for courses in their respective expertise areas. Marinaro worked to obtain QM certification for a graduate course in the Health and Human Performance Program, HHPF 502: Introduction to Research, while Marquette went through the QM review for an elective undergraduate course in exercise science, EXSC 325: Obesity Prevention and Treatment.

QM is a leader in quality assurance for online education. To meet QM standards, a course must set forth clear expectations and include appropriate guidance, relevant content and engaging activities. Going through both the internal and external QM reviews ensures that courses meet a series of mechanical and pedagogical standards.

Marinaro and Marquette worked with CHHS Instructional Designer Bonni Miller to ensure that the videos, readings and

other learning activities were accessible and usable for all students. Marquette noted, "Bonni was an outstanding mentor, who was instrumental in allowing this process to be smooth and seamless."

Both faculty were driven to create a more effective online learning environment for their students. Pedagogically, Marinaro's review confirmed that the course objectives were clearly linked to learning activities and assessments which were appropriate and provided students with detailed feedback.

Similarly, Marquette noted: "The QM review process assisted me in creating measurable course- and module-level objectives ... and allowed me to make key improvements to my course delivery."

Camillo Earns AZVT Lifetime Achievement Award

After dedicating nearly two decades of service to human and animal laboratory science and the support of related research, Dr. Christina Camillo, program director and clinical coordinator and assistant professor of medical laboratory science, was honored with the Association of Zoo Veterinary Technicians' (AZVT's) Lifetime Achievement Award.

Camillo has been a member of AZVT since 2002 and previously was the editor-in-chief and co-chair of the organization's annual conference program. Her work with the association includes improving the research program editing process, establishing new protocols and handout guidelines, streamlining the writing process, planning and presenting at several conferences, and achieving and maintaining the American Association of Veterinary State Boards (AAVSB) Registry of Approved Continuing Education (RACE) program status.

"When I started in human medicine, I wanted to stay connected to my previous work with animals because the ever-evolving science in that field is really important," said Camillo. "The work with AZVT crosses over into my teaching. I can not only lend advice to students who are interested in marine and animal studies, but I can teach students important research tools like putting together proposals and writing, editing, citing and presenting."

Camillo, a two-time SU graduate, worked for the National Aquarium and TidalHealth before returning to SU to teach.



SHS Students Earn Global Notice

From the Czech Republic to Bulgaria to San Diego, health science students are receiving accolades at the highest levels.

Two students from the School of Health Sciences earned Fulbright Student Awards for the 2022-23 academic year. Kylie Webb, a 2022 exercise science graduate, was the recipient of a Fulbright English Teaching Assistantship (ETA) to the Czech Republic. She was a member of the SU women's basketball team and involved in undergraduate research. N'Tumahawa Kamara, a 2021 public health graduate, earned an ETA to Bulgaria. For her honors thesis, Kamara studied maternal care in Maryland. Both Fulbright scholars will start their graduate education following their ETAs: Webb was admitted to the University of Pittsburgh master's program in prosthetics and orthotics, and Kamara received a full scholarship to George Washington University's Milken Institute of Public Health.

Spring 2022 exercise science graduates Gerard Boyd and Ethan Robbins presented their research at the National American College of Sports Medicine (ACSM) conference in San Diego, CA, in June. Boyd presented "Similar Metabolic Responses During Resistance Exercise Despite Significant Differences in Power: Effects of Matched Work," and Robbins presented "Energy Cost from Squats with Matched Work by Varying Contraction Intensities and Loads." They completed nearly every stage of the research process over the last two

years, including small grant writing, IRB submission, pilot work, recruitment, data collection and analysis, and poster presentations. Both are enrolled in the Master of Science Program at Ball State University with graduate assistantships in the Human Performance Lab where they will contribute to a major National Institutes of Health-funded research project.



Respiratory Therapy Earns Honor

For the second year in a row, the Respiratory Therapy Program has been recognized by the Commission on Accreditation for Respiratory Care (CoARC), receiving the Distinguished RRT (RRT) Credentialing Success Award.

The award is presented as part of the CoARC's continued efforts to value the RRT credential as a standard of professional achievement. From a program effectiveness perspective, the CoARC views the RRT credential as a measure of a program's success in inspiring its graduates to achieve their highest educational and professional aspirations.

The primary responsibility of CoARC is to accredit programs based on their compliance with established accreditation

standards. In selecting programs for this recognition, the CoARC Board used objective criteria based on key accreditation metrics documented in the 2021 Annual Report of Current Status. Programs were required to have three or more years of outcomes data, hold accreditation without a progress report at the end of the year, document RRT credentialing success of 90% or above and meet or exceed established CoARC thresholds for the Therapist Multiple-Choice Examination high cut score and retention.





Marinaro Earns Top Olympic Merit

The vision of the International Olympic Committee (IOC) is to “Build a Better World through Sport,” and Dr. Laura Marinaro is doing just that.

Marinaro, assistant professor in the School of Health Sciences, has proven herself a steward of sports nutrition advancement and education after earning the organization’s highest academic standard, the IOC Diploma in sports nutrition.

“It’s such an elite program, I was honored and excited when I learned I had been accepted,” she said. “To successfully complete the curriculum and be among only 900 graduates worldwide since the program was established in 2007 is a little surreal.”

Marinaro was one of four from the U.S. in the 2022 graduating cohort. Only 56 from the U.S. have earned the diploma in its 15-year history.

“The program’s instructors are some of the field’s most recognized and respected researchers,” she said. “It’s incredibly rare to have the opportunity to learn about specialized topics from the very experts who are leading the way in these areas.”

While the degree program was virtual, Marinaro recently traveled to IOC headquarters in Switzerland for the in-person graduation, which included a private tour of the renowned Olympic Museum.

The IOC Diploma puts Marinaro, who also works with athletes in the community, one step closer to her goal of becoming a board-certified specialist in sports dietetics, accounting for 25% of the practical hours required.

Donor Spotlight: Global Company Dräger Donates Respiratory Therapy Equipment

Respiratory therapists play a critical role in patient care, and they are currently in short supply. A \$15,000 in-kind gift from global company Dräger will help prepare respiratory therapy students to meet this demand.

Dräger, an international manufacturer of medical and safety technology products, donated one of its Babylog® VN500 ventilators to the University to support the advancement of education for respiratory therapy students.

“Mechanical ventilation is an essential tool in critical care for adults, pediatric and premature infants. Respiratory therapists are essential members of the health care team that are relied upon as the experts in mechanical ventilation,” said Steve Menet, senior vice president of sales for hospital solutions at Dräger, Inc. “The ability for SU’s students to train on our advanced technology will help prepare them for effective and safe use of ventilator technology throughout their careers.”

Founded in Lübeck, Germany, in 1889, Dräger is an international leader in the fields of medical and safety technology. Its technology is used all over the world.

“Dräger is strongly committed to nurturing the next generation of respiratory care professionals,” Menet said. “We are honored to play a role in the education of SU’s respiratory therapy students who will go on to become highly valued members of patient care teams.”

For more information about supporting SU’s RT Program, please contact Samantha Hellwege Ulrich at srhellwege@salisbury.edu.

Donor Spotlight: From Delaware To Duke: Staats Gives Back With MLS Scholarship

Dr. Herman Staats ’88 has led a prestigious career with Duke University Medical Center – but he always remembers his roots.

Staats grew up in Millsboro, DE, where he spent much of his time working on neighboring farms. He was the first member of his family to earn a college degree, enrolling in Salisbury’s medical technology program (now called medical laboratory science) in 1984. Throughout his education, it was his parents who supported him.

“I was fortunate that I had parents to encourage me going to school and help me financially,” Staats said. “I realized there are a lot of students who may not have that kind of support.”

Staats and his wife Janet recently honored his parents by giving \$25,000 to establish the Herman and Betty Staats Scholarship, which will support residents of the Eastern Shore who have been admitted to SU’s Medical Laboratory Science Program. The scholarship awards approximately \$1,000 per academic year and is renewable for up to four semesters per student. The Staats’ hope it will help make a difference as students complete their upper division courses and prepare for their careers in health care.

The lessons Staats learned at SU provided a strong foundation that he still applies today in his work at Duke, where he serves as a professor and vice chair of the Department of Pathology Research Division. His research in immunology and developing mucosally administered HIV-1 vaccines has been funded by the National Institutes of Health, and he also mentors graduate students. He encourages his students to follow their dreams, set high goals and work hard to achieve them – just as his professors at SU did for him when he was an undergraduate.

For more information about supporting SU’s MLS Program, please contact Samantha Hellwege Ulrich at srhellwege@salisbury.edu.

SCHOOL OF NURSING

Lab Expansion For Program Growth

Increased enrollment in the undergraduate nursing program requires additional learning space. As a result, the Lucy Tull Resource Lab, located on the second floor of Devilbiss Hall, has expanded space.

Three new, fully equipped hospital beds were added to improve student learning. This expansion has allowed the School of Nursing (SON) to continue to provide a safe and convenient space for students to learn and practice critical clinical skills needed to care for patients in health care organizations.

Brooke Mills joins the SON as the new Lucy Tull Resource Lab coordinator. She replaces Rachel Weber, who continues to teach in a full-time tenure track position in the SON. Mills graduated from SU with both her B.S. in 2015 and her M.S.N. in 2020; she joined the SON as a clinical faculty in fall 2021. In addition to coordination of the Lucy Tull Resource Lab, Mills teaches health assessment and pediatric nursing clinicals.

MHEC Supports New Faculty Recruitment

As the crucial need to graduate more baccalaureate-prepared nurses intensifies, the School of Nursing (SON) continues to expand enrollments to meet the growing workforce demands while also accounting for planned faculty retirements and increased student enrollment.

Thanks to generous support from the Maryland Higher Education Commission's (MHEC) Nurse Support Program II, three new full-time tenure-track faculty were awarded 2021 New Nurse Faculty Fellowships, totaling \$150,000. This funding is used for recruitment and retainment efforts and to assist new faculty with professional expenses, including professional development, loan repayment and relevant expenses. This support is essential as full-time tenure-track faculty are required to complete a doctoral degree.

Kristen Hammerer earned her M.S.N. from Wilmington University and worked in the NICU setting at Anne Arundel Hospital before joining SU. As an expert in neonates, she joins the undergraduate program maternity team. Hammerer started work toward her doctorate in fall 2022 at Drexel University where she will be completing her Ed.D. in nursing education.

Jacqueline Messner is a Family Nurse Practitioner with expertise in endocrine care and is certified as a diabetes educator. She completed her M.S.N. at Georgetown University. Previously, Messner worked at Monocacy Health Partners Endocrine and Thyroid Specialists. She shares her expertise with future nurse practitioners in our graduate program and teaches health assessment in our undergraduate program. In fall 2022, started the D.N.P. program at University of Maryland at Baltimore.

Katelynn Cabrera, a 2013 graduate from the SU second-degree program, earned an M.S.N. from Wilmington University. Previously, she worked at TidalHealth Peninsula Regional in the maternity unit. Cabrera teaches maternity in the undergraduate program. She started work toward her Ed.D. in nursing education at Drexel University in fall 2022.







Competency-Based Education: AACN's New Essentials

As the School of Nursing (SON) prepares its graduates to be “work ready,” they are currently undergoing a review of their entire curriculum.

Guiding this work is the American Association of Colleges of Nursing’s new academic model adopted in 2021. The Essentials: Core Competencies for Professional Nursing Education provides a framework for preparing graduates for the nursing profession using a set of core competencies. The redesign takes into consideration what the nursing workforce should look like for the future.

The new Essentials introduce 10 domains representing the profession of nursing. Within each domain are expected competencies for graduates that are applicable across the lifespan and with diverse populations that include four spheres

of care: disease prevention/health promotion and wellness; chronic disease care; regenerative or restorative care; and supportive/palliative/hospice care. The deliberate move to a competency-based evaluation approach ensures that all graduates enter practice with the expected knowledge and skills sets expected by stakeholders.

The SON’s work on reviewing its curriculum includes mapping all course objectives to ensure they are addressing issues of diversity, equity and inclusion; system-based practice; information and technology; engagement and experience; academic-practice partnerships; and career-long learning. The SU SON is committed to prepare graduates for changing health care trends in the 21st century.

Representing SU In NextGen Test Bank Project

With patient acuity in hospitals dramatically increasing, frequent and accurate decision-making by nurses is critical. This high level of clinical judgment is especially challenging for new nursing graduates. To address this issue, the National Council of State Boards of Nursing (NCSBN) reexamined how they evaluate competency and launched an update of the licensure examination required of all new RN graduates.

In April 2023, the Next-Generation NCLEX (NGN) will use new test item formats to evaluate clinical decision-making processes at a more advanced level. In preparation for this major overhaul to the RN licensing exam, the Maryland Center for Workforce Development spearheaded an innovative grant-funded initiative to prepare nursing faculty (and students) for this new format. Each school in Maryland was invited to send one to two lead faculty to learn to write NGN NCLEX-style case-based test questions based on the clinical judgment model and serve as “NGN Champions” to then educate faculty (and students) at their respective schools.

Drs. Mary DiBartolo, professor, and Stacy McGrath, assistant professor, were selected as the SU representatives for this

important initiative. They attended several workshops, with each writing two evolving cases with various new question formats. These cases were then reviewed and approved by project experts and added to a Qualtrics open test bank that all faculty and students in Maryland can access.

Using the “train-the-trainer” model, DiBartolo and McGrath have since shared their expertise in workshops for School of Nursing faculty to learn about the application of the clinical judgment model and how to write NGN questions using this clinical judgment model-based template. Faculty were asked to develop an NGN case as course teams on a topic of interest and invited to brainstorm on other creative ways to integrate NGN questions into theory and clinical courses, as well as simulation experiences. Workshops are also being scheduled for the SU student cohorts who will be taking the new NGN.

It is hoped that such efforts will not only ease student anxiety regarding the new test format, but also optimize NCLEX-RN pass rates and, more importantly, enhance clinical-decision making in the patient care setting as new RN graduates.

Ensuring Global Experiences And Perspectives

To ensure our graduates are the most diversely educated nurses entering the workforce, SU's School of Nursing has partnered with the School of Nursing and Midwifery at the University of Cape Coast, Ghana (UCC). SU nursing students have the privilege of learning from one of UCC's very own, Dr. Christian M. Boso, during his Fulbright Scholar-in-Residence (S-I-R) for the 2022-23 academic year.

Boso, who moved to Salisbury with his wife and three children in August, brings 19 years of experience in education and clinical practice to SU. He is teaching three courses this semester, covering topics in global health and community health nursing with a rural perspective.

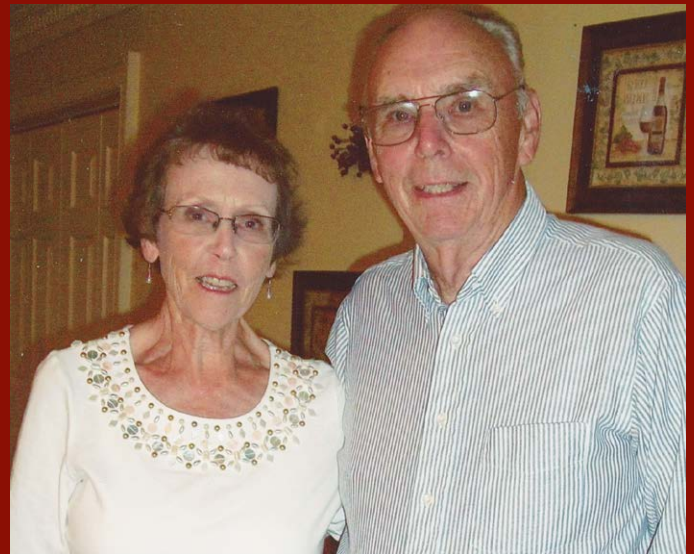
"I hope to impart on my students that nursing knowledge transcends boundaries," he said. "I bring cultural perspectives to common issues. As I share stories from Ghana in my teaching, it is my hope that students will begin to internalize global perspectives regarding health issues and eventually become global citizens."

S-I-Rs work across departments and curricula in a variety of ways to widely enhance or expand an existing international program, develop new world area studies programs, add an international dimension to existing coursework, or provide an opportunity for U.S. students to learn about a particular world region or country.

"My program is related to classroom instruction with a focus on nursing education," he said. "I look forward to collaborations in the area of patients' education with community-based perspectives, including those of the SU community, through research partnership."

Boso connected with Dr. Tina Reid, SU professor of nursing, during her visit to UCC last summer to enhance mental health curriculum as part of her ongoing work as a Fulbright Specialist. They are partnering on a new initiative while at SU this year.

"Dr. Reid and I are working on a study abroad program with a research component titled 'Broadening Students' Perspectives Through Global Exchange Programs: Interdisciplinary Students' Experience,'" said Boso, who will present the research with Reid at the 119th annual Maryland Nurses Association convention. Reid is offering the interdisciplinary Global Health seminar in fall 2022 and leading the study abroad experience to Ghana during winter 2023.



Donor Spotlight: Fitzgerald Scholarship Supports Future Nurses

After getting their education through Salisbury University, Robert and Carolyn Fitzgerald spent a lifetime together dedicated to nursing and education.

"Nursing is a secure profession, and there are so many things you can do within it," Robert said.

Robert knows this well: His late wife Carolyn worked for more than 40 years as a nurse and nurse administrator at what was then Peninsula General Hospital in Salisbury. Seeing a need for diabetes education in the area, she developed diabetes education programs and clinics. She also served as an active member of the American Association of Diabetes Educators, which allowed her to travel across the country leading seminars in diabetes care and treatment.

Robert spent 30 years in various teaching and administrative roles for Somerset County Public Schools. In their careers, Robert and Carolyn mentored many up-and-coming professionals in nursing and education. Providing for the next generation of nurses was the next logical continuation of their unwavering support to the future of health care.

Through the couple's generosity, the Robert and Carolyn Fitzgerald Scholarship for Nursing was established at SU. The scholarship supports undergraduate students from Somerset County who are pursuing a nursing degree from SU.

Both Robert and Carolyn attended SU, though not at the same time. Robert received his bachelor's degree in education in 1961 from what was then known as Maryland State Teachers College. He recalls the importance of the institution at that time as a teachers college and how many of its graduates went on to shape the education system within Maryland. Carolyn received her education at the Peninsula General Hospital School of Nursing, which later merged with SU, and she took many classes throughout the years at SU. She also graduated from the University of Maryland School of Nursing in 1978.

"There's nothing like a good education," Robert said. "Carolyn was an incredibly smart woman who put her heart into everything. It is our hope that this scholarship will help students going on to do the same good work she did."

For more information about supporting SU's School of Nursing, please contact Samantha Hellwege Ulrich at srhellwege@salisbury.edu.



Schaefer-Salins Honored For Advocacy

For her work on the education, awareness, inclusion and accessibility of people who are deaf and hard of hearing and have differing abilities/disabilities, Dr. Ellen Schaefer-Salins, assistant professor of social work, earned two honors in May 2022.

Schaefer-Salins is responsible for creating both a deaf studies minor and a disability studies minor for undergraduate students. She established the ASL (American Sign Language) Zone in the Center for Equity, Justice and Inclusion, and invited world-renowned speakers from the deaf and disability communities to campus. She has advocated for the hiring of deaf faculty for the deaf studies minor and for the reduction of audism (discrimination of people who are deaf) and ableism (discrimination of people with differing abilities) on campus.

She was recognized with the SU President's Diversity and Inclusion Champion Award. This award is given to those who promotes diversity through course content and actively supports cultural diversity through their involvement with diverse individuals and groups to improve the social and educational campus climate of the University.

"Dr. Schaefer-Salins' work and advocacy for the deaf and hard of hearing community will have a lasting impact on the culture of the University," said his nominator Dr. Rebecca Anthony.

In addition, SU's Disability Resource Center honored her with its Directors Award for Excellence in Allyship and Collaboration. Recipients of this award are "Ally Champions" who have gone above and beyond to promote access, equity and inclusion in ways that surpass their traditional roles on campus.

Upon receipt of these awards, Schaefer-Salins shared: "I am honored and humbled to receive both awards and to be acknowledged for making an impact at Salisbury University."



SCHOOL OF SOCIAL WORK





Forte Honored For Lifetime Achievement

Dr. James Forte, professor of social work, earned the 2022 Lifetime Achievement Award from the Maryland chapter of the National Association of Social Workers (NASW).

Forte was nominated by fellow social work faculty Eileen Gilheany and Drs. Amanda Hill, Sook Hyun Kim and Kimberly van Vulpen for a “lifetime of work and service that embodies all that the NASW and social work profession stands for.” The nomination lauded Forte’s nearly 45-year career, 19 at SU, stating that he “exemplifies a life guided by a belief in advocacy” and “has made substantial contributions to the social work field.”

Forte has authored four books, which have been referred to as “classics” by other experts in the field; published more than 40 articles outlining his research efforts to bring awareness to social work best practices; and presented his work at over 100 regional, national and international conferences and seminars.

Sue Park Library Opens

On September 23, 2022, the Eastern Shore Higher Education Center (ESHEC) held a ribbon-cutting ceremony to open the new Susan E. Park Social Work Resource Library.

The library was named to honor the legacy of Park, a clinical associate professor and site coordinator at SU’s School of Social Work’s ESHEC site. She passed in December 2021 and is remembered for teaching social work students.

Park was a veteran social worker and professor with a varied background of service to others. She had worked in health care, child welfare, higher education and energy healing, and she most recently was developing skill in equine therapy. She came to ESHEC and SU in 2012 and expanded her training in clinical work with internal family systems theory and trauma informed practices.

An ardent proponent of critical thinking, knowledge and literacy, Park was in the process of developing a resource library at the time of her passing. This goal was fulfilled thanks to the consideration of the ESHEC. SU’s School of Social Work faculty are grateful for the valuable collaboration and

Forte pioneered the interdisciplinary approach to theory application and teamwork, developing “practical theorizing” and “multi-theoretical social work” approaches to teaching theory application processes in social work courses.

Forte inspires his students to follow a path of social justice and advocacy in social work. Each year, his SU students are the largest group in attendance at the NASW Maryland Advocacy Day events.

He has earned over a dozen honors for his work, including Distinguished Faculty awards at two universities and two Excellence in Teaching awards. He also has been named Social Work Educator of the Year in both Virginia and Maryland. Dr. Forte was selected in 2016 as the best reviewer for the Journal of Social Work Education by the Council on Social Work Education.

partnership, and they are proud that present and future site students will benefit from this library named for such an influential faculty member.



Social Work Learning Goes Global

The COVID-19 pandemic significantly decreased global exchange activities among students and faculty. In response, the School of Social Work participated in the Global Team Teaching Program (GTTP) Initiative to provide students with the opportunity for international experiences.

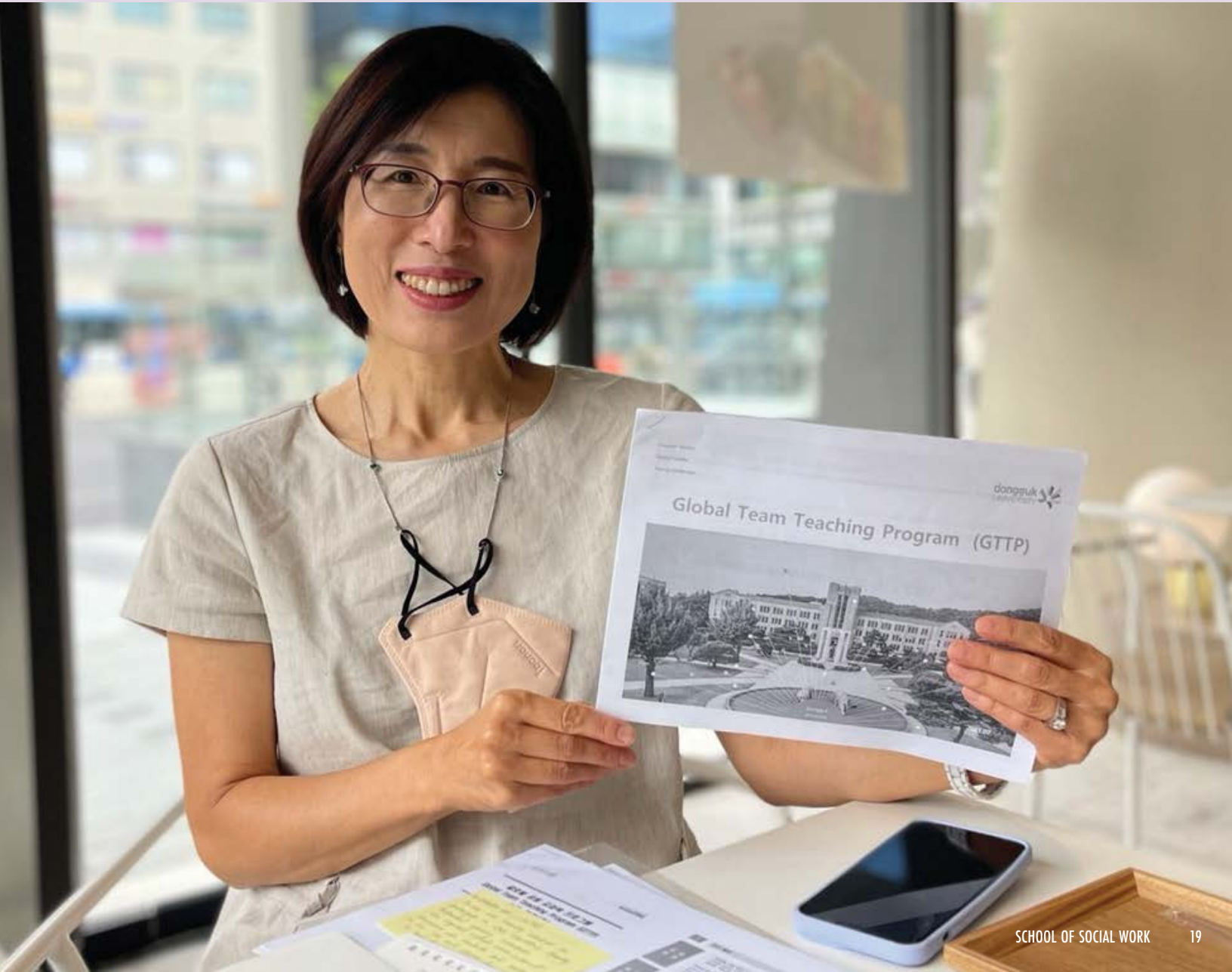
Dr. Sook Hyun Kim, associate professor of social work, was selected to participate in the GTTP, a joint virtual teaching and learning initiative between Salisbury University and Dongguk University in South Korea. Founded in 1906, Dongguk University is a well-known private institution in South Korea. It is also one of the few Buddhist-affiliated institutions in the world. SU recently signed a sister-school Memorandum of Understanding with Dongguk University.

Kim visited South Korea and had meetings with Dr. Yeowon Yoon, a partner faculty member from Dongguk University, to discuss and develop course content and teaching/student interaction methods for the GTTP course. Both classes meet at least five-six weeks synchronously or asynchronously, using diverse class formats and teaching methods.

For example, six student volunteers from each class have the opportunity to introduce their unique social welfare system

and issues. After their presentations, students have time to meet one another and discuss assigned topics via Zoom breakout rooms. GTTP classes discuss topics ranging from immigration, education, child welfare/child abuse, poverty and the safety net. For the weeks when students are not meeting synchronously, students watch pre-recorded lecture videos (each instructor will record a lecture video and share it with the partner instructor and students every week), and class discussions will follow.

The time and effort expended in preparing for the GTTP results in many benefits to social work students and instructors. The GTTP fosters the ability to work with people from diverse cultures and backgrounds and prepare participants to practice in an interconnected world.



CENTER FOR HEALTHY COMMUNITIES





10 Years Supporting Pediatric Behavioral Health

In fall 2022, SU joined Johns Hopkins University and the University of Maryland School of Medicine in celebrating the 10th anniversary of the Behavioral Health in Pediatric Primary Care (BHIPP) program. BHIPP places graduate-level social work interns in rural pediatric primary care settings, providing children with behavioral and developmental needs with much-needed services and the ability to be treated in a familiar and safe environment.

As part of that celebration, the Center for Healthy Communities was awarded a second grant directed at supporting pediatric primary care providers in rural areas of Western and Southern Maryland.

In discussing the expansion, Brianna Church, an M.S.W. intern placed at PM Kidz in the Hollywood/Waldorf areas, shared: “BHIPP is important especially in rural areas like Southern Maryland where access to mental health services is limited. BHIPP provides mental health services to families and children who otherwise could be on a long wait list to receive services. I am ecstatic to be a part of the BHIPP team. I am learning many different ways to help families and children reach their goals through the use of cognitive behavioral therapy.”

FAMI-MD Has 1,000th Simulation

The Faculty Academy and Mentorship Initiative of Maryland, or FAMI-MD, has been utilizing standardized patients (SPs) from SU’s Henson Medical Simulation Center for seven years and reached a major milestone in 2022, its 1,000th simulated experience with SPs.

The 1,000 simulated encounters helped over 370 nurses learn to manage common, yet challenging, situations they may encounter as a new educator. Practicing how to manage these challenges in a safe learning environment improves new faculty preparation and readiness.

This year, FAMI offers six different simulations. In Introductory-FAMI, participants experience scenarios that focus on a late student, a student dealing with depression and a student leaving a hospital care unit without notifying anyone. The goal of each scenario is for the new faculty member to manage the challenging student’s behavior and improve their conflict resolution and feedback skills.

In Advanced-FAMI, which is designed for deeper exploration of various topics, participants encounter a student who accidentally sticks themselves with a used needle and manage a group of students in a post-clinical conference debriefing. In the final scenario, they engage in a mock interview with a nursing school director to prepare them for future job searches.

All simulations are recorded, and participants are involved in an active debriefing session with veteran faculty members to reflect on the scenarios.

Substance Use Disorder Grant Renewed



In its first two years, the Substance Use Disorder Workforce Expansion (SUDWE) fellowship has helped 20 SU graduates achieve their M.S.W. dreams. Originally funded as a two-year initiative, the success of students at SU and the other two participating institutions (Morgan State University and the University of Maryland-Baltimore) has led the Maryland Behavioral Health Administration to renew the grant for three more years.

A member of the first SU cohort, Paige Harrington, recently spoke to the Center for Healthy Communities Advisory Board about her SUDWE field experience. She completed her final M.S.W. field placement with the Behavioral Health Department at Atlantic General Hospital, where she is now employed as a social worker.

While students come into the fellowship with a variety of motivations, Jessie Marsh's rationale for pursuing acceptance into the SUDWE program is representative of many of this year's participants' motivations: "I am passionate about helping others with their mental health. ... I have a humble appreciation for the work it takes for people to get help. ... I am fascinated by the clients' strengths, even when they feel helpless. It takes a lot of courage and dedication to start and follow through with treatment."

A record 16 fellows have been admitted to the fellowship for the 2022-2023 academic year – the most ever among the three universities. Students from the current cohort are located in 10 counties across the Maryland, with field placements occurring in both outpatient and inpatient treatment settings. Students gain experience with assessing substance use disorders, developing client treatment plans, conducting individual sessions and leading group sessions.

Continuing Education For Athletic Training Professionals

In September, Dr. Yolanda Holmes, a board-certified dermatologist with a private practice in the Washington, DC, area presented the lecture "Diversity in Dermatology: Presentation, Identification and Differentiation of Dermatologic Conditions in Populations with Darker Skin" to over 150 attendees via Zoom.

This event was spearheaded by Dr. Laura Marinaro, School of Health Sciences faculty, on behalf of the Maryland Athletic Trainers' Association's Diversity, Equity and Inclusion Committee. This Board of Certification Approved Provider

program was organized in collaboration with Minority Women in Sports Medicine, Inc. and was supported by the Center for Healthy Communities.

The impetus for the presentation stemmed from the lack of diversity in most medical texts regarding the presentation of common skin conditions. This under-representation can lead to challenges with formulating accurate diagnoses when treating patients of color. Holmes shared her knowledge and expertise in dermatology, including pictures of how conditions commonly present in patients with diverse skin tones.

Creating Joy And Calm In Childcare

The Lower Shore Early Childhood Mental Health Consultation Program (ECMHC) sponsored a training for early childhood professionals focused on Finding Joy and Creating Calm in September. The event, made possible with funding from the Maryland State Department of Education, was a collaborative effort between ECMHC and the Eastern Shore Childcare Resource Center.

Latrice Gray, LCSW-C, RPT of Creative Space Child Therapy, LLC presented on the causes of stress in young children as well as the benefits of relaxation and coping skills. Participants had the opportunity to engage in a hands-on activity using sand and other arts and crafts materials to depict a scene that reminded them of joy/calm. In addition, Kirsten Rhodes, M.Ed., of Teaching Strategies, presented on the Stress Cycle, ways to combat burnout and the benefits of mindfulness practices.

The event concluded with prizes supporting the event's theme of joy and calm, ranging from spa kits to an indoor hydroponic garden system.



LeadNursingForward.org Awarded Additional Funding

SU's School of Nursing (SON) is at the forefront in efforts to address critical shortages of registered nurses and nursing faculty. In June 2022, the project received \$617,391 in additional funding from the Maryland Higher Education Commission (MHEC) Nurse Support Program (NSP)-II to support and expand a comprehensive web resource with easy-to-access information about becoming a registered nurse and nurse educator in Maryland.

The project began in 2018, with an initial \$1.8 million MHEC award. Led by Dr. Lisa Seldomridge with Dr. Kayna Freda and Abigail Johnson from SON and website developers Erin Silva and Tim Lanzi from SU's Eastern Shore Regional GIS Cooperative, the website www.LeadNursingForward.org was launched in February 2019.

The team's goal is to increase awareness of the nurse faculty shortage, provide strategies and tips on how to become an educator, and rebrand and promote the image of the nurse educator. In addition to information and inspirational stories, the website features a searchable career portal that connects job seekers with open positions in nursing education.

To date, LeadNursingForward.org has 35,847 unique visitors and 136,029 total page views. The Career Portal has 703 total registered users with 120 contributors of job and event posts, and 62 organizational profiles. The project was recognized at the 2019 Sigma Theta Tau International Research Congress as one of three finalists for the Excellence in Nursing Education Research award.



Nursing Toolkits Explore Speaking Up And Substance Use Disorder

As part of the five-year \$1.98 million MHEC NSP-II grant "Toolkits to Enhance Leadership Skills," the School of Nursing is providing four workshops, approved by the Maryland Nurses' Association to award continuing education units.

"Speaking Up for Our Patients and Ourselves" teaches best practices in how to speak up with calm and assertiveness and develop communication phrases and techniques to discuss concerns. Developed by Dr. Nicole Hall, the workshop was offered for the first time in June 2022.

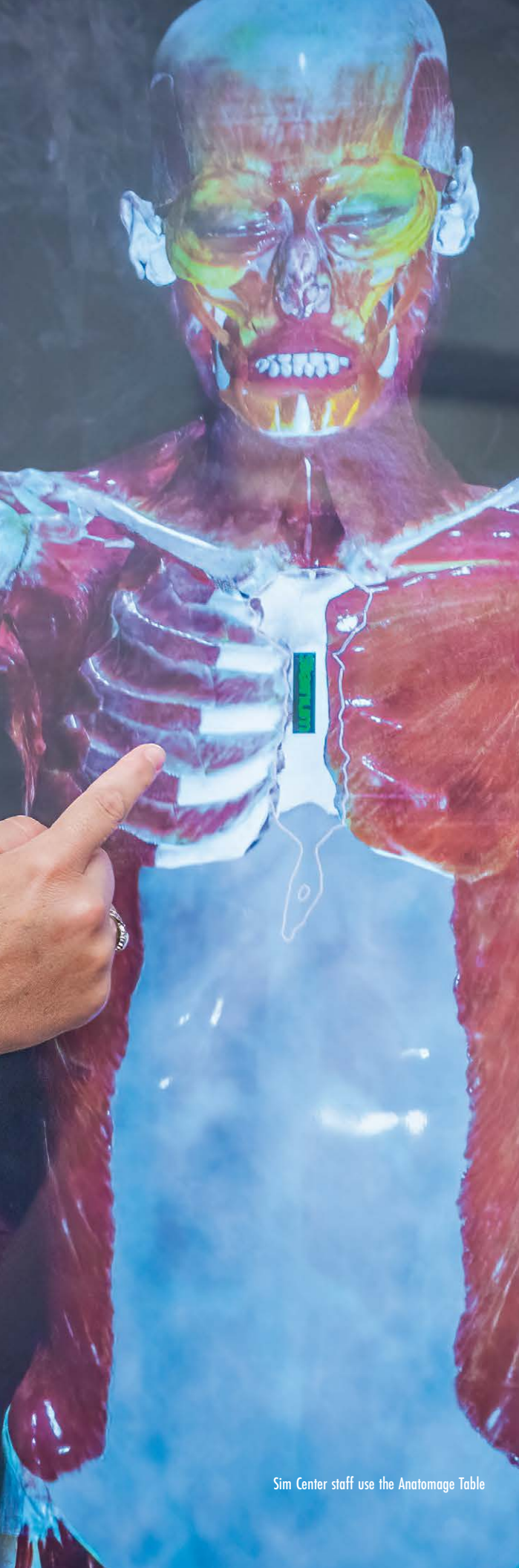
A three-part series on "Substance Use and Conflict Management" was created to enable nurses to provide evidence-based care. Part one provides an overview of learning communication and conflict management skills and current terminology related to substance use disorder. Part two covers the treatment of individuals with substance use disorder

(SUD), emphasizing neurobiology of addiction to address stigma, gaining a deeper understanding of assessment tools and treatment approaches for those with SUD. Part three, "Managing Conflict in Substance Use Disorder," examines family conflict, family behaviors that could be enabling and how both impact care of people with SUD. The substance abuse series was developed by Dr. Amanda Willey, Dr. Judy Jarosinski, Dr. Lisa Seldomridge and Tara Ward.

All are available for delivery to a variety of nursing audiences and award between 3.5 and 9 CEs.

HENSON MEDICAL SIMULATION CENTER





Sim Center staff use the Anatomage Table

New Equipment At The Sim Center

Meeting the growing needs of the campus and community, the Henson Simulation Center is expanding its range of equipment.

The newest addition, a Servo-u ventilator is the most advanced machine of its kind. The Servo-u offers a wide range of tools and therapies for advanced care. A ventilator with “high-use safety” limits the risk of use errors and close calls. The system’s Safety Scale tool makes parameter changes quick and intuitive, while dynamic images illustrate how those changes may affect ventilation. These bedside decision-support tools help practitioners personalize ventilation, deliver the intended ventilatory support and improve patient care outcomes.

Based on recent successes in using the Anatomage™ virtual dissection table, the CHHS Dean’s Office provided support to acquire a second table. The Anatomage™ Table offers an interactive, life-sized touch screen that is manipulated by learners to master important concepts of normal and abnormal anatomy and physiology. Students in Dr. Jessica Walter’s kinesiology class use the virtual dissection table to learn about the location, origins, insertions, actions and innervations of the major muscles of the body.

In late fall, the Henson Sim Center added Gaumard’s HAL S5301 – the most advanced interdisciplinary patient simulator in the world. From emergency care to ICU and med-surg training, HAL is engineered to fulfill educational objectives across health professions. His interface with real medical equipment allows learners to use actual mechanical ventilators, patient monitors, sensors and defibrillators. HAL can be used with mixed reality and features conversational speech using a Neural Speech model that enables the simulator to converse naturally with learners by understanding context, responding automatically and getting smarter over time.

Sim Center Turns 10!

The Henson Simulation Center recently celebrated 10 years of operation.

What began in 2009 as a plan to modify a classroom in Devilbiss Hall turned into the acquisition and renovation of 5,000-square-feet of space on Pine Bluff Road in 2011 and 2,500 square-foot-expansion in 2017. With a total of 7,500 square feet of state-of-the science space, the Henson Sim Center now serves several thousand students and community members every year.

Initial funding for the Henson Simulation Center came from a \$937,000 Maryland Hospital Association grant, a \$1 million gift from the Henson Foundation and generous University support. Since then, almost \$8.5 million in nursing grants have helped grow the center’s offerings.

The goal in creating the center was to establish a safe space for learning, to provide experiences in both commonplace and high-risk or unpredictable situations, and to standardize experiences for all health professions students to increase their confidence, collegiality and accuracy of clinical decision making.

The center’s design was intentional – a realistic environment, cameras to view inside each simulation room, private debriefing spaces, two entrances to separate the high-fidelity manikin suites from the areas with standardized patient actors, and to be forward thinking about future growth.

In just 10 short years, the center’s manikin family has grown from one to seven, including a child manikin with facial expressions, eye movement, speech and actual tears. The Standardized Patient Program has likewise grown and now includes 13 actors who portray healthy older adults, parents of sick children, abusive partners and more.

As a free-standing, interprofessional center, the Henson Simulation Center is the only one of its kind on the Eastern Shore of Maryland.



Simulations Put Nurses On 'Fast Track'

The Henson Simulation Center is developing new simulations to support the School of Nursing's "Fast Track" B.S.N. program, which is supported by a recent \$986,344 Maryland Higher Education Commission grant to expand the school's enrollment.

Through the expansion, the school is experiencing challenges in finding certain specialized clinical placements. As a result, faculty are increasing their use of simulations using high-fidelity human patient simulators, standardized patient actors or a combination of both. Four nursing faculty spent late spring and summer developing and piloting various simulations.

Dr. Nicole Hall created a scenario involving assessment of and early interventions for a pregnant patient with suspected

pre-eclampsia. Professor Kristen Hammerer built a scenario with a high-risk newborn baby, giving students an opportunity to work with a medically fragile infant. Both of these scenarios use high fidelity manikins.

Professor Brooke Mills produced a hybrid scenario involving a young child with croup (manikin) and their frightened parent/caregiver (actor). This simulation requires students to care for the critically ill child while also communicating compassionately with the anxious caregiver.

Dr. Tina Reid constructed a home health assessment where learners visit a community-dwelling older adult (actor) in their simulated studio apartment and conduct an environmental safety assessment.



A New Use For Simulations: Graded Exercise Testing

Dr. Zac Townsend's EXSC 472: Stress Testing and Exercise Prescription class performed a graded exercise test (GXT) simulation on an adult male patient using a high-fidelity patient simulator. During the simulation, learners assessed their patient, who was experiencing some clinical changes, to determine whether he could continue with the GXT according to American College of Sports Medicine (ACSM) absolute and relative contraindications.

Students prepared for the simulation by learning about absolute indications such as moderate to severe angina, signs of poor perfusion, and how to identify sustained ventricular tachycardia and other heart irregularities. Building upon their course work and field experience, students were expected to obtain baseline vital signs, including blood pressure, respiratory rate, heart rate, oxygen saturation through pulse oximetry and an electrocardiogram (EKG).

All simulation experiences were recorded using the Henson Simulation Center's cloud-based audio and visual recording system. The simulation experience ended with a debriefing session where learners reflected on their simulation experience and faculty provided feedback.

Nursing And Respiratory Students Learn Side-By-Side In Simulations

In spring 2022, junior-level nursing and respiratory therapy students worked together in simulations with standardized patient actors to learn effective team communication and collaboration skills.

The scenario involved a family meeting regarding their loved one who was in the end stages of multiple sclerosis and was in the intensive care unit with aspiration pneumonia. Despite aggressive medical therapy, the patient remained on a ventilator, showing no signs of improvement after 48 hours. There was no written advanced directive, and the provider was recommending that the family stop aggressive medical interventions and provide comfort care instead.

Students were expected to lead the family meeting to explore the family and patient's wishes about medical treatment and use skills of communication and interprofessional collaboration. The meeting was held in a hospital conference room with actors portraying a family member (spouse, sibling or adult child) and a social worker. Ninety-six nursing students and 30 respiratory therapy students participated in the experience followed by an opportunity to observe peers. Each simulation lasted 10 to 15 minutes with faculty-led, group debriefing immediately after to discuss students' feelings and performance, provide feedback, and offer time for self and peer reflection. A discussion of interprofessional collaboration, communication, ethics and



“what if” scenarios occurred to foster greater learning and promotion of new skills.

Participant feedback was consistently favorable with comments about the ability to gain confidence, practice collaboration and teamwork with other students/professions, and communicate with family and other professions in a controlled, but realistic, scenario.

SchoolARS-4-STEM Community Event

SchoolARS-4-STEM is a grassroots nonprofit program designed to promote interest in science, technology, engineering, and math (STEM) among underrepresented K-12 students in Accomack, Somerset, Wicomico, and Worcester counties. The overarching mission of SchoolARS-4-STEM is to mentor a pipeline of students with STEM competencies for the future workforce needs of the Eastern Shore of Maryland.

In summer 2022, SchoolARS-4-STEM hosted a back-to-school community event where more than 100 students and their families met with representatives from academic, industry and government organizations to explore STEM possibilities. At the Henson Medical Simulation Center booth, students saw a brief demonstration of a high-fidelity pediatric simulator who

was programmed to display signs of heat exhaustion. Sitting in a wheelchair, the manikin “spoke” with students and followed them with his eyes while Sim Center staff described the abnormal vital signs that were displayed on a large monitor.

Students also played a STEM occupation flashcard game to answer a question: “Who do you think helped create the manikin?” or “Who do you think uses a manikin like this in their training?” Students chose from 37 card choices, each of which had a STEM occupation title and description. Lively conversation ensued based upon their card selections and placement. Visitors commented that they were amazed to learn how simulation technology relies on a wide range of STEM fields.



PEOPLE

New Administrators

In the past year, the College of Health and Human Services (CHHS) is excited to have several professionals join its administrative staff. We invited them to introduce themselves by sharing their answers to these questions:

- As you start in your new leadership position, what is your vision for your area of responsibility?
- What opportunities are you excited to share with our students?
- What is something people would be surprised to hear about your career path?

Kevin Glover

Richard A. Henson Medical Simulation Center Director



Researchers have estimated that 440,000 hospital inpatient deaths occur annually due to preventable errors by health care professionals. These medical errors follow heart disease and cancer as the third leading cause of death in the United States. However, 440,000 is an underestimate of true medical error mortality rates since research to date has not included non-hospitalized preventable patient

deaths at home due to outpatient care or in other health care settings such as nursing homes. At Salisbury University, I hope to provide every CHHS student with a comprehensive blend of formal and informal simulation-based practice opportunities to achieve clinical competency that is focused on reducing preventable medical errors prior to their transition to real world patient care.

The time to reach clinical competency varies widely between students, but opportunities for learners to independently practice in medical simulation centers rarely occurs. Pre-professional health care students need to practice purposefully and repeatedly, over an individualized sufficient time, so that appropriate knowledge, skills, attitudes and behaviors become automatic and ultimately transfer to real-world patient care. Therefore, we now offer CHHS students the opportunity to independently practice in the simulation center every Wednesday between 9-11 a.m. Other longer-term initiatives aimed at expanding opportunities for student independent or collaborative practice include the development of serious simulation games that will allow learners to practice on their own schedule beyond the walls of the simulation center.

My career prior to joining SU has been a long and winding road of self-discovery in the health care industry. After earning an undergraduate degree in graphic design, I began my career as a pharmaceutical sales representative with Johnson & Johnson. I got bored quickly and moved on to a variety of sales, sales management and marketing positions with medical device companies such as C.R. Bard and Baxter International. In these roles, I became increasingly interested in ways to maximize human performance and refocused my career on sales training and development. These roles evolved into a focus on instructional design, simulation-based clinical education and health education outcomes research. My last industry role was corporate vice president of scientific affairs at B. Braun Medical. I decided to join SU because I wanted to help improve clinical performance earlier in the careers of emerging health care professionals.

Samantha Hellwege Ulrich

CHHS Development Officer



CHHS already has such an incredible offering of programs and opportunities to help students on their journeys to become health and human service providers. As a development officer, I feel a great sense of responsibility to do my part to ensure that we have the means to continue growing as we move onward and upward. We've got remarkable students and equally remarkable donors, and I want to make

sure they are each properly recognized and showcased!

I'd love to have our students more involved in CHHS' social media to share more about all of the various ways that they learn and benefit from their respective programs and from our donors. We are currently on Instagram (@SalisburyUniversityCHHS), Facebook (Salisbury University College of Health and Human Services) and LinkedIn (Salisbury University College of Health and Human Services). If you are interested, please contact me.

The career path that led me to where I am today has had many twists and turns along the way. My B.A. was in Middle Eastern studies. I lived and worked in Spain for a few years on and off. I also worked for a very long time in the field of international education. I never would have expected to be working in fundraising and philanthropy, but I am excited for my new role and the ways in which I can contribute. At the end of the day, what I enjoy most is hearing people's stories and making connections to further improve our shared goals and interests.

Flora Hinton

CHHS Business Manager



My vision for the College of Health and Human Services aligns with that of our Dean Kelly Fiala, and that is for the college to be a diverse and inclusive academic environment where our community – students and staff alike – can thrive while taking part in rich educational and collaborative opportunities. As a result, this will prepare our students for rewarding careers in health and human services.

As the business manager for CHHS, I am excited to provide budgetary support to the CHHS schools and programs. One of my focuses will be to ensure funding can be utilized to enhance students' learning experiences. This enhancement can be through material, technology and professional development offerings.

As much as I enjoyed my financial path of managing budgets for a higher education institution, I embarked on an additional

career 20 years ago and I hold a State of Maryland license as a Geriatric Nursing Assistant and Certified Nursing Assistant, as well as a Medication Technician. I found myself working part time in this field and having a passion for it as much as balancing budgets. Additionally, I am a post-secondary instructor for a community college, teaching students who have the desire to obtain their general education degree. We all have many gifts and talents, and the world is full of possibilities, which afford us the opportunity to explore various areas and fields of interest. I retired seven years ago from a higher education institution but found myself continuing to have the passion to work again in that venue, which led me to Salisbury.

Rachel Moore

Center for Healthy Communities Director



I envision creating intentional inspiration centered in community health and using that inspiration to strengthen community resiliency and confidence. I see the Center for Healthy Communities continuing to ensure equitable access to initiatives that elevate our community's health status. Through collaborative relationships and cooperative partnerships, the CHC will strive to

advance social change by supporting and empowering our community. The mission of the CHC is to positively impact our community's health status through workforce development, grant activities, continuing education and service learning. Our current projects include Early Childhood Mental Health Consultation, Substance Use Disorder Intervention Fellowship, Behavioral Health Integration in Pediatric Practice, Opioid-Impacted Family Support Program, Eastern Shore Faculty Academy and Mentorship Initiative, LeadNursingForward.org, and Attachment and Biobehavioral Catchup Program.

Students in the College of Health and Human Services are encouraged to stop by the CHC to learn more about the exciting internships, field placements, workforce development and interprofessional collaborations available.

You might be surprised to know that my education journey detoured my third year, shifting from computer science to health. My career path has always been rooted in health and education. After earning an undergraduate degree in health care administration, I began working at a large nonprofit institution serving children and adults that require intense, individualized behavioral interventions due to a diagnosis of autism spectrum disorder and other development and intellectual disabilities. I worked in a variety of roles, including marketing, admissions, clinical services and education. I then went on to a bilingual religious-based private academic institution heavily focused on experiential learning. Among other positions there, I worked in health services, communications and institutional advancement.

Maura Pagano

CHHS Advising Services Coordinator



My vision for my role in SU's Academic Advising Center is to continue to foster connections within the College of Health and Human Services to build collaboration with faculty, staff and students. Building connections with the CHHS faculty and staff will allow the Academic Advising Center to support current CHHS students and help all students learn more about the

opportunities within CHHS. Additionally, I envision continuing to create an inclusive environment within the center to support students through their journey in CHHS holistically.

I am excited for our students to learn more about the health science major because it can open opportunities for our students who are interested in health care but unaware of all the potential career tracks available. This new major will help us meet our students' needs and prepare them for the workforce. In addition to offering a new major, I am excited to work with CHHS to promote opportunities that will help support our students beyond their academic success by bringing speakers to campus and informing students about different field experiences.

When I was completing my bachelor's degree in sports management, I was a work-study student for the academic support for student-athletes, which was a job I just took to have extra spending money in college. However, during this experience, I was exposed to the benefits of having professionals in academic advising and the impact we could have on a student's college experience. If it wasn't for that work-study experience, I don't believe I would have ended up in higher education because I always thought I would be working for a professional sports team or in an athletic department for a college. From my experience, I always encourage students to take advantage of opportunities when they come because you never know when a new path could open.

Kimberly van Vulpen

CHHS Interprofessional Education Coordinator



My vision as the CHHS interprofessional education coordinator is to expand interprofessional practice and educational initiatives (IPE) within our college. Preparing our students for interprofessional practice is very important, with evidence showing that health services provided within a team-based approach results in better care communication, professional satisfaction and improved patient

outcomes. As the new IPE coordinator, I want to offer ongoing support for the IPE initiatives already in place in our college while also focusing on ways that we can grow IPE collaboration among CHHS faculty, staff, students and the health care community.

I am currently working with the University System of Maryland's Kirwan Center for Academic Innovation to build an interprofessional digital badging program for our students in CHHS' programs. Students will have opportunities while at Salisbury University to build their skills in interprofessional work and graduate with additional professional "ebadges" that highlight their competency in working as part of a collaborative health care team.

I am also an associate professor in SU's School of Social Work. Before joining the faculty, I served as a medical social worker and administrator at Coastal Hospice. I truly learned so much from the patients, their families and my hospice colleagues. Being part of a hospice care "team" was so rewarding.

New Faculty

The College of Health and Human Services welcomed 11 new faculty to campus this fall. To introduce themselves, they were asked to share their teaching and/or research interests and why they chose SU.

Arielle Catron, LMSW

Clinical Assistant Professor, School of Social Work



This semester, I am teaching Social Work Research and simultaneously entering the research phase of my doctoral work. My research is in sense of belonging among transgender, genderqueer and nonbinary students in higher education.

I chose Salisbury because of the commitment to anti-racist and anti-oppressive teaching supported by the School of Social Work. I feel very fortunate to be joining such a wonderful program ... and to live near the beach!

Linda Houser, M.S.W., Ph.D.

Associate Professor, School of Social Work



My policy practice and my research focus on physical and emotional health, particularly for caregivers and those for whom they provide care. My current research agenda aims to broaden understanding of the employment, caregiving and health experiences of less widely examined populations of caregivers, including men, older adults and same-sex couples.

I was first drawn to SU's School of Social Work by its statement of vision, which explicitly acknowledges a role for social work both in disrupting systems that are unjust and life-depleting and in advancing those that are just and life-enriching. My experiences with faculty, staff, administrators and (especially!) SU students have strengthened my initial conviction that the School of Social Work and College of Health and Human Services will be meaningful, exciting and enriching places to learn and collaborate.

Stephanie Howard, M.S., CRNP, FNP-C

Instructor, School of Nursing



Being in health care for more than 25 years, I have had a variety of experiences in both clinical and administrative roles. As a Family Nurse Practitioner, I enjoy working with ages 14 to 100-plus. I have not chosen to pursue a specialty as of yet. I appreciate the challenge of pulling all the pieces together to treat patients as a whole. COVID-19 has really become

a challenge for the entire health care world, and long-term COVID-19 complications are becoming an interest of mine as we see research and data flourish.

My family has quite the alumni history with SU and we have all had exceptional experiences. I completed the undergraduate nursing program in 2002 and then returned to complete the Family Nurse Practitioner program in 2015. My mother (nurse/special education teacher), my aunt (school psychologist), my sister (elementary teacher) and my nephew (meteorologist) have all successfully completed programs here. I won't divulge their completion dates, but many of us

attended it as Salisbury State University. I am happy to say my son will be attending this fall to make our third generation in SU attendance.

Kathryn Lucas D.N.P., M.S.N., RN, CNE, CNE cl

Clinical Assistant Professor, School of Nursing



My teaching interests are in psychiatric and med-surg/ICU nursing. My last research project was on nurse leader rounds and the positive impact on patient safety.

I am excited to be working at Salisbury University this fall as new faculty for the learning and teaching experience.

Annette Manson, M.S.N., RN, CNML

Clinical Assistant Professor, School of Nursing



I am passionate about evidence-based practice. I believe a solid nursing foundation is fundamental to high professional standards and quality patient care. I am excited that I will be able to share my passion and knowledge with the next generation of nurses.

I chose SU because the school has a wonderful reputation and the nursing instructors are amazing. Working as an adjunct instructor during the pandemic, I witnessed the instructors' dedication, adaptability and perseverance. I feel incredibly fortunate for the opportunity to work full time at SU.

Melissa Olson, B.S., M.Biotech., MLS (ASCP)CM

Clinical Assistant Professor, School of Health Sciences, Medical Laboratory Science Program



My teaching interests include all subjects within the fields of microbiology and molecular diagnostics, and all forms of laboratory testing. I'm especially interested in research on rare genetic diseases, stem cells, gene therapy, antibiotic testing and novel microbiological diagnostic testing. I graduated from SU's Medical Laboratory Science Program in 2011 and have been

working at Johns Hopkins Hospital ever since.

In the past few years, the workload has been increasing while there have been fewer and fewer people available to do the work. Currently, there is an urgent need for more medical laboratory scientists to enter the workforce. After discovering I really enjoyed teaching, I decided the best place for me to start the next chapter of my career would be in the same program that taught me. By joining Salisbury University's team, I hope to prepare the next generation of medical laboratory scientists to join the workforce to help fill the need.

Sara Phillips, M.S. CSCS

Lecturer, School of Health Sciences, Exercise Science Program



My aim is to help students apply the concepts that they learn in class to hands-on experiences in their respective fields. I hope to use the past decade of experience I gained from working as a personal trainer and sports performance coach to help students learn how to properly coach and work with people of various training backgrounds.

I am so grateful for the opportunity to work for one of the best exercise science programs in the nation. Being an SU alumna, I am excited to pass on my expertise and experiences to the next generation of students while also learning from some outstanding colleagues.

Alison Sutton-Ryan, DBH, LCSW, LISAC

Clinical Assistant Professor, School of Social Work



My teaching interests have been focused on psychotherapy and clinical interventions, addictions/recovery, perinatal mood disorders, and integrated health care. My research interests include integrated care and interdisciplinary models of care, moral distress and mental health of health care providers, reduction of stigma and increasing access to mental health

care, addictions/recovery, veterinary social work, and many more!

I am thrilled to be joining the faculty at Salisbury University as a remote faculty member teaching in the online programs. I am located in Tucson, AZ; however, I grew up in Maryland and am excited to reconnect to my Maryland roots! I have been working as a director of mental health for the College of Medicine, Veterinary Medicine, Health Sciences and a clinical assistant professor in psychiatry at University of Arizona, and as faculty associate at Arizona State University. I have maintained a private psychotherapy practice for over 15 years. SU's interdisciplinary focus is especially impressive and coincides with my doctorate in integrated behavioral health.

Melissa Murphy Thompson, M.S.W., LCSW, OSW-C

Clinical Assistant Professor, School of Social Work



My teaching interests include clinical social work practice. I have practice experience supporting those who navigate trauma, ADHD, depression, anxiety, and chronic and life-threatening health issues. I also am interested in the utilization of mindfulness and physical exercise as tools to improve mental wellbeing. I also support the LGBTQI+ and

non-binary communities in my clinical and community work. Regarding teaching, I utilize models of accompaniment, trauma-informed teaching and learning, and radical hope in my work with students, colleagues and clients. In addition, I research how to build community in online learning spaces as well as how to make them come alive for students.

Salisbury was my number one choice since it is a student-centered teaching university. Additionally, the School of Social Work's online program has a powerfully strong reputation that really appealed to me.

Alison Toepfer, M.S.N., RN, CNE, CPEN

Instructor, School of Nursing



I've worked most of my career as an emergency nurse. I am teaching health assessment lab and community health clinical this fall. My passion is learning and sharing my knowledge with others.

I value the support of the community and people who work at SU. I have worked in many different settings as a nurse and working in the rural setting is my favorite. I am local to the Eastern

Shore, and I am a D.N.P. student at SU. The faculty and staff offer incredible support and mentorship, which is important to me in my faculty role. I am grateful for the opportunity to help encourage and educate our future nurses.

Mia King Waldron, Ph.D., M.S.N.-Ed., RN, NPD-BC

Assistant Professor, School of Nursing



My teaching experience and interests are pediatric, maternity and community/family health, as well as research and evidence-based practice. My research interests are on a family's transition home after hospitalizations with infants and children with complex illnesses; specifically, individualized nursing education and support interventions

I am excited to teach at Salisbury because of the strong nursing program with its focus on teaching and learning for pre-licensure students.

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 presentations. The College's scholarly productivity demonstrates our commitment to excellence in both research and practice.

PRESENTATIONS

Anthony, B. & Jewell, J.R. (2022, November). *Anti-Racist Practice in the Implicit Curriculum: Auditing a B.A.S.W. Application Process*. Council for Social Work Education (CSWE) Annual Program Meeting, Anaheim, CA.

Stutelberg, E. & **Anthony, B.** (2022, April). Allyship Workshop. Democratic Women of Worcester County, Ocean Pines, MD.

Jewell, J.R., **Anthony, B.**, & Murphy, A. (2022, April). *Becoming Anti-Racist the Preparation of Social Workers for Practice*. 2022 Culturally Responsive Teaching and Learning Conference, Baltimore, MD.

Galarza, J. & **Anthony, B.** (2021, November). *Intersectional Sexuality Social Justice: Social Workers as Sex Educators*. Council for Social Work Education (CSWE) Annual Program Meeting, Orlando, FL.

Barnes, A. (2021, November 5). *Cardiovascular Disease (CVD) Screening for Commercial Drivers: An Evidence-based Practice (EBP) Project Update* (Poster Presentation). DNA 16th Annual Research and Evidence-based Practice (EBP) Conference (online).

Barnes, A. & Tyndall, M. (2022, April 22). *A Pruning Care Bundle to Reduce Facial Pressure Injuries* (Virtual Presentation). STTI Lambda Eta Annual Spring EBP Conference (Accepted, conference not held).

Barnes, A., Hart, J. (April 8, 2022). *Improving FNP Student Engagement in an Online Environment Through the Use of a Collaborative Clinical Reasoning Activity* (Poster Presentation). National Organization for Nurse Practitioner Faculties Conference (NONPF) Conference, Minneapolis, MN.

Camillo, C.G. (2021, September). *Scholarly Communication: Hope Is a Good Thing, Maybe the Best of Things*. In: M. X. Chakraborty (Chair), Graduate Student Bootcamp. Workshop conducted through Salisbury University Office of Graduate Studies, Salisbury, MD.

Campbell, W.T. (2022, September). *Fort Delaware POW Deaths - What Was the Cause?* [Paper Presentation]. American Association for the History of Nursing, 39th Annual Conference, Lexington, KY.

DiBartolo, M. (November 10-13, 2021). *A Massive Open Online Course to Educate Healthcare Professionals & Caregivers About Alzheimer's Disease* (Poster Presentation). Gerontological Society of America Annual Scientific Meeting, Phoenix, AZ.

Forté, J. (2022, April 18). *Burning Hazardous Trash: Profiling Chester's Vulnerable Black Population and the Unjust Impact of Ocean City's Abandonment of Its Local Recycling Program* (Course presentation). Salisbury University, Interdisciplinary Studies, Changing Climate/ Changing World, Salisbury, MD.

Forté, J., Gilheany, E., Ramirez-Irino, A., & Miller, B. (2022, April 7). *Justice-Oriented, Trauma-Informed Distance Ed: Extending Care, Fostering Resilience During Hard Times* (Conference panel presentation). SWDE (Social Work Distant Education) 2022 Virtual Conference.

Forté, J. (2022, March 31). *Voices Against the Empire: Decolonizing the Course and Self, Including Culturally Diverse Justice Champions* (Conference presentation). 7th Annual Culturally Responsive Teaching and Learning Conference, Maritime Institute, Linthicum, MD.

Forté, J. (2022, February 19). *Teaching Critical Autoethnography to Illuminate Positionality, Processes of Injustice, and the Precarity of Vulnerable Populations* (Conference presentation). Salisbury University Teaching and Learning Conference, Salisbury, MD.

Green, D., Parra, L., O'Brien, R., Schragar, S. & Goldbach, J. (2022). *School Climate and Mental Health Service Use Among Sexual Minority Adolescents: Adolescent Stress Experiences Over Time Study (ASETS)*. Society for Social Work Research Conference, Washington, DC (presented virtually).

Green, D. (2021). *Access to Health Services Among Sexual Minority Adults in the United States*. Gay & Lesbian Medical Association Conference, Virtual Conference.

Hall, N.J., Seldomridge, L.A., Reid, T.P., Jarosinski, J. M., Hauck, B., Payne, B., 2022 Sigma Research Congress, "Improving an Online Course Addressing the Nurse Faculty Shortage by Analyzing Evaluation Data," Sigma Theta Tau International, Edinburgh, Scotland. (July 24, 2022).

Hall, N.J., Seldomridge, L.A., Miller, B., 2022 Sigma Research Congress, "The Lifespan of a Question about Speaking Up: Dissertation to Massive Open Online Course (MOOC)," Sigma Theta Tau International, Edinburgh, Scotland. (July 24, 2022).

Hall, N.J., Seldomridge, L.A., Miller, B., 2022 Sigma Research Congress, "Impact of Advocacy Toolkit Use on Student Outcomes," Sigma Theta Tau International, Edinburgh, Scotland. (July 21, 2022).

Hall, N., Seldomridge, L., & Allen, K. (2022). *Impact of Advocacy Toolkit Use on Student Outcomes*. Sigma Theta Tau 33rd International Research Congress, Edinburgh, Scotland, July 21-25-2022.

Hall, N. & Seldomridge, L. (2022). *The Lifespan of a Question About Speaking Up: Dissertation to a Massive Open Online Course*. Sigma Theta Tau 33rd International Nursing Research Congress. Edinburgh, Scotland, July 21-25-2022.

Houser, L., Campbell, M., & Schug, M. (2022, January). *Fathers' leave-Taking, Paternal Attachment, and Paternal Involvement*. Paper presented at the Social Work and Research (SSWR) Conference, Washington DC

Campbell, M., Schug, M., & Houser, L. (2022, January). *Understanding Financial Well-Being and Father-Infant Relationships During the COVID-19 Pandemic*. Paper presented at the Social Work and Research (SSWR) Conference, Washington, DC.

Hylton, M.E., Lane, S.R., Rhodes Smith, T., Ostrander, J. & Powers, J. (2022, January). *Nonpartisan Voter Engagement: Preparing the Next Generation of Social Workers*. Poster presented at the Society for Social Work Research Conference, Washington, D.C.

Hylton, M.E., & Berkowitz, A. (2021, November). *Social Work Legislative Day: Building Political Efficacy and Knowledge Through Applied Advocacy*. Poster presentation at the Annual Program Meeting of the Council on Social Work Education, Orlando, FL.

Jewell, J. & **Hylton, M.E.** (2021, November). *Legislating Social Justice: Policy Choices of Social Workers in Elected Office*. Presentation at the Annual Program Meeting of the Council on Social Work Education, Orlando, FL.

Ostrander, J., Sandler, A. & **Hylton, M.E.** (2021, July). *Equity, Political Power, and Inclusion: Student Reflections on Voter Engagement*. Oral presentation at the 22nd Biennial International Consortium on Social Development Conference, Virtual.

Kim, S.H. (2022). *Social Work Practice and Innovation Through Technology and Artificial Intelligence: Systematic Literature Review*. The 26th Annual Conference of the Society for Social Work and Research (SSWR). Washington, DC.

Kim, S.H. (2022). *Understanding the Coping Strategies of Refugee Adolescents and the Role of Social Workers*. The 26th Annual Conference of the Society for Social Work and Research (SSWR). Washington, DC.

Koh, B.D. (2022, April/March). *Use of Selves and Critical Reflexivity in the Culturally Responsive Classroom*. Presentation at Annual Community College of Baltimore County Culturally Responsive Teaching and Learning (CCBC-CRTL) Conference, Maryland.

Koh, B.D. (2022, March). *Ethics and Diversity: Intersectional Ethics as a Heuristic for Ethical Deliberation*. Virtual workshop at Annual National Association of Social Worker's (NASW) Maryland Chapter Conference.

Koh, B.D. (2022, March). *A Call to Action: The Use of Intersectional Ethics to Navigate Ethical Dilemmas in Adoption*. Virtual presentation at the Bi-Annual St. John's University conference "The Evolution of Adoption Practice: Activist and Community Perspectives."

Erisman, J., & Lamey, T.W. (2022). *Pediatric asthma self-management: Impact of a virtual education program*. [PowerPoint slides]. Association of Asthma Educators. www.asthmaeducators.org

Lamey, T.W. (2022). *Your Role as an Asthma Educator*. [PowerPoint slides]. American Lung Association: Asthma Educator Institute. www.lung.org

Smith, A., Long-White, D., & Davis, A., Data Dives: *True You Maryland's Approach to Applying Systems Thinking with Youth and Community Stakeholders*. Oral Presentation: United States Department of Health and Human Services, Office of Population Affairs Annual Conference, July 27, 2022.

Smith, A., & Long-White, D., *Systems Thinking Approach to Adolescent Health: Linking Schools and Communities with Data*. Oral Presentation: American Public Health Association 2021 Annual Meeting and Expo, October 26, 2021.

Marinero, L. M., *Navigating Mental Health Concerns in LGBTQIA+ Populations*. Oral presentation. Mid-Atlantic Athletic Trainers' Association Annual Symposium, 2022. Charlotte, NC.

Hanley, Y. & Maykrantz, S.A. (2022, March). *Broken Engagement: The Role of Grit and LMX in Enhancing Faculty Engagement*. [Paper presentation]. Western Academy of Management Annual Conference. Kona, Hawaii.

Fridman, I., Maykrantz, S.A., Gong, T., & Langford, A. T. (2021, October). *A Machine Learning Approach for Choosing an Optimized Combination of Theoretical Constructs: Theory of Planned Behavior, Health Belief Model, and Social Norms Theory*. [Paper presentation]. Society for Medical Decision-Making Annual Conference. Virtual.

Schlack, K., Elferiani, S., & Nobiling, B.D. (2022). *MASCUP: Mask adherence at Salisbury University*. Poster session presented at Salisbury University Student Research Conference. April 22, 2022.

Nobiling, B.D., Dang, Y., Fross, S., Tilghman, J.S., Plowfield, L.A., Kalfoglou, A., Edwards, L.A., & La Touche-Howard, S.A. (2022). *Community Engagement to Improve Public Health: Initiatives from Across the State*. Panel presentation at the ninth annual Public Health Research at Maryland Conference. April 7, 2022.

Nobiling, B.D. & Petrolino, A.P. (2022). *Reported Self-Efficacy of Public Health Professionals During COVID-19*. Poster session presented at the Society for Public Health Education Digital Conference. March 22-25, 2022.

Owens-King, A.P. & Venable, V. (2022, October 24-28). *NIA & CUSP: Mentoring Initiatives to Support Social Work and Nursing Students*. 15th Annual Mentoring Conference, *Fostering Diverse Communities of Mentorship: Evidence-Based Practices for Reciprocal Growth*. Albuquerque, NM.

Owens-King, A.P. (2022, July 27). *Secondary Traumatic Stress and Resilience Skills for Human Service Workers*. [Webinar]. Maryland Community Action Partnership. Virtual.

Owens-King, A.P. (2022, March 4-6). *Resilience: Discussing the link between stress and self-care.* [Workshop]. Refill Your Cup, Sis: A Wellness Retreat for Professional Black Women. Sophisticated Sojourner. Bethany, PA, United States.

Reid, T., Seldomridge, L., Jarosinski, J., Hauck, B., & Payne, B. (2022, October) Outcomes of a Statewide Partnership in Nursing Education: A Mixed Method Approach. [Conference session]. NETNEP 2022 8th International Nurse Education Conference, Sitges, Barcelona, Spain. <https://www.elsevier.com/events/conferences/international-nurse-education-conference> (accepted).

Schaefer-Salins, E. (2021, November 5). The Creation of a Social Work Interdisciplinary Deaf Studies Minor. (CSWE-APM) Orlando, FL.

Schaefer-Salins, E. & Chakraborty, M. (2021, November 6). A Faculty-Librarian Partnership Developing Interactive Curriculum for a Disabilities Studies Course. (Poster Presentation) (CSWE-APM) Orlando, FL.

Schaefer-Salins, E. (2021, November). The Looking-Glass Self. (online international conference - University of York in England).

Schaefer-Salins, E. (2021, May 10). Social Work with People Who Are Deaf and Hard of Hearing. (Online presentation for Washington County Social Work Alliance).

Schaefer-Salins, E., Anthony, B., & Arban, K. (2022, November). Ungrading: For Diversity Courses and Beyond. Council for Social Work Education (CSWE) Annual Program Meeting. Anaheim, CA.

Schermerhorn, J. (2021, October 22). Death with Dignity: Assessment Instruments for End-of-Life Care. Assessment Tools of Older Adults: A Multidisciplinary Clinical Skills Workshop. Salisbury, MD.

Schermerhorn, J. (2022, April 22). What Happened to You? A Trauma-Informed Approach with Older Adults. Self-Care, Wellness, Entertainment, Lounging & Learning Conference (SWELL). Ocean City, MD.

Schermerhorn, J. (2022, April 26). Communication Tips in the Clinical Setting. Alzheimer's Caregiver's Conference. Online

Schermerhorn, J. (2022, May 11). What Happened to You? A Trauma-Informed Approach with Older Adults. Maryland Community Action Partnership Human Services Conference. Ocean City, MD.

Seldomridge, L., Jarosinski, J., Freda, K., & Johnson, A. (2022, October). LeadNursingForward.org: A free web-based resource to address the nurse faculty shortage. [Conference session]. NETNEP 2022 8th International Nurse Education Conference, Sitges, Barcelona, Spain. <https://www.elsevier.com/events/conferences/international-nurse-education-conference> (accepted).

Seldomridge, L., Jarosinski, J., Reid, T., Hauck, B. & Payne, B. (2022, October). Developing clinicians as faculty through curriculum innovation and partnerships. [Conference session]. NETNEP 2022 8th International Nurse Education Conference, Sitges, Barcelona, Spain. <https://www.elsevier.com/events/conferences/international-nurse-education-conference> (accepted).

Seldomridge, L., Webster, D., Allen, K., Hall, N., Hart, J., Willey, A., & Jarosinski, J. (2022, October). Developing Leadership Skills in Nurses Through Curriculum Innovation and Partnerships. [Conference session]. NETNEP 2022 8th International Nurse Education Conference, Sitges, Barcelona, Spain. <https://www.elsevier.com/events/conferences/international-nurse-education-conference> (accepted).

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