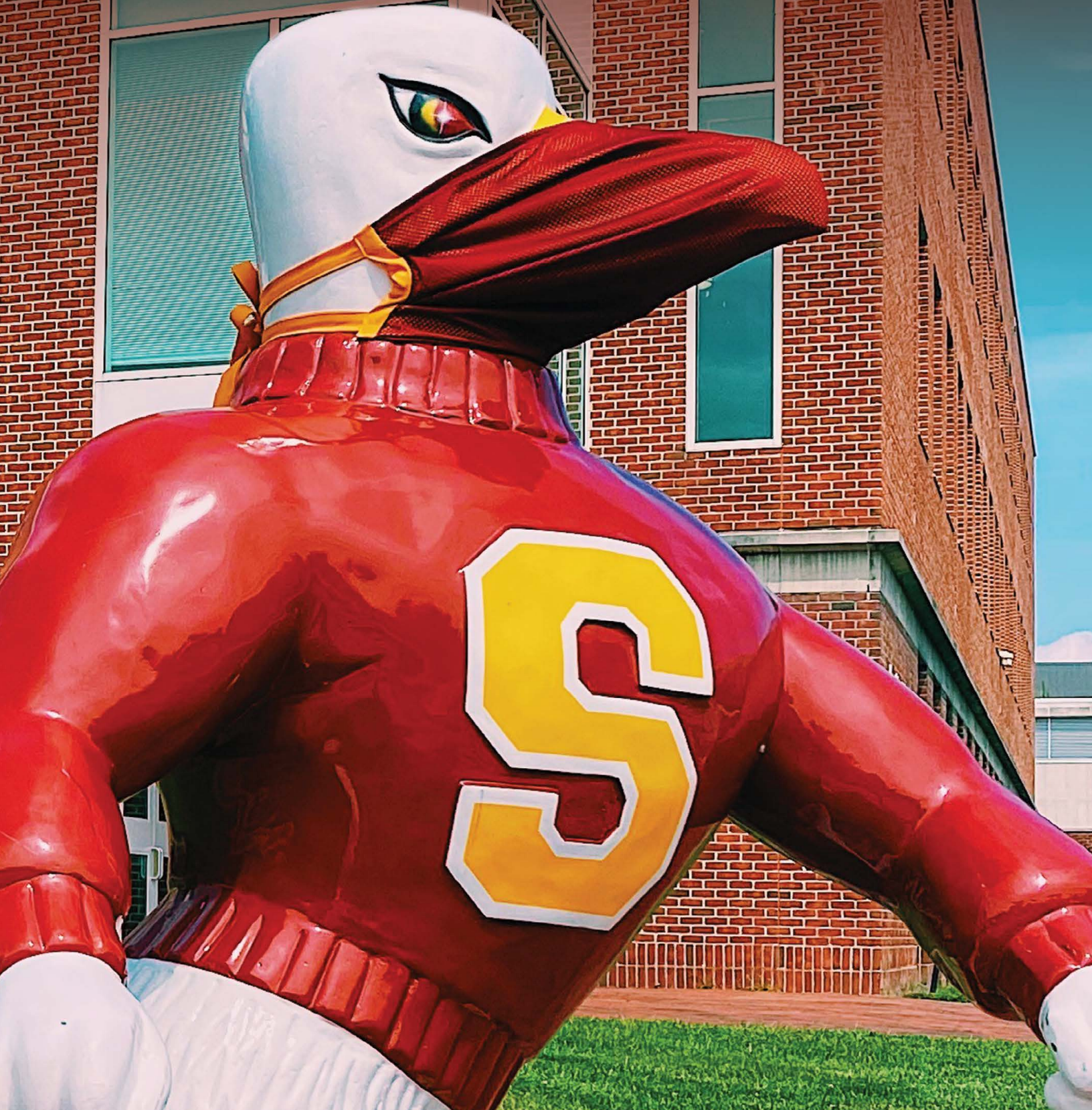


# WellNest

A Publication of the College of Health and Human Services at Salisbury University • 2020

Salisbury  
UNIVERSITY



# CHHS Advisory Board

The purpose of the Advisory Board is to assist in advancing the interests of the College of Health and Human Services (CHHS) at Salisbury University. In this regard, the Advisory Board provides advice and support to further the mission of the CHHS and help guide program improvement

in the areas of health and human services. Members of the CHHS Advisory Board:

- Provide advice and counsel to the dean and other CHHS constituencies with respect to strategy, programs delivered, health care trends and other pertinent issues likely to affect the college

- Serve as advocates for the CHHS with health care and community entities and other stakeholders
- Assist the CHHS and Salisbury University with the cultivation of external community support

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Genesis, Salisbury Rehabilitation & Nursing Center



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Salisbury University  
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**Robert Chasse, M.D.**  
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Pulmonary & Critical Care



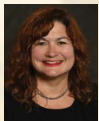
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NIH Cancer Institute  
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State of Delaware Division of Social Work  
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**Laura Kelley, M.D.**  
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**Dixie Leikach, R.Ph., M.B.A., FACA**  
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**Patricia Mannion, M.S.W.**  
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**Timothy Milan**  
President  
Vyfis Shield, LLC  
Class of '97



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Nurse, Case Manager  
Genesis Health Services  
Class of '89



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Parent, Class of '21



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MyEyeDr  
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**Jason Smith, RN**  
CEO & Co-Founder  
PA & Associates Healthcare/Kermit  
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**Renee Smith, M.S.W., LCSW-C**  
Social Work Adjunct  
Salisbury University  
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**Ruth Sullivan, RN, M.S.**  
Owner  
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Class of '89



**Tracy Tracy, RN**  
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Upper Chesapeake Medical Center  
Class of '85



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Dental Hygienist  
Atlantic Dental



**Eric Weaver, M.D.**  
Physician  
Peninsula Pathology Associates, PA



**Gayle Widdowson**  
Community Advocate

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# CHHS Leadership

Dr. Kelly Fiala, Founding Dean

## SCHOOL OF HEALTH SCIENCES

- Dr. Scott Mazzetti, Applied Health Physiology Program Chair
- Dr. Laura Marinaro, Athletic Training Program Chair
- Dr. Brandye Nobiling, Community Health Program Chair
- Dr. Brent Fedorko, Exercise Science Program Chair
- Zachary Townsend, Fitness & Wellness Program Coordinator
- Dr. Diane Davis, Medical Laboratory Science Program Chair
- Lisa Joyner, Respiratory Therapy Program Chair

## SCHOOL OF NURSING

- Dr. Debra Webster, Interim School Director
- Dr. Kimberly Allen, Undergraduate Program Chair
- Dr. Annette Barnes, Graduate Program Chair

## SCHOOL OF SOCIAL WORK

- Dr. Jennifer Jewell, School Director
- Dr. Victoria Venable, Undergraduate Program Chair
- Dr. Mary Hylton, Graduate Program Chair

## CENTER FOR HEALTHY COMMUNITIES

Teresa Simmons, Director

## HENSON MEDICAL SIMULATION CENTER

Dr. Lisa Seldomridge, Director

# Alumni and Friends



This year the College of Health and Human Services has so much to celebrate. In May, we launched our new Center for Healthy Communities. This Center focuses on securing grants and providing education to support our community. Center Director Teresa Simmons and Dr. Deneen Long-White, assistant professor of community health, have already secured a \$1.98 million

grant from Health Resources and Services Administration for their Eastern Shore Opioid-Impacted Family Support Program. The Center also partnered with the School of Social Work to offer professional development around a variety of topics, including diversity and inclusion.

In addition to the launch of the Center, this edition of *WellNest* highlights several new program initiatives and many faculty and student awards and recognitions. We also take this opportunity to acknowledge our generous donors who established scholarships and other programmatic supports necessary to help the College and our students succeed.

Also, we welcome our newest faculty members and introduce our distinguished advisory board and student advisory board members.

Finally, I’d be remiss not to mention the challenges over the past year. Our vision is to “... anticipate and adapt to the changing demands in the health and human services professions.” I’ve been so impressed by the faculty, staff, student and alumni response and their ability to adapt to the pandemic. Many individuals connected to the College championed efforts to keep SU safe while moving forward with course instruction and meeting professional program requirements. I am reminded daily how fortunate I am to be surrounded by intelligent, compassionate people who desire to make a positive impact on the lives of others.

Be well,

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

Salisbury University has a strong institutional commitment to diversity and equal educational opportunities. To that end, the University prohibits discrimination on the basis of sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, genetic information, religion, sexual orientation, gender identity or expression, veteran status, or other legally protected characteristics. Direct all inquiries regarding the nondiscrimination policy to the Office of Institutional Equity/Title IX Coordinator, Holloway Hall 100, 410-543-6426. Qualified students with disabilities should contact the Disability Resource Center at 410-543-6087.

# CHHS COVID-19 RESPONSE

## COMMITTED TO EDUCATE AND SERVE

On August 31, Salisbury University students, faculty and staff returned to campus for a new semester, and like most things in the world today, some things are a little different this year.

Everyone is required to wear face masks while on campus, and in-person classes have resumed in a “de-densified” format to limit the number of students in a classroom in compliance with social distancing guidelines. New class modalities have been implemented, with some classes being remote and meeting in real-time via Zoom, others fully online and some hybrid – a combination of both remote and in-person classes.

Still, some things will never change, even in a global pandemic. While meeting the challenges presented by the novel coronavirus (COVID-19), SU has remained committed to providing the same outstanding, student-centered education it has always offered. Across all programs, faculty have undergone training and professional development to ensure they can engage with students no matter how they are taking their classes. For courses where hands-on experience is crucial, plans have been implemented to still offer experiential learning opportunities while addressing health and safety concerns.

“We’re relieved and thankful to have the opportunity to come back to campus this semester,” said Kelly Fiala, dean of SU’s College of Health and Human Services. “We want to ensure the quality of an SU education that we’re so used to. Our outcomes in CHHS programs are so strong, and our goal is to maintain that excellence no matter what the situation.”







## HEALTH CARE LEARNING PUT TO THE 'TEST'

Although the COVID-19 pandemic has presented many academic challenges, it has also given students in health care fields a chance to gain invaluable hands-on experience.

Before the fall semester began, Salisbury University began offering free COVID-19 testing in preparation for the return to campus. All students, faculty and staff were required to provide negative COVID-19 test results prior to moving into campus housing or entering campus buildings. Regular testing for SU community members has continued throughout the semester, with those learning and working on campus being tested at least every 30 days.

An operation of such a scale would not have been made possible without the efforts of many dedicated volunteers – many of them SU students. When testing began in August, students from CHHS programs – including nursing, athletic training, medical lab science and other

disciplines – stepped up to help. Nursing students were trained on how to take samples by swabbing, and other students helped with logistics, including sample collection, registration and organizing the flow of traffic in accordance with health and safety protocols. After the semester started, nursing students had the option to receive clinical hours toward their community health nursing placements for continuing to assist with COVID-19 testing.

“SU has done a good job with making adjustments to testing as the semester has progressed, so we can always have an adequate number of volunteers,” said Kelly Fiala, dean of CHHS. “When we first started, the assistance of student volunteers was essential – and they did it out of the kindness of their hearts and their interest in gaining career experience.”

Megan Stevens, a senior nursing student, and Crystal Ambersley, a first-year student in the Master of Science in



## ALUMNI SPOTLIGHT: ALUMNA FIDDLER CONNECTS SU TO COMMUNITY

As schools, hospitals and businesses responded to the COVID-19 pandemic, it quickly became clear that the fight required a community effort.

SU teamed up with local partners to collect donated personal protective equipment for frontline workers and provide translation services for individuals who do not speak English at testing sites and other outreach



events. In addition, one of the University's on-campus housing areas, Dogwood Village, was transformed into a quarantine isolation area for recovering COVID-19 patients.

In all of these efforts, Dr. Kathryn Fiddler, a three-time graduate of SU's nursing programs, was instrumental. Fiddler graduated with the first Doctor of Nursing Practice cohort in 2015 and is now vice president of Population Health at TidalHealth Peninsula Regional (formerly Peninsula Regional Medical Center). She is responsible for coordinating care within the hospital and in the broader community to connect residents with the care they need. Her efforts have had a strong focus on helping marginalized populations gain access to food, insurance, housing and other vital resources.

"I am humbled to be surrounded by a community of big dreamers willing to say yes and to take on the challenge of solving new and unique problems every day," Fiddler said.

Fiddler also serves as chair of the College of Health and Human Services Advisory Board, establishing another connection between the University and the health care system. Professionals on the board come from diverse backgrounds across several states and provide feedback to the CHHS on the current needs of health care. The insight will serve SU students as they graduate and prepare to move into careers in the health care profession.

Athletic Training Program, were grateful for the opportunity to get hands-on experience with what working in public and community health is like during the COVID-19 crisis.

Stevens' clinical group was assigned different roles to keep the testing operation running, and Ambersley has volunteered her time throughout the semester to assist with facilitating paperwork and collecting specimens.

"I figured this experience would be helpful because athletic trainers are health care professionals," Ambersley said.

"There is no better time than in the midst of a worldwide pandemic for the importance of public and community health nursing to be exemplified," Stevens said.



## PREPARING STUDENTS FOR CRITICAL ROLES IN UNCERTAIN TIMES

After COVID-19 closed the campus and sent everyone home in the spring, faculty learned a lot about remote instruction to prepare for the fall semester. With many aspects of the learning experience transitioning smoothly online, for several CHHS programs, labs, simulations and other experiential learning experiences are crucial to students' education.

"We can manipulate instruction, but we cannot take away that real experience students need," said Kelly

### SCHOOL OF SOCIAL WORK

With the School of Social Work having long offered its nationally recognized Master of Social Work program fully online, no school was better suited to remote instruction. The school had the experience and capabilities to offer quality, accredited programs in an online format, so the transition to remote learning for its undergraduate and graduate programs seemed natural. For most, the only learning curve was adjusting to Zoom so faculty could see and interact with their students.

Fiala, dean of CHHS. "We've had to be creative in finding ways to make sure those learning opportunities aren't compromised."

Each school in the CHHS – Social Work, Nursing and Health Sciences – has responded to health and safety restrictions in different ways, with the primary goal of ensuring the quality of education SU programs are known for.

Another reason behind the decision to go fully online was that students in social work are still required to participate in face-to-face clinicals. In order to minimize the risk of spreading the virus from the field to the classroom or vice versa, the focus has been placed on students only being physically present in the field environment. In addition, the Social Work Program is offered at several satellite sites throughout Maryland, so an online format is most convenient and helps the program comply with local ordinances.



## SCHOOL OF NURSING

The School of Nursing has given faculty a choice in how to offer their courses. Lecture classes are primarily taken either remotely or fully online to allow the school to prioritize offering labs and clinicals in person. Where face-to-face clinicals are not possible, students participate in web-based trainings or in-person simulations to get a sense of how to respond to real-life scenarios.

Web-based instruction is nothing new to the Nursing Program. The graduate M.S.N. and D.N.P. programs were already offered fully online prior to the pandemic.

"The biggest challenges were determining where we could place our students into clinicals and what we would have to simulate," Fiala said. "Taking COVID-19 restrictions into consideration, our primary goal is to still give students the best educational experience they can get while meeting accreditation requirements to prepare them for their careers."

Alyssa Gibson, a junior in the Nursing Program, described how health and safety restrictions made

learning challenging in some ways. For example, in a realistic scenario, a patient wouldn't be wearing a protective gown when a nurse is trying to take their blood pressure. Trying to get around face shields to conduct eye and ear assessments on classmates dressed in full PPE is also difficult.

"Nursing is such a hands-on profession," Gibson said. "You can't do an assessment on someone without feeling something. You're feeling their abdomen if they're having stomach pain. You're putting a stethoscope on their chest to listen to their breathing."

However, Gibson said it's gotten easier with each class, and her classmates are now trying to find humor in the situation.

"We have to yell through our masks sometimes so we can hear each other," Gibson said. "It can be chaotic, but we're starting to find it really funny. We're adapting to everything, and it's going to make us better nurses at the end of it."



## SCHOOL OF HEALTH SCIENCES

Being the school with the most programs, the School of Health Sciences had the greatest variability in their response. All four course modalities are offered in health sciences programs: face-to-face, remote, fully online and hybrid. Regardless of how students take their classes, the course content is the same.

"I feel like I'm still getting all the tools I need in order to go into my field of work," said Diop-Ali Crimmins, a second-year student in the graduate Applied Health Physiology Program who is taking classes fully online. "Our professors respond to emails rapidly, and they're open to one-on-one sessions outside of class. As students, we have to put in the effort, because if we can't do the work handed to us now, then that will transfer over to our future employment."

Several programs within the school have a heavy focus on labs and clinicals, including the Respiratory Therapy and Master of Science in Athletic Training programs. For these programs, the faculty meet with smaller groups of students to maintain social distancing during laboratory experiences. In addition, an increased amount of personal

protective equipment (PPE) is implemented for students and faculty.

Conversely, the Community Health Program does not have lab classes, so they were able to adapt to a primarily online and remote environment. A familiar scenario since community health has a satellite presence at the University System of Maryland at Hagerstown and numerous existing online course offerings – similar to nursing and social work.

Lecturer Susannah Taylor has taken her honors Fitness and Wellness course outside to the turf in front of Sea Gull Square. This area allows the entire class to engage with each other and their instructor while social distancing. For one of her class sessions, Taylor lectured on muscular strength and endurance before leading a workout with the group. Students discussed anatomy and the benefits of strength training throughout the activity.

"The intent of this was also to provide students with a variety of exercises that can be done on their own, as many of them cannot go to the gym due to COVID-19," Taylor said. "Students have been really excited to do this, and they contribute more to class discussions in this setting."

Shelby Dechert, a junior in the Exercise Science Program, takes her labs on campus and lecture courses online.

"All the resources we would normally have are still available, just not in the normal way," Dechert said. "Still, our professors are trying to keep it as normal as possible. We're not just trying to teach ourselves. We just have to take it day by day."

*When you work as a medical laboratory scientist you do not get to physically see the impact you make to each individual patient. ... Working on Johns Hopkins' COVID-19 taskforce has allowed me to see the magnitude of a difference our work can make.*

*Elizabeth "Liz" Moorehead,  
Medical Laboratory  
Science Program Alumna*





## RETURNING TO CAMPUS

Although Fiala said everyone is relieved and thankful for the opportunity to return to campus, the CHHS is not taking the time they've been given for granted. Many of the lab experiences were accelerated during the fall semester with the intent of making sure students get as much hands-on experience as possible. For instance, medical laboratory science students completed two labs a week so they could receive the necessary experience before the midpoint of the semester.

The need to maintain as much face-to-face instruction is critical for SU's health programs, so all efforts are being put forward to avoid a campus closure.

"With the uncertainty in the world right now, every week we get is a blessing," Fiala said. "If we do have to shut down as we did in the spring, we are prepared to do that without compromising the physical components of our students' education. We are ready for whatever happens."

"Spring was rough because no one had any idea this was going to happen," said Hamad Alvi, a senior in the Medical Lab Science Program. "It was incredibly difficult for me then, because there's only so much you can do

online as an MLS major. I'm glad SU recognized the need for us to have lab experiences and accommodated us so we can learn the important things. I am so thankful that I was able to come back to campus this semester."

Although this is a semester unlike any we've experienced, there is much to take pride in at SU. Fiala said she couldn't be more pleased with the faculty, staff and students of the CHHS. She commends the hard work of the staff to prepare for an unusual semester, the commitment of the faculty to making sure their students get "exactly what they need to be successful" and the students for their dedication in a critical time for health care.

"This would be stressful for a lot of people, but the fact that our students are so committed shows that they understand the professions they're going into," Fiala said. "People are nervous and stressed and fatigued, but their enthusiasm is still there. It makes what we do incredibly rewarding. When we get overwhelmed, we look at the accomplishments and drive of these young people and realize we're doing the right thing."



*The College of Health and Human Services Vision is to 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.*

# CENTER FOR HEALTHY COMMUNITIES

## A NEW CENTER SUPPORTS SU'S COMMUNITY

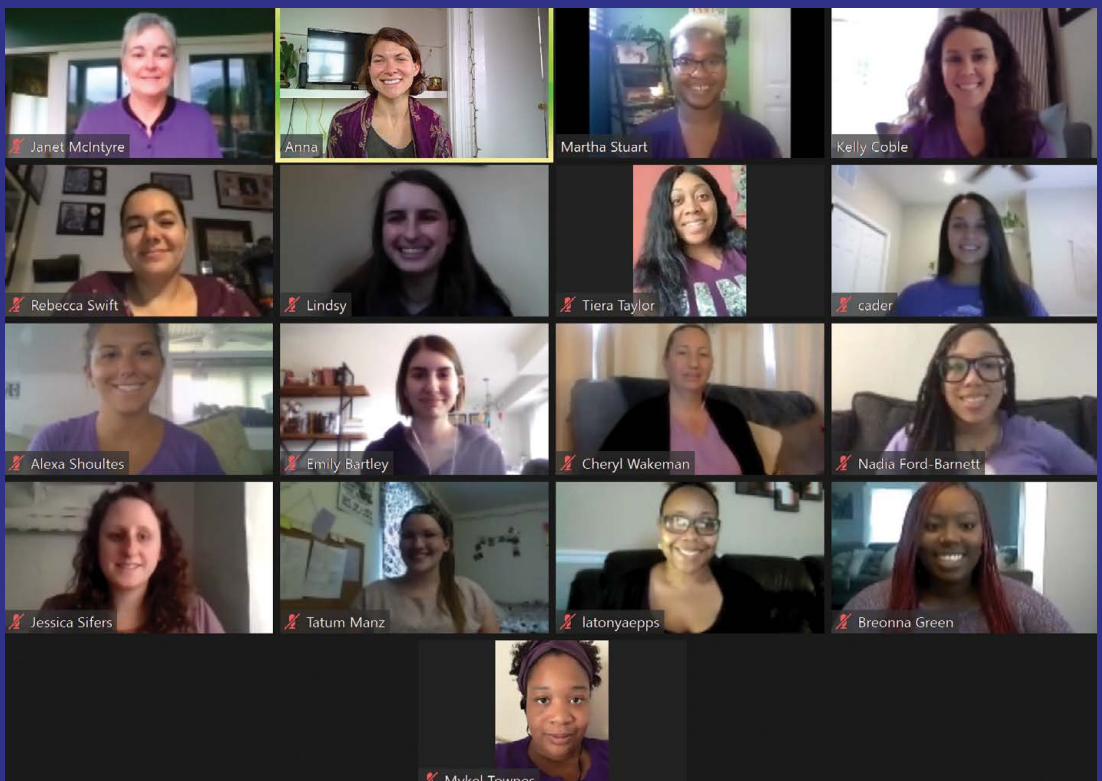
In summer 2020, the CHHS announced the creation of the Center for Healthy Communities (CHC) to benefit SU's neighbors through workforce development, professional continuing education, and partner engagement via community service and community-based learning.

While the CHC is new, its activities are comprised of long-standing efforts and initiatives from programs within the CHHS' schools of Health Sciences, Nursing and Social Work. These programs have had long-standing continuing education offerings.

With cooperation between different units for grants and research projects, the development of the CHC formalizes existing efforts under one umbrella, offering easier access for the community and enhancing collaboration.

"Often, funding and other academic and professional resources are available, but unless you are familiar with grant writing and the process, it can be hard to secure them," said Simmons. "Our goal is to have a centralized process so when opportunities arise that

*Continued on next page*



*Continued: A New Center Supports SU's Community* align with CHHS initiatives and our partners, we can all work together to position ourselves competitively among other applicants.”

Center Director Teresa Simmons '96 holds the highest level of social work licensure – Licensed Certified Social Worker - Clinical (LCSW-C) – and has more than 20 years of clinical practice experience. She has been at SU since

2015, first working under Child and Adolescent Behavioral Health Initiative (CABHEI) as an intern coordinator for social work graduate students before becoming director of CABHEI, continuing work on grant proposals and increasing the number of continuing education opportunities for local social work professionals.



*“The Center for Healthy Communities will not only connect SU with important resources, but will foster collaboration with our surrounding partners in public health.”*

*Teresa Simmons  
Center for Healthy Communities Director*

### **OPIOID-IMPACTED FAMILY SUPPORT PROGRAM**

SU received a four-year, \$1.98 million grant from the Health Resources and Services Administration (HRSA) to establish the Salisbury University Eastern Shore Opioid-Impacted Family Support Program (OIFSP).

Its goal is to increase the number of Opioid Navigator Community Health Workers who are prepared to work with families who are impacted by opioid use disorders (OUDs) and other substance use disorders (SUDs) in high-need and high-demand areas. The program is led by Dr. Deneen Long-White, assistant professor of community health, and Teresa Simmons, director of SU's Center for Healthy Communities.

Over the course of four years, the program will develop educational support and experiential field training opportunities for 78 OIFSP paraprofessional trainees. Their efforts will target children, adolescents, and transitional age youth whose parents are impacted by OUDs and other SUDs, and their family members who are in guardianship roles.

Key activities will include recruiting trainees, providing training with an internship and in-service apprenticeship working on an interdisciplinary team, and incentives for remaining in the program through Level II training.

## COMMUNITY PARTNERSHIPS

The CHC benefits the community through several strategic partnerships, including:

### WORKFORCE DEVELOPMENT

- Maryland Behavioral Health Integration in Pediatric Primary Care
- Lower Shore Early Childhood Mental Health Consultation
- Eastern Shore Faculty Academy and Mentorship Initiative
- Toolkits for Nursing Leadership Development
- LeadNursingForward.org

### PARTNER/COMMUNITY ENGAGEMENT

- Health Resources and Services Administration (HRSA) SU Eastern Shore Opioid-Impacted Family Support Program
- Keeping It Sexually Safe (KISS) Program

## PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The CHC supports professional continuing education for the region through series and conferences, including:

- Child Abuse Conference
- Human Trafficking Conference
- Infant and Early Childhood Mental Health Conference
- Linking Mental Health to Academic Success Conference
- School of Social Work Diversity and Inclusion Series: Health and Wellness in the Black Community

For upcoming offerings, visit [www.salisbury.edu/healthy-communities](http://www.salisbury.edu/healthy-communities).

## DONOR SPOTLIGHT: BUZY GIFT SUPPORTS STUDENT COLLABORATION

The College of Health and Human Services (CHHS) will continue to offer its students impressive professional development opportunities thanks to a multi-year gift to endow the annual Interprofessional Education Conference. Each spring, the CHHS hosts the conference at no cost to undergraduate seniors and graduate students enrolled in health and human services-related programs. Spring 2021 marks the fourth annual event.

The gift from Pete Buzy, chairman of Catalent Gene Therapy, supports future speakers and other services for the conference. Buzy and his wife Eileen have established a foundation with the purpose of giving back in the areas of education and health care in Maryland. His family has worked in health care for multiple generations, and Eileen recently returned to school in order to obtain her degree in nursing. Buzy said he felt a strong connection to the focus of the CHHS.

During the conference, after a professional guest speaker introduces a topic, students from various disciplines work together to plan and coordinate care for a presented case. Students benefit from interacting with their peers in a variety of fields to optimize patient and client outcomes.

"It is so impressive to see the professional growth of the students in just a few hours," said Fiala. "They recognize the importance of collaboration and really



develop an appreciation for the role of other providers. These skills and this understanding are critical to their assimilation in professional practice and have been shown to result in improved patient care."

Buzy's gift alleviates the pressure of identifying funding each year, allowing faculty and staff to focus on meeting learning outcomes for students.



# SCHOOL OF HEALTH SCIENCES

## RESPIRATORY THERAPY EXPANDS ENROLLMENT

At this time in our nation's history, respiratory therapists are needed more than at any point in the past. Respiratory therapists everywhere have stood strong this year, showing the world the vital role they play in patient health as we face the COVID-19 pandemic. COVID-19 is a cardiopulmonary disease, and in the span of less than eight months, it has become the third leading cause of death in the United States.

Recognizing the acute shortage of respiratory therapists, SU is meeting the challenge and increasing the enrollment in its Respiratory Therapy Program. As the single baccalaureate program in Maryland, SU is continuing its legacy of providing the future leaders in this crucial profession.

*At this time in our nation's history, respiratory therapists are needed more than at any point in the past.*

*Lisa Joyner,  
Respiratory Therapy Program Chair*





*“I am proud that all programs in the College of Health and Human Services are accredited.”*

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

## **COMMUNITY HEALTH EARNS ACCREDITATION**

SU’s Community Health Program earned accreditation from the Council on Education for Public Health (CEPH).

“I’m proud to say our program is on the forefront of public health at the undergraduate level in achieving this seal of credibility,” said Dr. Brandye Nobiling, chair of the Community Health Program. “This validates the quality and high standard of education provided to our students.”

The academic foundations of the Community Health Program are rooted in the natural and social sciences

and education. The community health major includes a General Education experience, a theoretical core of public health foundation courses, and a professional semester consisting of an internship in the field of community health.

The CEPH is recognized by the U.S. Department of Education to accredit schools and programs of public health at the baccalaureate and graduate degree levels, including those offered via distance education.

## PROGRAMS EXPAND TO SATELLITE LOCATIONS

Not only does the CHHS carry out its mission on the Eastern Shore, but its impact also extends across the state and globe through collaborations with other University System of Maryland (USM) institutions. Governor's Workforce Development Initiative funding

supported the recent launch of SU's Community Health Program at the USM regional center in Hagerstown (USMH) and the establishment of an M.S. in Applied Health Physiology (AHPH) Program at The Universities at Shady Grove (USG).



SU's Community Health Program at USMH prepares students to become certified Community Health Education Specialists (CHES). The AHPH Program at USG focuses on the areas of cardiovascular and pulmonary rehabilitation, fitness and wellness, and strength and conditioning. The School of Health Sciences already had a presence at USG with its Exercise Science Program.

With an emphasis on excellence in teaching and innovative education delivery, these programs ensure that students across the state can benefit from SU's superior academic offerings close to home.

## MEDICAL LABORATORY SCIENCE STUDENTS EARN NATIONAL HONORS

Hard work in their chosen field has paid off for two SU medical laboratory science (MLS) students.

Kristine Allen received the 2021 Johns Hopkins University Tuition Scholarship Award, one of only four presented this year. Allen has the opportunity to work at a Johns Hopkins lab after graduation and received a tuition subsidiary of \$5,000.

"She is using MLS as a foundation degree and hopes to do research and/or graduate work in the future. I am so happy for her, but I am also happy for Johns Hopkins as they will be getting a very able employee," said Dr. Diane Davis, Medical Laboratory Science Program chair. "I can't speak highly enough of the partnership between Johns Hopkins Department of Pathology and MLS education programs to promote student success."

Miranda Skelley earned the Association of Schools Advancing Health Professions (ASAHP) 2020 Scholarship of Excellence Award, receiving a \$1,000 scholarship.

The purpose of the scholarship program is to recognize outstanding students in the allied health professions who are achieving excellence in their academic programs and have significant potential to assume future leadership roles.





## ALUMNI SPOTLIGHT: LAMBONI SCHOLARSHIP FOR ATHLETIC TRAINING

SU's Athletic Training Program honors Pat Lamboni, SU Class of 1978 and the University's head athletic trainer since 1982, by creating the Lamboni Family Scholarship to honor his contributions and support future SU students wishing to study athletic training. A celebrated clinician himself, Lamboni takes great pride in his mentorship of his students, some of whom today serve the NFL, NHL and SEC Football. A member of the Maryland Athletic Trainers Association Hall of Fame, he also has

been named the National Athletic Trainers Association's Most Distinguished Athletic Trainer. This scholarship honors the Lamboni Family who's support has been invaluable throughout Pat's career. To make a donation to the Lamboni Family Scholarship, go to <https://giving.salisbury.edu/campaigns/lamboni-family-scholarship-for-athletic-training-1> or contact Stefanie Rider at [skrider@salisbury.edu](mailto:skrider@salisbury.edu).

### Would you like to support students and programs in the College of Health and Human Services?

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# SCHOOL OF NURSING

A photograph showing three nursing students in a classroom. They are wearing blue scrubs and face masks. One student in the foreground is using a black marker to draw on a medical mannequin head. Another student in the background is also working on the mannequin. The room has anatomical charts on the wall.

*Nursing students again have achieved the highest pass rates – and highest 10-year average pass rate – of all University System of Maryland campuses on the National Council Licensure Examination for Registered Nurses (NCLEX). SU's first-time pass rates were over 95% for 2019-20.*

## FIRST MOOCS OFFERED

The School of Nursing was the first to launch the campus' massive open online course (MOOC), Alzheimer's Disease and Dementia Care. The course, available globally through the University System of Maryland's edX platform, was developed by Dr. Mary DiBartolo, Fulton Endowed Professor of Geriatric Nursing.

The inaugural course drew over 1,100 students from more than 100 countries in its debut as SU's first MOOC in fall 2019. DiBartolo has since updated the course and created a second MOOC, Overview of Parkinson's and Disease Management. Over 700 participants from over 80 countries have enrolled in the updated version of the Parkinson's course. The new MOOC on Alzheimer's disease has over 1,600 participants from 114 countries.

Specializing in adult health and geriatric care with emphasis on Parkinson's and Alzheimer's, DiBartolo is certified in gerontological nursing by the American Nurses Association and in nursing education by the National League of Nursing.



## GRADUATE STUDENT DEVELOPS PEDIATRIC SIMULATION

Brooke Hallett Mills developed a pediatric seizure simulation for SU's Richard A. Henson Medical Simulation Center as part of her graduate nursing internship.

Many nursing students lack occasions to witness or manage children with seizure disorders during their undergraduate education, and the ability to create materials and a simulation not only fulfilled Mills' course requirement, but could provide many uses for the Center.

The simulation design is versatile and can be completed at the center as part of regular instruction or as a make-up clinical for students with a corresponding written assignment. In light of the recent transition to online courses to help slow the spread of COVID-19, Mills also adapted the materials for a long-term, online case study.

"I've worked in pediatrics for five years, and it has always been my passion," said Mills. "It is imperative that nurses are properly trained and prepared for seizure situations that may occur in practice."

Mills earned her B.S. in nursing from SU in 2015 and works full time at TidalHealth Nanticoke in Seaford, DE.



# ALUMNI SPOTLIGHTS: DONORS SUPPORT NURSING SCHOLARSHIPS

## D.N.P. INAUGURAL CLASS ENDOWS SCHOLARSHIP

In 2015, eight students made SU history when they graduated from the Doctor of Nursing Practice Program, the institution's first doctoral program.

Dr. Kathryn Fiddler, one of the members of the inaugural cohort and three-time SU graduate, has maintained close ties to her Alma Mater. She works as the vice president of Population Health at TidalHealth Peninsula Regional in Salisbury and also serves as chair of the College of Health and Human Services Advisory Board.

Fiddler came to SU as a nontraditional student after beginning her service in the military. By the time she earned her Master of Science in nursing and entered SU's D.N.P. Program, she was married with children and working earnestly to complete her degree.

Knowing that many graduate students have similar circumstances, going through school while working full time or trying to raise a family, she and her husband had decided to give back.

"Our class is a phenomenal group of people," Fiddler said. "I presented the idea of a D.N.P. scholarship to them, and they jumped on it without hesitation."

## ALUMNUS' SCHOLARSHIP HONORS WIFE'S MEMORY

Gary White graduated from then Maryland State Teachers College at Salisbury in 1958, while his wife Marilyn (pictured) worked nearby at Peninsula General Hospital. She worked primarily in OB-GYN before she went back to college and graduated from Salisbury with a teaching degree in 1971. They celebrated more than 60 years of marriage together before Marilyn passed away earlier this year. In her memory, Gary wanted to make a special gift.



He donated in his wife's name for a scholarship that would award \$10,000 to one student in SU's Nursing Program to help pay their tuition for a full year. Further, White has endowed a scholarship for nursing to ensure that future generations of students will benefit from his wife's legacy.



Together, Drs. Kimberly Allen, Annette Barnes, Kathryn Fiddler, Stacey Kram, Aaron Sebach, Amy Stafford, Lisa Tayman and Heather Westerfield made pledges and raised more than \$57,000 to endow the D.N.P. Inaugural Class of 2015 Scholarship. The scholarship will be awarded each year to SU students who have completed their first year of the D.N.P. program. Preference will be given to students from the Delmarva Peninsula. The graduates have expressed their commitment to making a difference in the Salisbury community by supporting the future of the nursing profession in the area.



## NEWBORN'S MIRACULOUS BIRTH INSPIRES GIFT FOR FUTURE NURSES

In 2005, a pregnant mother came into the Upper Chesapeake Medical Center where SU alumna Tracy Tracy worked as a staff nurse. She wasn't in labor, and the nursing team detected a healthy fetus with a normal heart rate. Just as they were about to send her home, the fetal heart rate dropped suddenly.

The baby was delivered quickly, but by the time the team got the newborn onto the radiant warmer, they couldn't detect a heart rate. The resuscitation team continued their efforts for a prolonged period of time. Finally, the newborn's heart started its own rhythm.

Two months later, Tracy got the chance to meet the baby she helped rescue – a little girl named Ellie. After two months, Ellie had gotten her feeding tube taken out and was meeting regular milestones.

"Although there was criticism about the prolonged resuscitation effort, her mother's take is that because of what we did, she has a daughter," Tracy said.

Over the past 15 years, Tracy has maintained a relationship with Ellie (pictured) and her parents. She has been able to see Ellie grow into a vibrant and caring

young girl who plays piano, does school plays and hangs out with her friends like any normal teenager would.

Ellie's miraculous birth and life has inspired Tracy to establish the E.R. Andreen

Nursing Scholarship Endowment in her honor. The fund will provide renewable scholarships to junior- and senior-level students of SU's Nursing Program who demonstrate financial need. The scholarship will ensure that SU can continue to provide the nursing profession with clinical nurses who will meet their defining moments, much like the team who saved Ellie.



## CELEBRATING AN INSPIRING GRANDMOTHER

Mary Conner, now 96 years old, grew up in an impoverished household and lived through the Great Depression. Even so, she dedicated herself to getting an education and, after years of hard work, she graduated from Peninsula General Nursing School in 1944 and became a registered nurse. Inspired by Conner's dedication and caring nature, granddaughter and SU alumna Annette Wallace tried to come up with a way to give back to her grandmother and established a scholarship endowment in her grandmother's name. The

Mary Conner Scholarship for Nursing will help full-time students from SU's School of Nursing achieve the same goal Conner set for herself decades ago. Wallace and other family members have contributed to the fund, and the scholarship is set to be awarded starting in 2024.



# SCHOOL OF SOCIAL WORK

*A deaf studies minor will help in the area of diversity and inclusion. Students will learn the culture and history of the deaf community, and they will learn a new and useful language that can help them in finding employment in the future.*

*Dr. Ellen Schaefer-Salins  
Deaf Studies Minor Coordinator*





## NEW DEAF STUDIES MINOR

As populations of deaf and hard-of-hearing individuals on the Eastern Shore continue to rise, there is a growing need for professionals with the skills and knowledge to help support and expand resources in these communities.

SU students have the opportunity to become more qualified to serve these populations thanks to a new deaf studies minor in SU's School of Social Work and Modern Languages and Intercultural Studies Department.

The minor, one of only two in the University System

## FELLOWSHIPS SUPPORTING M.S.W. STUDENTS

The School of Social Work launched two new graduate fellowship programs this fall.

The Substance Use Disorder Workforce Expansion Program Fellowship is a workforce development program designed to expand the number of social work professionals equipped to meet the needs of those impacted by substance use and opioid use disorders. Fellowship recipients take a seminar course that includes specialized substance-use-related training facilitated by a substance use treatment content expert. For 2020-2021, there are 10 fellows placed throughout Maryland. The fellowship is a partnership with the University of Maryland Baltimore School of Social Work and Morgan State School

## MENTORING STUDENTS OF COLOR

SU's NIA Mentoring Initiative was established by Drs. Alessia Owens-King and Victoria Venable to increase the success and retention of social work students of color. NIA, meaning "purpose" in Swahili, provides a forum for exploring and sharing these students' unique college experiences.

NIA promotes positive action and collaboration through which a strong community is developed. SU School of Social Work faculty and local social work professionals provide mentoring that supports students in reaching their academic and career goals. Social work

of Maryland, consists of current social work, modern languages and intercultural studies courses with the opportunity for new classes in the future as the program expands. It can be combined with any major at SU, as the program is designed to help students in all areas of interest who may use the skills in their careers. Popular pairings may include social work, psychology, nursing and education.

of Social Work, funded by a SAMHSA grant to Maryland's Behavioral Health Administration.

The Comunidad and Umoja Scholars Program (CUSP) Fellowship provides a stipend, professional development seminars and mentoring to SU M.S.W. students of color. CUSP was established to enhance the training of full-time, masters-level social work students whose professional interests center around culturally responsive practice and leadership. CUSP scholars are paired with social work mentors from around the country who support students as they develop community leadership projects and refine their career goals.

students receive professional development coaching; gain perspective, knowledge and support that will help them complete their college degree; gain awareness of occupational and social concerns, as they relate to students of color; and develop problem-solving skills that address identified needs or concerns.

In addition to monthly meetings, participants regularly interact with a dedicated social work mentor and fellow mentees, and attend professional development conferences.



## UAGM STUDENTS TRANSFER TO SU

With the permanent closure of the Capital Area campus of Ana G. Méndez University (UAGM) in Silver Spring, MD, the School of Social Work welcomed UAGM social work students as they transfer to SU. Through the teach-out agreement, social work students at UAGM will

complete their bachelor or master's degree in social work through Salisbury University. A teach-out agreement is an arrangement by which an educational institution provides its current students with the opportunity to complete their course of study when the institution closes.



## SHORECORPS COLLABORATION FOR SERVICE

During the 2019-20 academic year, SU's School of Social Work formed a pilot partnership with ShoreCorps, SU's oldest AmeriCorps program, to provide service opportunities for a select group of undergraduate social work students. The program's success has led to an expansion to 94 undergraduate and graduate students

completing their field placements in nonprofit and government agencies on Maryland's Eastern Shore this academic year. Social work students use their internship experience to benefit their communities as they fulfill ShoreCorps requirements and gain applicable practice knowledge and skills.

## ALUMNI/FACULTY SPOTLIGHT: SMITH GIFT FOR MENTAL HEALTH

Renee Smith is an adjunct professor in SU's School of Social Work and serves on the CHHS Advisory Board. She earned her B.A.S.W. in 1994 from SU and completed her

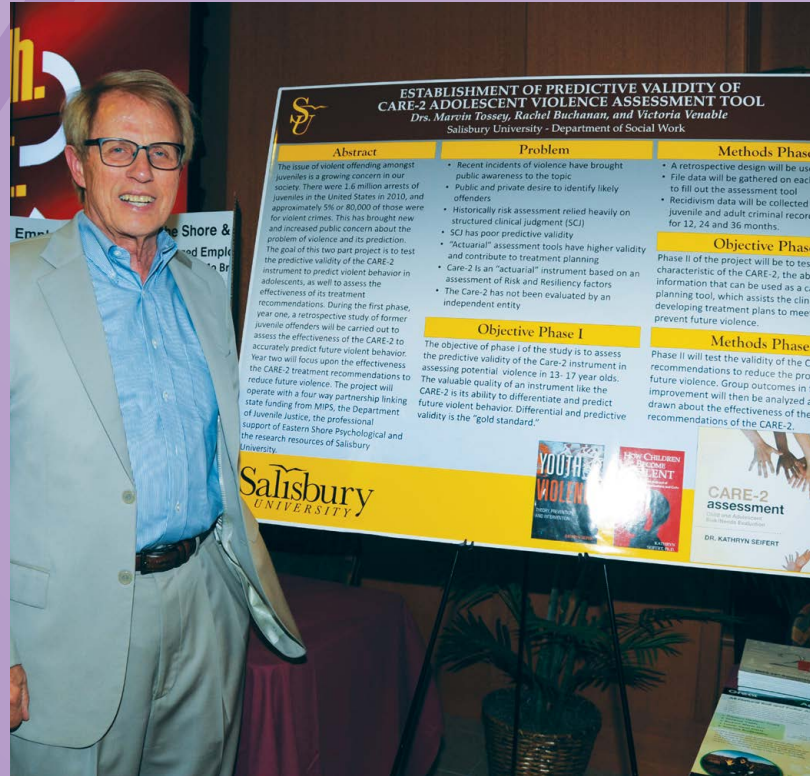
M.S.W. at the University of Maryland. She has worked in hospice care and for the health department, specifically in the areas of mental health and addictions counseling. During her career, Smith saw how mental health challenges often led to addiction. When her mother passed, Smith knew she wanted to honor her enduring spirit by creating a scholarship in her memory. The Marilyn Webb Scholarship provides financial support to students enrolled in the Master of Social Work Program who plan to pursue careers in behavioral health and/or addictions counseling. In addition to funding the scholarship through a multi-year commitment, Smith and her husband, Bill, have designated a portion of their estate to the scholarship.



# SCHOLARSHIP SPOTLIGHTS: FACULTY SUPPORT SOCIAL WORK SCHOLARSHIPS

## SCHOLARSHIP CELEBRATES TOSSEY LEGACY

Much of Dr. Marvin Tossey's more than 40 years with the University was spent as chair of the Social Work Department, where he used his innovative spirit and vision to spearhead projects that have made the School of Social Work what it is today. In particular, Tossey worked to support nontraditional students – students above the traditional age who often work full time or have families – and address the need for social workers of color in the region. It seemed only natural that, upon his retirement, a scholarship be established in his honor. The Marvin Tossey Scholarship for Social Work will provide renewable scholarships to nontraditional students with demonstrated financial need pursuing undergraduate or graduate degrees. Although the idea came from current social work faculty, Tossey is contributing to the fund to help it reach endowment. To honor Tossey by making a gift to his scholarship, please visit <https://giving.salisbury.edu/campaigns/the-dr-marvin-tossey-scholarship-for-social-work> or contact Stefanie Rider at [skrider@salisbury.edu](mailto:skrider@salisbury.edu).



## SOCIAL WORK FACULTY MEMORIAL SCHOLARSHIP FOR FIRST-GENERATION STUDENTS

Good fortune brought Eileen Gilheany and James Forte to SU. The husband-and-wife duo and faculty in SU's School of Social Work found a home in Salisbury and proudly show their support for the campus, lauding its dedicated faculty and staff. "There are some parts of SU that are so special that we give our financial support to show how much we appreciate them," Gilheany said. Together, the couple established the Anne and John Gilheany Scholarship in memory of Eileen's parents (pictured). Believing that care is a central value of the social work profession, Gilheany and Forte felt it would be most meaningful to honor her parents with a social work scholarship. It will provide \$1,000 each year to a first-generation student in the social work major to help them care for others as the Gilheanys did.

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# HENSON MEDICAL SIMULATION CENTER

*The Sim Center has created an amazing opportunity for our students, especially in this new virtual environment where they still need hands-on experience.*

*William "Bill" Burke  
Henson Medical Simulation Center Benefactor &  
Perdue School Executive Director of Entrepreneurship*

## CONTINUING TO PREPARE MORE NURSING FACULTY

SU's School of Nursing received a five-year, \$2.49 million continuation grant from the Maryland Higher Education Commission (MHEC) Nurse Support Program-II to expand the preparation of experienced nurses for clinical teaching positions in Maryland's nursing programs. The initiative is spearheaded by Dr. Lisa Seldomridge, Henson Medical Simulation Center director.

With a new name and two different curricula, the Faculty Academy and Mentorship Initiative of Maryland (FAMI-MD) will offer Introductory and Advanced Academies on a rotational basis throughout the year. Delivery of all academies via distance learning will offer increased opportunities across the state.

The goal is to prepare 500 nurse experts throughout 50 academies for clinical teaching positions in Maryland and continue to focus on the development of a multicultural, multiethnic part-time and full-time teaching workforce.

The academies provide participants with additional background in curriculum design, assessment and evaluation, and teaching and learning strategies, enabling them to meet the educational needs of nursing students locally and across Maryland.

Working closely with the Richard A. Henson Simulation Center staff and standardized patients, FAMI-MD was able to virtualize all simulated teaching encounters that were previously offered in person. Standardized patients are hired by FAMI-MD for a wide range of roles portraying nursing students in the Intro-FAMI academy, as well as a director of a School of Nursing in the Advanced-FAMI academy. These simulated teaching encounters are designed to create a safe learning environment for difficult situations that may occur as a clinical faculty member.

## DONOR SPOTLIGHT: BURKE FAMILY SUPPORTS SIMULATION CENTER

A new \$30,000 gift to the Richard A. Henson Medical Simulation Center will dedicate the Burke Family Simulation Reception Area, donated in the name of McKenna Joy Burke of the Class of 2021 Nursing Program. The waiting room area replicates a clinical setting and welcomes students and community members to the innovative facility. McKenna is the daughter of William "Bill" Burke, executive director of entrepreneurship at the SU's Perdue School of Business. He and his wife Shari have instilled the spirit of philanthropy in their children, two who are alumni or students at SU, in the naming of an area on campus dedicated to their passion. For McKenna, the Sim Center seemed like a perfect fit. Nursing students rely on the Sim Center to place them in scenarios where they are able to see a near real-life experience in the lab. The lifelike nature of the simulations is a very powerful learning tool for students and decreases the risk of working with live patients with the concerns of COVID-19.



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# NEW FACULTY

**KATHERYN BAKER, RN, M.P.H.**  
 ASSISTANT PROFESSOR, CLINICAL / NURSING

After a vast military career, Baker was inspired to pursue a career in nursing while stationed in Honduras on a humanitarian mission. Shortly afterward, she earned her Licensed Practical Nurse (LPN) while attending 91C school at Fort Sam Houston, TX.

As an LPN, Baker served at Walter Reed Army Medical Center (WRAMC), Washington, D.C., and 121 Evacuation Hospital, Yongsan, Korea. After being honorably discharged, Baker joined the Maryland National Guard and worked at University of Maryland Shore Medical Center at Easton. She obtained her associate degree in nursing, joined the Army Reserve Nurse Corps and was assigned to the 2290th at WRAMC. Baker continued her work at the Easton hospital's Shore Home Care Home Health/Hospice agency while earning a Bachelor of Science in Nursing.

In 2005, Baker accessioned onto active duty and was assigned to WRAMC as the assistant head nurse on WD 41 for the second time. She then transitioned from a medical surgical nurse to a public health nurse (PHN) and traveled throughout the country and world garnering insight and building her skills through experience. Baker has been deployed to Afghanistan as the PHN for Command Joint Task Force and served in Landstuhl, Germany, as the chief of PHN.

Her professional experiences include serving as senior PHN for outlying medical clinics in Germany, Belgium and Italy, where she focused primarily on Ebola. More recently, Baker was assigned as deputy director of Fort Carson Department of Public Health and chief of PHN where COVID-19 was at the forefront of her responsibilities.



*The mediocre teacher tells; the good teacher explains; the superior teacher demonstrates; and the great teacher inspires.*

*William Arthur Ward*

**STACY MCGRATH, RN, M.S.N.**

INSTRUCTOR, NURSING

McGrath is a triple alum of Salisbury University and first-generation college student. Her path to nursing was a bit nontraditional. She first graduated from SU in 1994 with a degree in business and quickly learned that the corporate world was not for her.

She applied to and was accepted into SU's nursing track for students seeking a second bachelor's degree. This track is designed for those looking to make a career change, acknowledging an individual's education, career and life experiences and requiring fewer prerequisites for the nursing courses than a traditional baccalaureate nursing program of study. After three semesters, Stacy earned her B.S.N. and began working in the intensive care unit at an area hospital. She loved her work, particularly when she was able to interact with SU nursing students as they worked through clinical rotations at the hospital.

These experiences inspired McGrath to pursue her third degree from SU, earning a Master of Science in Nursing in clinical nurse education. As an instructor, she taught at a community college for several years, but she always had



the objective of returning to her Alma Mater. Her goal was realized when she accepted the position as faculty in fall 2020. In addition to teaching, McGrath continues to work part time as a nurse and is preparing to defend her dissertation to graduate in January.

**MASOUD MOGHADDAM, PH.D., CSCS**

ASSISTANT PROFESSOR, APPLIED HEALTH PHYSIOLOGY

Moghaddam developed his interest in exercise science through track and field at Texas A&M University, where he would go on to become an All-American athlete in the sport of hammer throwing.

Eventually, Moghaddam earned a Master of Science in exercise science, while working as track and field coach for throws. After graduation, he decided to continue his passion for exercise, science and research at Oklahoma State University's program and earn a doctorate in health and human performance.

Moghaddam gained his passion for education from his mother, who was a teacher. His goal is to

inspire students to higher levels of learning by applying, analyzing and evaluating. He is guided by William Arthur Ward's quote: "The mediocre teacher tells; the

good teacher explains; the superior teacher demonstrates; and the great teacher inspires."

Moghaddam and his wife have a German shepherd named Lexi. The three have been trained and certified by Pete's Pet Posse, a dog therapy program that promotes campus wellness for students, staff and faculty. At his former institution, Lexi held regular "office hours" during which students were able to drop by for a visit.



**STEPHEN M. PADGETT, RN, PH.D.**

ASSISTANT PROFESSOR, NURSING

Padgett began his professional career as a staff nurse in Boston and Arizona. He worked in the areas of adult medicine, telemetry, oncology, psych, and home health until his first daughter was born. While caring for her, Stephen decided to work on a master's degree in nursing case management, where he was first introduced to what would become his passion, social determinants of health – how social conditions such as racism and inequality influence health and well-being. After earning his Ph.D., Padgett taught at institutions in Seattle, Massachusetts and California before coming to SU.

Padgett believes that nursing is the most interesting profession in America because nurses are in the middle of so many things – hospitals, public schools, global health projects, street outreach with homeless folks, public policy and research. As he explained: “Nurses are at all the busy intersections – high-tech and high-touch; birth and death; all the contradictions of race, class, gender. Some nurses are busy keeping people alive with ventilators and super-powerful medications. Other nurses are in people’s homes, helping them find a way to a peaceful death. Still others are working in clinics with



people who have diabetes or heart failure, trying to build a manageable lifestyle in the presence of chronic disease. Others are working in the health department, tracking STIs. Sometimes it feels like a hot mess, but it’s always interesting.”

Over the course of his career, Padgett has become increasingly involved in public health, specifically vaccines, immunizations and vaccine hesitancy. Padgett teaches students that social justice is at the center of nursing.

## FACULTY SPOTLIGHT: CHHS FACULTY LEAD THE WAY

Three faculty from CHHS were recently honored as leaders in their fields.



Dr. Rebecca Anthony was named the National Association of Social Workers - Maryland Chapter (NASW-MD) Social Work Educator of the Year, being recognized for her innovation and creativity in merging social work education with digital media and social justice.



Dr. Christina Camillo, Medical Lab Science Program, was elected to president of the Maryland Chapter of the American Society of Clinical Laboratory Science (ASCLS).



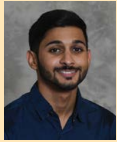
Dr. Debra Webster, director of the School of Nursing, was reappointed to the Eastern Shore Hospital Center Citizens Advisory Board.



# STUDENT ADVISORY BOARD

The College of Health and Human Services Student Advisory Board members are diverse students representing each of our schools: Health Sciences, Nursing and Social Work. As Student Advisory Board members, they act as liaisons between the College and prospective students, families, guests, alumni, community partners and friends. These students assist in outreach efforts and campus-wide events, and they represent and promote the College.

## 2020-21 STUDENT ADVISORY BOARD MEMBERS



**Hamad Alvi**  
Medical Laboratory Science  
Salisbury, MD



**Ian Fourney**  
Exercise Science  
Gaithersburg, MD



**Terron Merritt**  
Medical Laboratory Science  
Gaithersburg, MD



**Daniel Sirima**  
Community Health  
Gaithersburg, MD



**Crystal Ambersley**  
Athletic Training (Master's Program)  
Odenton, MD



**Alyssa Gibson**  
Nursing  
Calvert County, MD



**Megan Neal**  
Social Work  
Hurlock, MD



**Layla Tiberio**  
Exercise Science  
Pasadena, MD



**Leah Artis**  
Community Health  
Prince George's County, MD



**Brianna Hyland**  
Respiratory Therapy  
Laurel, DE



**Sima Patel**  
Respiratory Therapy  
Laurel, DE



**Olisa Umeka**  
Social Work (Master's Program)



**Mason Cervantes**  
Applied Health Physiology  
(Master's Program)  
Salisbury, MD



**Eninam Kandja**  
Exercise Science  
Prince George's County, MD



**Danielle Pendergast**  
Community Health  
Severna Park, MD



**Shaneka Victor**  
Athletic Training  
Baltimore, MD



**Diop-Ali Crimmins**  
Applied Health Physiology  
(Master's Program)  
Prince George's County, MD



**Sarah Kopycinski**  
Nursing  
Saugerties, NY



**Rebecca Portner**  
Nursing  
Charles County, MD



**Ashley Xelo**  
Social Work (Master's Program)  
Cecil County, MD



**Shelby Dechert**  
Exercise Science  
Hebron, MD



## ALUMNI SPOTLIGHT: LEIKACH HELPS THE NEXT GENERATION

For DeAnna Dixie Leikach, Class of 1991, "Philanthropy is important in our family. By making the CHHS beneficiary of my 401(k), we are able to create a scholarship focusing on the impact we will have on generations of students." She shared: "I was fortunate to be the recipient of scholarship when I was a student, and my mother saved for me to go to college. As a result, I was able to begin my adult life with very little debt. I'd like to help others go into their chosen health-related field with that same opportunity." In addition to serving on the CHHS Advisory Board, Leikach is the founder and CEO of Pharmacy Ethics, Education and Resources, and she is a pharmacist and co-owner with husband, Neil, of Paradise Professional Pharmacy and Catonsville Pharmacy.

# RECENT PUBLICATIONS AND PRESENTATIONS

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

## PUBLICATIONS

- Allen, K., DiBartolo, M.C., Walsh, C. M., & Freda, K. (in press). Examining the impact of a nursing course redesign on student outcomes, faculty workload and costs. *Nursing Education Perspectives*.
- Sage, M., Anthony, B., & Hitchcock, L. (2019, July). Chapter 34 – Navigating social and digital media for ethical and professional social work practice. In Marson, S. and McKinney, R. (Eds.) *The Routledge International Handbook of Ethics and Values in Social Work*. New York, NY: Routledge.
- Camillo, C.G. (2019). Defining Disciplinary Literacy Practices and Evaluating the Professional Identity of Medical Laboratory Science (pp. 310). ProQuest Dissertations Publishing.
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## PRESENTATIONS

- Allen, K., Seldomridge, L., Webster, D., Hart, J., et al., (2020). Enhancing Interprofessional Collaboration of Nursing Students Through Curricular Integration of Standardized Patient Experiences. NLN and STTI Nursing Education Research Conference 2020 (26-28 March), Washington, D.C. (Cancelled).
- Anthony, B. (2020, July). Safe Spaces. School of Social Work, Continuing Education Workshop, Salisbury University, Salisbury, MD.
- Anthony, B. & Venable, V. (2019, March). Economic justice for students: One-way educators can address textbook costs. 2019 BPD Annual Meeting, Jacksonville, FL.
- Anthony, B. & Strohmeyer, C. (2019, November). Fostering LGBTQ+ students' resilience: Linking mental health services with the LGBTQ+ student. 2019 Eastern Shore School Mental Health Coalition Linking Mental Health to Academic Success Conference, Salisbury University, Salisbury, MD.
- Arban, K., & Arter, P. (2020, February). Bridging the gap: Mental health services for individuals with ASD. Paper presented at the Council for Exceptional Children, Portland, OR.
- Barnes, A. & Hart, J. (2020, February). Collaborative Clinical Reasoning Activity in an Online Environment School of Nursing. Poster presented at Salisbury University Teaching and Learning Conference (TLC), Salisbury, MD.
- Camillo, C. G. (Author & Poster Presenter), Clinical Laboratory Educator's Conference (CLEC), "Disciplinary Reading Practices of Medical Laboratory Science," American Society for Clinical Laboratory Science (ASCLS), Orlando, FL. (February 28, 2020).
- Campbell, W.T. (May 2019). National Museum of Civil War Medicine, Saturday Lecture Series, Frederick, MD – Florence Nightingale's Influence on Medicine and Nursing in the U.S.
- Campbell, W.T. (November 2019). Podium Presentation at Sigma Theta Tau International 45<sup>th</sup> Biennial Convention in Washington, D.C. – Leadership Sessions: A Study in Leadership: Clara Barton, Before the American Red Cross.
- Campbell, W.T. (November 2019). A Simulation: Post-Op Care for a Pediatric Patient with Hidden Evidence of Abuse. Podium Presentation at 45th Biennial Convention of Sigma Theta Tau International, Washington, D.C.
- East, M. (Author & Poster Presenter), Folmer, D.J., & Kim, K. Clinical Laboratory Educator's Conference (CLEC), "Eye Movement Miscue Analysis to Understand Readers' Integration and Strategy Use During Reading of an MLS Disciplinary Text," American Society for Clinical Laboratory Science (ASCLS), Orlando, FL. (February 27-28, 2020).
- East, M. (Presenter) NCTE Conference. Columbia, SC. July 13, 2019.
- East, M.S. (Presenter), Follmer, D.J., Kim, K.J., 69th LRA Annual Conference, "Understanding How College Readers in Medical Laboratory Science Transact with STEM Texts. Part of session: Understanding Diverse Readers' Meaning Making Processes: Using Eye Movement Miscue Analysis (EMMA) as an Empowering Research Tool," LRA, Tampa, FL. (December 6, 2019).
- East, M.S., Follmer, D.J. (Other), Franzak, J.K. (Presenter), Kim, K.J. (Presenter), MacDonald, K. (Other), Porter, H.D. (Other), Stutzman, M. (Presenter), Tyndall, C. (Other), 30th Annual WLU Literacies for All Summer Institute, "Understanding Meaning-Making Processes of Diverse Readers: Eye Movement and Miscue Analysis," NCTE, Columbia, South Carolina. (July 13, 2019).
- Fedorko, B.N., Fedorko, B.F. Neck Injury – Motor Vehicle Accident. Mid-Atlantic Chapter of the American College of Sports Medicine. Harrisburg, PA. November 2019.
- Fedorko, B.N., Fedorko, B.F. Neck Injury – Motor Vehicle Accident – Updated. American College of Sports Medicine Annual Meeting – Virtual Experience. May 2020.
- Freda, K., Seldomridge, L., Jarosinski, J., Johnson, A. (March 26-28, 2020). LeadNursingForward.org: A Free Web-Based Resource to Develop Nurse Faculty and Address the Nurse Faculty Shortage. STTI & National League for Nursing: Nurse Education Research Conference, Washington, DC.
- Gibson, N.M. A Campus Partnership to Foster STEM Transfer Student Success. 12th Annual Conference on Higher Education Pedagogy, Blacksburg, VA. February 6, 2020

- Hall, N.** & Walsh, C. - Presentation at STTI Biennium. Washington, D.C. "Are Institutions Educating Baccalaureate Students to Feel Comfortable Speaking Up for Patient Safety?"
- Hall, N.J., Allen, K., Jarosinski, J., Seldomridge, L., Mercado, S., & Webster, D.** (2020). Speaking up is hard to do: Using Simulation to Build Confidence with Speaking Up. Nurse Tim Nuts and Bolts. (7-8 August). Online.
- Hylton, M.E. & Manit, J.** (2020, January). Educating competent policy practitioners: The policy practice academy model. Paper presented at the Society for Social Work Research Conference, Washington, D.C.
- Hylton, M.E., Manit, J., & Ostrander, J.** (2019, October). Online Policy Practice Academy: Strategies for supporting policy practice for online students. Paper presented at the Annual Program Meeting of the Council on Social Work Education, Denver, CO.
- Hylton, M.E., & Ostrander, J.** (2020, January). The political ideology and political engagement of licensed social workers in the age of Trump. Poster presented at the Society for Social Work Research Conference, Washington, D.C.
- Ostrander, J. & Hylton, M.E.** (2019, October). Safe space? The political recruitment of women in social work. Paper presented at the Annual Program Meeting of the Council on Social Work Education, Denver, CO.
- Berkowitz, A. & Hylton, M.E.** (2020, February). Informing civic literacy to spur action. Paper presented to global audience virtually at the Global Social Welfare Digital Summit.
- Smith, T., Lane, S., Ostrander, J. & Hylton, M.E.** (2019, October). Educating for equity and justice: Embedding community-based voter engagement in online courses. Paper presented at the Annual Program Meeting of the Council on Social Work Education, Denver, CO.
- Sandler, A., Ostrander, J., & Hylton, M.E.** (2020, February). Voter engagement: Mobilizing the political power of marginalized groups. Keynote presented to global audience virtually at the Global Social Welfare Digital Summit.
- Inslay, C.R.** "Instructor Gathering," Paramedical Personnel of Maryland/American Heart Association. Annual seminar for American Heart Association Training Center Faculty/Instructors. Updates on content, methods, and administrivia. October 6, 2019.
- Inslay, C.R., Muller, S., Schneider S.R., William Coale, W.** (2019): Program Directors' Perspectives on CoAES-Mediated CAAHEP Accreditation for the Exercise Sciences. American College of Sports Medicine 66th Annual Meeting, 10th World Congress on Exercise is Medicine. Orlando, FL.
- Jarosinski, J., Seldomridge, L., Freda, K., & Johnson, A.** (March 27, 2019). Podium presentation. An Innovative Approach to the Nursing Faculty Shortage: LeadNursingForward.org-a Web Resource for Aspiring Nurse Educators. Institute for Nurse Educators "Change: The New Reality" Spring Conference. Baltimore, MD.
- Jarosinski, J., Seldomridge, L., & Reid, T.** (July 2019). Outcomes of a Structured Mentorship Program for Expert Clinicians in New Roles as Clinical Faculty. Sigma Theta Tau 30th International Nursing Research Congress. July 25-29, 2019. Calgary, Canada.
- Jarosinski, J., Seldomridge, L., Reid, T. & Hauck, B.** Standing alongside you: Qualitative results of a structured mentorship program for expert clinicians in new roles as faculty. NET/NEP. Sitges, Barcelona, Spain.
- Jarosinski, J., Seldomridge, L., Reid, T., & Willey, J.** (November 2019). Nursing Administrators Perspective of the Nurse Faculty Shortage in their Schools: A "Bird's Eye View, 45th Biennial Convention of Sigma Theta Tau International (16-20 November 2019), Washington, D.C.
- Jorden, B., & Schermerhorn, J.** (2019, October). Preparing social work field supervisors for the research and practice connection. Paper presented at the Annual Program Meeting of the Council on Social Work Education, Denver, CO.
- Colin J. Gimblet, Morgan M. Vance, Meghan Shepherd, Austin T. Ortlip, Timothy Staudmyer, Nabil E. Boutagy, John J. LaManca, Thomas K. Pellingner, Timothy J. Werner.** MARC-ACSM 2019, "The Effects of Acute Creatine Supplementation on Arterial Stiffness." Harrisburg, PA.
- Lamey, T.W.,** AECT International Conference, "Self-Efficacy Change, Physiological Change, and Gagne's Events of Instruction: A Case Study in Pulmonary Rehabilitation Education," AECT, Las Vegas, Nevada. (October 22, 2019).
- Lamey, T.W.,** AECT International Conference, "Self-efficacy change through utilization of instructional strategy: A case example in pulmonary rehabilitation education," AECT, Las Vegas, Nevada. (October 24, 2019).
- Lamey, T.W.,** Conference by the Sea 2019, "Conquering Asthma Management: A Guide for the NAECB Examination," MD/DC Respiratory Society for Respiratory Care, Ocean City, MD. (September 12, 2019).
- Long-White, D.** co-authored oral presentation. "MCH Pipeline Training Program: Supporting the next generation of MCH leaders." 2019 American Public Health Association Annual Meeting and Expo, Philadelphia, PA, November 2-6, 2019.
- Long-White, D.** abstract accepted for the National Conference on HIV, HCV, STI and LGBTQ Health (SYNchronicity). Originally scheduled for presentation May 10, 2020, the conference has been moved to September 2020.
- Marinara, L., Melton, B., Follmer, D.J., & Nobiling, B.D.** (2019). "Effect of a 15-week fitness and wellness course on physical wellness in emerging adults. American Public Health Association Annual Meeting and Expo, Philadelphia, PA. November 4, 2019.
- Marquette, L. & Nobiling, B.D.** (2019). "Nurturing physical and health literacy." Presentation at the SHAPE Maryland Convention, Ocean City, MD. November 15-17, 2019.
- Maykrantz, S.A.** (2020). Health literacy and credible sources. Worcester County Public Health Conference. April 1, 2020.
- Maykrantz, S.A., Simmons, T.F., Haberberger, A.D.** (2020). Rural opioid use on Maryland's eastern shore: A needs assessment. Paper accepted for presentation at the 2020 American Public Health Association Annual Conference, San Francisco, CA (virtual). October 27, 2020.
- Langlainis, L.A., Oxarart, R., Maykrantz, S.A., Nobiling, B.D., Houghton, J.D.** (2020). Coping with the crisis: The effects of psychological capital and coping styles on stress during the COVID-19 Pandemic. Paper accepted for asynchronous presentation in the Academy of Management Organizational Behavior Division COVID-19 Rapid Research Plenary. August 2020.
- Milligan, T., Freda, K., Seldomridge, L.** (2020). The Influence of Low and High-Fidelity Simulations on Nursing Students' Self-Confidence, Knowledge, and Satisfaction. NLN and STTI Nursing Education Research Conference 2020 (26-28 March), Washington, D.C. (Cancelled).
- Macgowen, M. Meyer, S., Nobiling, B.D., Warne, D., & Ewan-Whyte.** (2020). "Diversity." Webinar presentation hosted by the Council on Education for Public Health (CEPH). July 23, 2020.
- Auld, E., Goeckler, S., Lyde, A., Mann, M., & Nobiling, B.D.** (2019). Proposed entry-level health education teacher preparation standards. Poster session accepted for presentation at the American School Health Conference. October 4, 2019, Cincinnati, OH.
- Petrolino, A.** (2019). "Work life balance." Presentation to the Washington County Chamber of Commerce. Hagerstown, MD. January 7, 2019.
- Reid, T., Seldomridge, L., & Jarosinski, J.** (July 2019). Networking and Partnership as Integral in Nursing Education Initiatives: Transitioning Nurse-Clinicians to Roles as Nurse Educators. Sigma Theta Tau 30th International Nursing Research Congress. July 25-29, 2019. Calgary, Canada.
- Reid, T., Seldomridge, L., Jarosinski, J., Hauck, B. & Payne, B.** (April 26-29, 2020). Poster presentation: Outcomes of a State-wide Partnership in Nursing Education: A Mixed Method Approach. NET/NEP. Sitges, Barcelona, Spain.
- Romanowski, A.** (November 2019). "Physical Activity and Youth." SHAPE Conference. Ocean City, MD, November 17, 2019.
- Root, V.** (2019, October). Social work education with the military. Paper presented at the American Association for Adult and Continuing Education, St. Louis, MO.
- Seldomridge, L., Freda, K., Jarosinski, J., Johnson, A., Jenkins, L. & Rietschel, M.** (April 26-29, 2020). Mini oral with poster. LeadNursingForward.org: A Free Web-Based Resource to Address the Nurse Faculty Shortage. NET/NEP, Sitges, Barcelona, Spain.
- Seldomridge, L., Jarosinski, J., Freda, K., Johnson, A.** LeadNursingForward.org: Development of a Web Resource to Address the Nursing Faculty Shortage. Oral presentation.
- Seldomridge, L., Jarosinski, J., Payne, B., & Hauck, B.** (March 26-28, 2020). Podium presentation: Developing Clinicians as Faculty through Statewide Partnerships, STTI & National League for Nursing: Nurse Education Research Conference, Washington, DC.
- Seldomridge, L., Jarosinski, J., Reid, T., Hauck, B., & Payne, B.** (2020). Developing Clinicians as Faculty Through Statewide Partnerships. NLN and STTI Nursing Education Research Conference 2020 (26-28 March), Washington, D.C. (Cancelled).
- Daw, P. & Seldomridge, L.** The Nurse Educator Doctoral Grant (NEDG) Program: Promoting Doctoral Degree Completion in Maryland-recognized as a distinguished presentation.
- Simmons, T.F.** "Training and Supervision of MSW Interns in a Host Environment: A Workforce Development Model" (Accepted)— Fourteenth International Interdisciplinary Conference on Clinical Supervision, July 2020 (Cancelled).
- Simmons, T.F.** "An Innovative Approach to Behavioral Health Consultation in Rural Primary Care Settings" (Accepted)- 2020 Training Institutes, June 2020 (Cancelled).
- Simmons, T.F.** "Integrating Clinical Intervention Within a Behavioral Health Approach", 14th Annual BHA Child, Adolescent, and Young Adult Services Conference, March 2020.
- Simmons, T.F.** "Social Workers as Integrated Practitioners: An Open Discussion on Research, Roles, Challenges, and Opportunities" (Accepted)- DREAM IPC Conference, September 2019.
- Simmons, T.F.** "Reflections on Stakeholder Engagement in Large Scale Rural Research". 44th Annual National Institute on Social Work and Human Services in Rural Areas National Rural Social Work Caucus- Rural Social Work and Education: Educating and Practicing in a Time of Rapid Social, Cultural, and Political Change, July 2019.
- Webster, D.** "Lights, Camera, Action: Lessons Learned from a Nursing and Theater Collaboration." AACN Baccalaureate Education Nursing Conference. Poster presentation.
- Webster, D.** "Lights, Camera, Action: Lessons Learned from a Nursing and Theater Collaboration." Nursing Education Research Conference 2020. Podium presentation
- Webster, D. & Jarosinski, J.** "The Lived Experience of Portraying Mental Illness from the Standardized Patient's View." NLN Education Summit. Podium presentation.
- Webster, D. & Seldomridge, L.** (September 2019) Teaching Essential Psychiatric Mental Health Nursing and Leadership Skills Using Toolkits and Standardized Patient Experiences, NLN Education Summit, National Harbor, Washington, D.C. September 26-29, 2019.
- Webster, D., Seldomridge, L. & Willey, A.,** (2019) Preparing Nurses to Communicate and Lead: Using Toolkits and Standardized Patient Experiences. American Association of Colleges of Nursing Baccalaureate Education Conference; November 21-23, 2019; Orlando, FL.
- Webster, D., Seldomridge, L., & Willey, A.** (November 2019). Preparing Nurses to Communicate and Lead: Using Toolkits and Standardized Patient Experiences. 45th Biennial Convention of Sigma Theta Tau International (16-20 November 2019), Washington, D.C.
- Werner, T.J.** "The Effects of Acute Creatine Supplementation on Arterial Stiffness and Muscle Oxygen Saturation." Experimental Biology 2020. San Diego, CA. April 7, 2020.
- Willey, A., Webster, D., Jarosinski, J. & Seldomridge, L.** (2020). Enhancing Mental Health Nursing Practice Through Leadership Development. NLN and STTI Nursing Education Research Conference 2020 (26-28 March), Washington, D.C. (Cancelled).



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