

WellNest

Salisbury
UNIVERSITY

A Publication of the College of Health and Human Services at Salisbury University • 2023



CELEBRATING **5** YEARS OF
EXCELLENCE

Alumni and Friends



2023 marks the fifth anniversary of the establishment of the College of Health and Human Services (CHHS) and we have much to celebrate! Thanks to the visionary leadership of our founding dean, Dr. Kelly Fiala, we have made tremendous strides in meeting the outcomes identified in our strategic plan and supporting the University's strategic plan.

Our innovative faculty have developed new programs, including the Bachelor of Science (B.S.) in health sciences, that boasts close to 100 majors after just one year of operation. The CHHS Honors Curriculum, launched this fall, builds on existing honors coursework in English, social sciences, humanities, science and math, with honors electives in interdisciplinary health and human services. The culminating honors scholarly work offers a specialized clinical capstone course, focused on interprofessional collaboration and communication within health care and human services, as an alternative to the traditional research or creative project options.

We have shortened time-to-degree completion to meet workforce needs. Students in the "fast track" nursing program complete the Bachelor of Science in Nursing (B.S.N) in 12 months. Students in the Master of Social Work (M.S.W.) Advanced Standing Program complete their degree in one year. In the combined B.S. in exercise science and Master of Science (M.S.) in health and human performance curriculum, students earn two degrees in just five years.

Expanding efforts in interprofessional education (IPE) and diversity, equity and inclusion (DEI) are top priorities for the College. In this edition of *WellNest* many examples of these initiatives are highlighted, including the identification of IPE and DEI coordinators, further demonstrating our commitment to providing collaborative opportunities for students and community members in a diverse academic environment. Numerous individual and unit achievements are also featured along with introductions to the faculty and staff who joined us this year.

Although we said farewell to Dr. Fiala in June, the College is well-positioned for continued growth as we look ahead to the University's centennial. I am honored to serve as the interim dean and lead us forward with excellence. If you'd like more information about any of our activities, please reach out. Thank you for your support and best wishes for a happy and healthy 2024!

Dr. Lisa Seldomridge
Interim Dean, College of Health and Human Services

Pictured on front cover:

L to R (back row): Dr. Kimberly van Vulpen, Lisa Nowak, Dr. Margarita Treuth, Dr. Lisa Seldomridge, Dr. Bibiana Koh, Dr. Deneen Long-White, Dr. Linda Houser
L to R (front row): Dr. Debra Webster, Flora Hinton, Rachel Moore, Dr. Kevin Glover

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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Rachel Moore, Director

HENSON MEDICAL SIMULATION CENTER

Dr. Kevin Glover, Director

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Salisbury
UNIVERSITY

Make Tomorrow Yours



COLLEGE OF HEALTH AND HUMAN SERVICES CELEBRATES FIVE YEARS

When Salisbury University's College of Health and Human Services (CHHS) opened in 2018, it became the largest academic unit on campus.

With schools of Nursing, Social Work and Health Sciences, it was a dramatic restructuring of academic programs intended to reflect the growing importance of those fields and support workforce demands of the region, state and nation.

Now, five years later, those who were part of the college's launch say it is doing just that.

"The College of Health and Human Services embodies Salisbury University's mission of actively contributing to meeting the educational and social needs of the Eastern Shore and the State of Maryland," said Dr. Laurie Couch, provost and senior vice president of academic affairs. "Learning and service are vital to what the college does."

"Coming together as a college has provided myriad opportunities for regular conversation about what we teach and how we teach it," said Dr. Lisa Seldomridge, interim dean. "This has helped us forge new collaborations and out-of-the-box thinking. It has also fostered new research teams and projects that can improve health outcomes. There is so much to be proud of."

The idea for the college originated from faculty who

were looking for more efficient and effective ways for their disciplines to cooperate and achieve common goals. Advocates also hoped to boost SU's profile as a place for outstanding education for health care and human services careers, and enhance opportunities for community collaboration, recruitment, research, grants and training.

"As the importance of interprofessional education, advanced visualization technologies, and simulation education grew, it was clear that bringing the programs together was the way to go," said Dr. Karen Olmstead, SU provost emerita, who was instrumental in the launch. "The development of the CHHS was and continues to be a huge team effort."

Indeed, Interprofessional Education (IPE) has become an essential hallmark of how the CHHS prepares students for a collaborative practice environment, optimizing health care and health outcomes.

"We have put IPE at the forefront of everything we do," said Seldomridge, who also is founding director of SU's Henson Medical Simulation Center. "We have identified an IPE faculty champion to lead our efforts. We use national IPE competencies as we plan student learning experiences and faculty development activities."

"There is nothing like having students from respiratory



Pictured (from left) are Seldomridge, Burton, Reid, Nowak, Long-White, Sutton-Ryan, Owens-King and Fiala

Inaugural CHHS Faculty & Staff Achievement Awards

In spring 2023, the College of Health and Human Service took some time to honor the exceptional work of its faculty and staff. In what is planned to be an annual awards ceremony, the following earned the inaugural honors:

- **Service (Faculty):** Dr. Allesia Owens-King
- **Scholarship (Faculty):** Dr. Lisa Seldomridge
- **Teaching (Faculty):** Dr. Tina Reid
- **Interprofessional Education (Faculty/Staff):** Dr. Alison Sutton-Ryan
- **Justice, Equity, Diversity and Inclusion (Faculty/Staff):**
Dr. Deneen Long-White
- **Outstanding Contribution to College/Unit (Non-Exempt Staff):** Lisa Nowak
- **Outstanding Contribution to College/Unit (Exempt Staff):** Rachel Burton
- **Outstanding Leadership:** Dr. Kelly Fiala

therapy, social work and nursing working through a simulation and debriefing afterward with faculty from all three disciplines. We all come away with a deeper understanding of what each contributes and are ultimately better prepared for 'real-world' interprofessional collaboration."

Other pride points for the CHHS in its first five years include consistently high pass rates on licensing and certification exams in nursing, respiratory therapy, medical laboratory science, public health, social work and exercise science. Success in grant funding also has continued, especially in nursing, public health and social work. Since inception, the CHHS has earned nearly \$13 million in grants, and over \$1.2 million in additional state funding.

The CHHS also has created key new programs, including a B.S. in health sciences, an online B.A.S.W. in social work, and minors in deaf studies and disability studies. Other new options include a one-year fast track to B.S.N., an advanced standing M.S.W., and an accelerated option for exercise science/health and human performance. CHHS students now comprise more than a quarter of SU's total enrollments.

Collaborations and partnerships also have increased. Program offerings serve students in Cecil, Hagerstown, Shady Grove, Southern Maryland, Wye Mills and Germany. The Center for Healthy Communities provides continuing education, professional development and grant-funded outreach. The CHHS Advisory Board is a strong network, with professionals who are strategic thinkers and enthusiastic advocates.

"The CHHS leverages its broad array of programs, faculty expertise and resources to yield outstanding student outcomes," Olmstead said. "Students in accredited undergraduate and graduate programs are supported in classroom instruction, a state-of-the-art digital anatomy lab and simulation center, internships, research activities, and community outreach.

"Further, the collaborative spirit in the CHHS brings together faculty to work on complex issues like substance abuse, behavioral and mental health, aging, global health, and health care equity. We produce well-prepared professionals who are ready to serve."

Even with so much success in its first five years, the CHHS is strategically planning for what is next. Most immediately is a search for its next dean, to build on the leadership of Seldomridge and Founding Dean Dr. Kelly Fiala.

In addition, SU hopes to build a new home for the CHHS, bringing students, faculty and staff spread across several buildings together in a centralized location.

"As a Maryland public higher education institution, it is our job to grow and educate the pipeline of allied physical and mental health experts to fill critical staffing needs now, and in the future," said SU President Carolyn Ringer Lepre. "We will continue to advocate for a dedicated College of Health and Human Services building to meet that challenge and ensure our students have the best resources possible as they train to help citizens and communities throughout Maryland and beyond."



PREPARING CAREER-READY GRADUATES THROUGH INTERPROFESSIONAL EDUCATION

Interprofessional education (IPE) is essential to building a collaborative practice environment and optimizing health care and health outcomes. IPE intentionally supports people – including health professionals, health workers, students, patients, families and communities – to learn together every day to enhance collaboration and improve health outcomes while reducing costs. When students from two or more disciplines come together to learn with, about and from each other, they become more effective team members.

A Comprehensive Approach To Start

To advance the College of Health and Human Services' (CHHS) efforts in IPE, we took a comprehensive approach, starting with the identification of the College's first **IPE**

coordinator, Dr. Kimberly van Vulpen (Social Work) in summer 2022, to serve as the leader and champion of this important initiative. Next, we partnered with the **National Center for Interprofessional Practice and Education**, also known as NEXUS (NEXUSipe.org) to guide us through the vertical and horizontal integration of IPE within CHHS. NEXUS is a unique public-private partnership that provides leadership and resources to improve interprofessional education and collaborative practice to develop current and future health professionals.

In October 2022, an Introduction to IPE workshop was held for all CHHS faculty and staff. Guest speaker Dr. Christine Arenson, director of NEXUS, provided an overview of the year-long partnership with CHHS and how her team would help us develop our unique vision for IPE, catalog IPE experiences



Dr. Kimberly van Vulpen



Dr. Alison Sutton-Ryan



that were already in place and explore possibilities for future learning opportunities that would be consistent with the Interprofessional Education Collaborative Core Competencies (IPEC) of Values/Ethics for Interprofessional Practice, Roles/Responsibilities, Interprofessional Communication and Teams and Teamwork. As the fall semester progressed, the NEXUS team surveyed CHHS faculty and staff to determine how much time was spent in IPE activities, where these experiences took place and our perceptions of how well prepared our students were to meet the IPE competencies. Focus groups with faculty, staff and students were also conducted to learn more about strengths and opportunities for further IPE.

CHHS also joined the **Digital Badging in IPE** project led by the Kirwan Center for Academic Innovation and the University

of Maryland, Baltimore's Center for Interprofessional Education. This statewide initiative aims to increase the availability, quality and visibility of IPE in health care academic programs and provide a way that students can more clearly communicate their achievement of IPE competencies to employers. Digital badges are earned for three tiers of competence: exposure/introductory IPE experiences, immersion/experiences to practice skills learned in the previous tier, and competence/experiential and clinical practice.

Seeking Faculty Input & Leaders

To uncover more information about existing IPE activities and determine how they aligned with the national competencies, van Vulpen began faculty outreach. These meetings resulted

in a catalog that identified current IPE activities, disciplines involved, level of students, learning objectives, content area(s) and key faculty. She also discovered a host of experiences that were not currently interprofessional experiences but could be easily transformed. Unexpectedly, she also uncovered many ideas about future IPE experiences. It was apparent that faculty were committed to this new model and ways to ensure sustained opportunities for students to practice and improve.

An IPE Fellowship was created as an opportunity for CHHS faculty and staff to expand their IPE knowledge and skills and to develop additional IPE leaders. Fellows were asked to create a project that would improve health outcomes through interprofessional education and/or community activities as well as participate in CHHS IPE development meetings. Dr. Alison Sutton-Ryan (Social Work) was selected in January 2023 as the first CHHS IPE Fellow. Her project, "Interprofessional Symposium on Transgender Care and Experience," was the first of its kind on the SU campus. Held in November 2023, it promoted visibility and education about the experiences and the process of receiving care. Keynote speaker Dr. Debb Dunn from Chase Brexton in Baltimore, MD, emphasized the importance of integrated gender affirming care. Panelists from TransLiance in Salisbury, Delaware Sexuality and Gender Collective, and the SU student body spoke about their experiences with health and human services professionals and gaps in facilities and need for improvement in provider skills. A recognition ceremony for Transgender Day of Remembrance was held as part of the event.

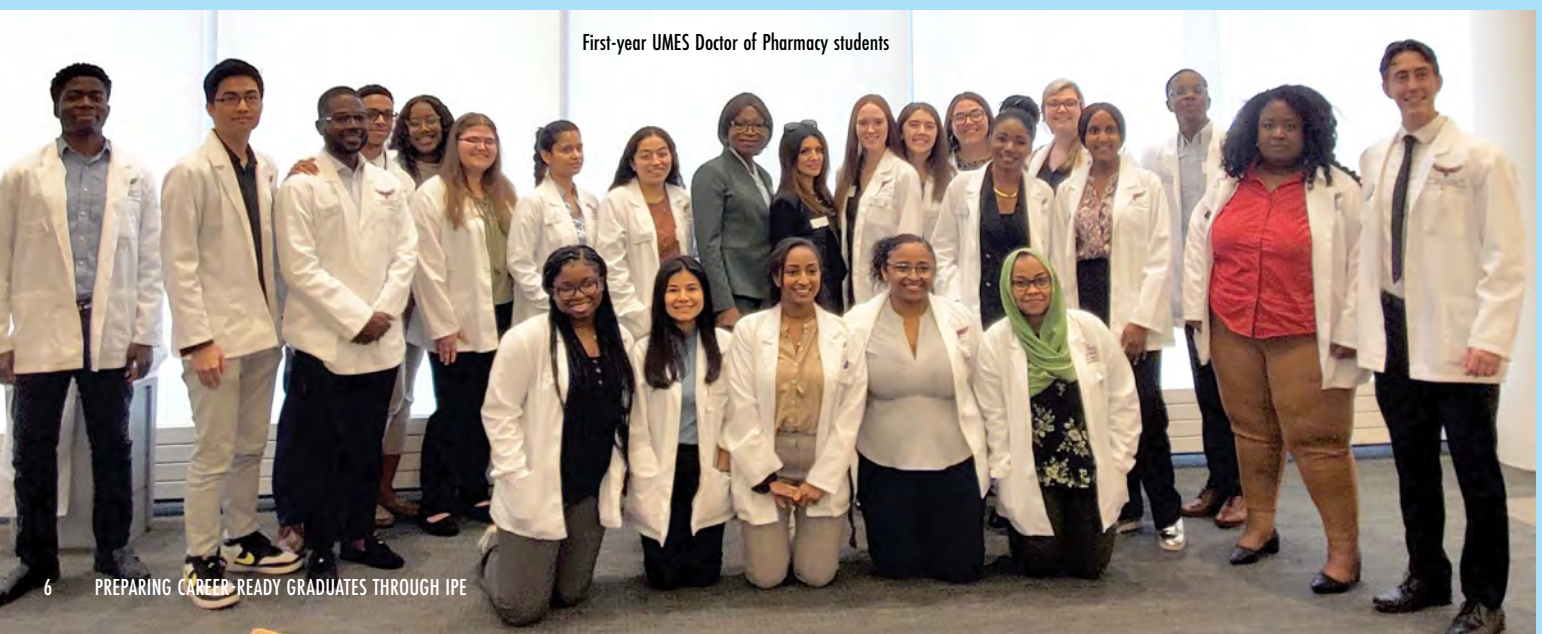
A call for **IPE strategic initiatives** was launched to encourage faculty teams to develop or enhance an interprofessional education experience, create a continuing and/or community education course, develop or enhance a simulation scenario, or implement a diversity, equity and inclusion strategic initiative. Some of the projects include new courses: Innovating for Health: An Interdisciplinary Approach to Entrepreneurship, developed by Dr. Tina Reid (Nursing) and Bryan Bourdeau (Rommel Center for Entrepreneurship), will be offered in spring 2024; Fundamentals of Exercise and Public Health, created by Drs. Sherry Maykrantz (Public Health) and Tim Werner (Exercise Science), will be offered in fall 2024; and a first-year student experience Navigating Your Health Care Journey as a Consumer, Student and Professional, designed by Dr. Nicole Hall (Nursing) and Sutton-Ryan, to be offered in fall 2024.

Expanding IPE Opportunities

The **Buzy Family Interprofessional Education Conference** was held in spring 2023, featuring Dr. Xiao Chi Zhang from Thomas Jefferson University School of Medicine, followed by a Health Involvement Fair, with opportunities to interact with employers, representatives from SU academic programs, and SU clubs and organizations. The conference was transitioned to a fall event to introduce students to IPE concepts earlier in their professional programs. Over 250 students from eight disciplines, including 25 pharmacy students from the University of Maryland Eastern Shore (UMES), attended the October 2023 event. Dr. Heather Congdon, University of Maryland, Baltimore School of Pharmacy provided the keynote address, which was followed by a scope of practice activity, a simulation featuring a standardized patient. Learner participation in a case management discussion was invited through electronic polling, while faculty panelists offered perspectives from their disciplines. The goals for these conferences are to produce a change in attitude and perceptions; help students acquire knowledge about other disciplines, their roles and responsibilities; and ultimately change behavior to be more collaborative. Health care delivered by well-functioning teams produces better results so having interprofessional learning experiences will move us towards this goal.

In spring 2023, a team of nursing, respiratory therapy and social work faculty expanded an existing **IPE simulation** to include social work students. The scenario involved a family meeting to discuss end-of-life care for a loved one with a chronic condition who was not responding to aggressive medical treatment. There was no written advanced directive, and the provider was recommending that the family consider stopping aggressive medical interventions and providing 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 family members (spouse, sibling, or adult child). Nearly 100 nursing students, 32 respiratory therapy students and 20 social work students participated in the experience. 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

First-year UMES Doctor of Pharmacy students



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

The year ended with a faculty/staff workshop in May where NEXUS presented a collective report of findings from surveys, meetings and focus groups, and the **CHHS Vision Statement for IPE** was introduced:

Salisbury University CHHS aspires to transform health and human service professions education, scholarship and practice through excellence in interprofessional learning and collaborative partnerships to advance the health and wellbeing of diverse individuals and populations in rural communities and beyond.

Faculty/staff teams also worked on their proposed IPE projects to create “action plans” that reflected the national IPE competencies. These projects will assist CHHS in advancing our strategic plan while also meeting the Quintuple Aims of advancing health equity, enhancing the experience of care, improving care team well-being, improving patient and/or population health outcomes, and reducing cost of care.

It has been a whirlwind year with a laser-focus on IPE. As we continue to produce career-ready students for professional practice and/or advanced studies, we have remained flexible and responsive in the way we teach. CHHS will continue its leadership in preparing culturally competent, ethically grounded practitioners with comprehensive professional expertise.

A standardized patient (actor) is interviewed by Dr. Pam McGee at the fall 2023 Buzy Family IPE Conference



Sim Center Interprofessional GAs

Interprofessional teams of graduate assistants (GAs) have always been part of the staff at the Henson Medical Simulation Center. Historically coming from the nursing and health/human performance programs, in fall 2023, we added social work GAs to the team.

Brett Hughes and Angela Dougherty-Taylor are enrolled in the Master of Social Work (M.S.W.) Advanced Standing Program. Hughes’ area of interest is clinical mental health, with a goal of becoming a therapist (LCSW-C), while Dougherty-Taylor’s interests lie in clinical social work, planning to pursue a doctorate and become a forensic social worker. They work with Standardized Patient (SP) Program Coordinator Rachel Burton in the design, development, implementation and evaluation of SP-simulated scenarios in mental health and interprofessional education.

They join GAs Brianna Dell, Maura Tumelty and Ariene “Rene” Ohimor, students in the Health and Human Performance M.S. Program. Dell hopes to work as a personal trainer and possibly teach. Tumelty plans to pursue her doctorate and become a professor. Ohimor focuses on clinical exercise physiology with the goal to own and operate a health and wellness facility. Dell and Tumelty assist Simulation Technologies Program Coordinator Zachary Tyndall in the design, implementation and evaluation of high-fidelity manikin-based simulation scenarios, while Ohimor guides CHHS faculty and students in using the Anatomage™ Tables in the Digital Anatomy Learning Lab.



Pictured (from left) are Dell, Hughes, Ohimor, Dougherty-Taylor and Tumelty

A photograph of a student inside a yellow Bod Pod, a device used for measuring body composition. The student is wearing a black beanie and a green shirt. The device has a circular opening at the top and a logo that reads "BOD POD". In the background, there is a computer monitor on a stand, displaying a software interface, and a desk lamp. The room has a white brick wall.

Exercise Science Program student
measures percent body fat in a Bod Pod

SCHOOL OF HEALTH SCIENCES



Nayelis Gonzalez Sanchez '24



Garrett Gordy '19

MLS Grads Pursue Doctoral Degrees

For two recent Medical Laboratory Science (MLS) Program students, their next steps led to doctoral programs.

Current senior Nayelis Gonzalez Sanchez will be attending Lake Erie College of Osteopathic Medicine in Elmira, NY, after her spring 2024 graduation. With an interest in obstetrics/gynecology and pediatrics, she is excited to explore several specialties and to experience patient care firsthand.

"I dream of a future in health care where equity and diversity are part of the standard of care," Gonzalez Sanchez, who speaks both English and Spanish shared. "I hope to be part of that change by providing the representation in medicine I never saw growing up. ... I [will] strive to bridge the gap that currently exists between minority communities within medicine."

Garrett Gordy '19 was SU's first MLS graduate to pursue a Doctor of Clinical Laboratory Science (DCLS) – an exciting new degree in advanced laboratory practice – from University of Kansas Medical Center. The program offers advanced education in a variety of laboratory settings and links the laboratory to clinicians, research, policy and education.

"I not only love laboratory science, but I also love education and being able to help both patients and clinicians when they have questions regarding laboratory testing," Gordy explained. "I think for so long we as laboratory professionals have been left out of the conversation." It is his hope that the D.C.L.S. will become an invaluable member of the health care team, providing beneficial information for quality patient care.



Respiratory Therapy Evolves To Meet Challenges

Salisbury University has offered the only, nationally accredited, baccalaureate program in respiratory care since the 1980s. At the program's inception, local pulmonologists Dr. Rodney Layton and Dr. William Nagel had a shared vision to prepare practitioners who could contribute to improving health outcomes of patients with lung disease. This vision has driven the SU Respiratory Program ever since.

To date, there have been four program directors, each of whom has faced various trials challenges. Current Program Director Lisa Joyner, M.Ed., RRT, RRT-NPS, navigated the trials and tribulations of the COVID-19 pandemic, which compromised in-person education and availability of clinical learning experiences. Through the pandemic, the program was grown to become one of the largest in the nation at a time when the local, regional and national health care systems were in greatest need of experts to care for patients who were critically ill.

Professor Joyner noted: "I am very proud of the success of our program then, now and where we are headed in the future."

Respiratory therapists are an important part of the health care team taking care of patients with a range of pathology, including premature newborns, pediatric asthma, traumatic injury, myocardial infarction and stroke.

In Joyner's words: "every person experiencing shortness of breath deserves to have a respiratory therapist on their care team."

Public Health Travels Abroad

Dr. Sherry A. Maykrantz, associate professor of public health, is no stranger to teaching abroad. Starting in 2017, she established international relationships in Lisbon, Portugal, and took students there in 2018, 2019 and 2020 to study drug policy.

Portugal was specifically selected because of its drug policy and approach to drug use, and being the home of the European Monitoring Centre for Drugs and Drug Addiction. Students explored drug policy from a global perspective and experienced the rich culture of Portugal.

Now, she has her sights set on Austria for winter 2024. In the beautiful and historic city of Salzburg, Austria, SU students can study abroad with Maykrantz and enroll in HLTH 225: Health Behavior, a four-credit course that explores the theoretical underpinnings of human behavior regarding health outcomes. The course includes a three-day excursion to the capital city of Vienna (home of Sigmund Freud). The program is open to all majors, but applicants must have completed at least 30 credit hours and a minimum 2.5 GPA.

The Mediterranean is next on Maykrantz's teaching/travel itinerary. She will be teaching HLTH 225: Health Behavior in Málaga, Spain, for the Summer I 2024 term.



First Accelerated Master's Program in the School of Health Sciences

According to the Bureau of Labor Statistics, employment of clinical exercise physiologists is projected to grow 13% from 2016 to 2026, faster than the average for all occupations. This demand reflects the rising trend of hospitals emphasizing exercise and preventive care to help patients recover from cardiovascular and pulmonary diseases and improve their overall health.

In part to address this need, SU created a new B.S. Exercise Science/M.S. Health and Human Performance Accelerated Master's Program, which began in fall 2022.

"The five-year plan is designed for motivated students who want to be efficient with their investment," shared Dr. Scott Mazzetti, program director for both exercise science and health and human performance.

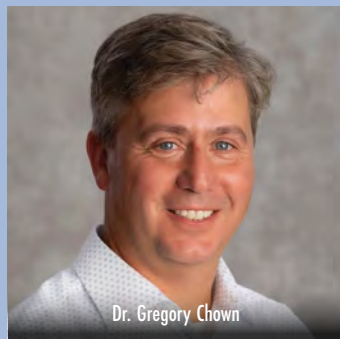
This streamlined program allows students to earn the two degrees and be job-ready much more quickly than following the traditional course progression. With three of the graduate classes fulfilling requirements for both degrees, students can take advantage of a more focused route toward a graduate degree, saving both time and money.

This plan gives students a reduction in total tuition costs compared to obtaining separate B.S. and M.S. degrees. Additionally, students are guaranteed a seat in the graduate program as long as they maintain requirements for admission during their undergraduate coursework.

Students benefit from professional faculty and staff, who "train students to be well-rounded physiologists who have the ability to apply what they've learned to improve the quality of life for a variety of individuals, ranging from clinical patients to elite athletes," said Mazzetti.



Dr. Leslie Swift '05



Dr. Gregory Chown

New Faculty Add Expertise To Growing Health Science Major

SU recently launched its health science major, a flexible and comprehensive option for students to explore different fields in health care. Two faculty will offer new areas of expertise to students interested in careers in physical therapy and occupational therapy.

Dr. Leslie Swift '05 was once an SU student herself. Now, she returns to campus with 15 years of experience as a physical therapist. She has practiced in a variety of settings, working with all age populations, and in specialty areas including pelvic health and pediatrics.

One thing she wants her students to know: Their career is a journey, and it's okay if it changes. With her diverse experience, she hopes to show students that there are numerous options for careers in physical therapy.

"I hope to connect my students to the opportunities available to them," Swift said. "Sometimes we don't know what avenue we want to go down until we experience it. I want to give them confidence no matter what direction they take."

Dr. Gregory Chown has spent more than 20 years working as an occupational therapist, and his work has taken him from his native Canada to Singapore. The different settings and cultures he has worked with have enriched his experience as a professional, and he hopes to pass that open-mindedness on to his students.

Chown was drawn to SU because of its student-centered mission. One of his goals is for graduates of SU's health science major to have high acceptance rates into graduate programs for occupational therapy.

"I hope to lay a strong foundation for students, so they have a running start on their peers when they enter graduate schools and professional careers," Chown said.



Kevin and Diane Davis with daughter Lauren

Donor Spotlight: MLS Scholarship Honors Longtime Faculty

In her over 40 years as a faculty member, Dr. Diane Davis was a driving force for countless students to achieve success. When she retired last year as director of SU's Medical Laboratory Science (MLS) Program, she may not have realized what a lasting legacy she would leave.

She was surprised when she was invited to campus to help with a Giving Day video and instead arrived to a room full of people who had gathered to honor her – and they had an even bigger surprise: an endowed scholarship in her name.

In recognition of her contributions to the program, her husband Kevin and their children created the Dr. Diane Davis Scholarship for Medical Laboratory Science. There to honor her were students, alumni and co-workers, including current MLS program director Dr. Christina Camillo – who is also one of Davis' former students.

"SU was Diane's life," said her husband Kevin during his remarks at the surprise event, to a room full of smiles and happy tears. "She gave blood, sweat and tears to the MLS Program so her students would have not just a degree when they graduated, but a career."

In another surprise, two of Diane's former students – Tom Polen '96 and Dr. Herman Staats '88 – had already come forward with \$6,000 in matching gifts toward the scholarship.

For more information about scholarships and endowments for SU's MLS Program, contact Samantha Hellwege Ulrich at srhellwege@salisbury.edu.

SCHOOL OF NURSING

Ghana Partnership Opens Doors

Since she came to SU's Nursing Program as an exchange student from Ghana, Mary Ofori Mensah (below) has been gaining new perspectives and growing as a future nurse.

She was connected to the opportunity by Dr. Christian M. Boso, who taught at SU during his Fulbright Scholar-in-Residence for the 2022-23 academic year. Boso was one of Mensah's professors at the School of Nursing and Midwifery at the University of Cape Coast, Ghana (UCC) and recommended her for the exchange program.

"I am excited for the knowledge I will bring back to Ghana with me," Mensah said. "I don't have the opportunities in Ghana that I do here, so I want to take in everything I see."

The experience is just as enriching for SU students, who benefit from the unique perspective Mensah brings to their classes. Dr. Jeffrey Willey, Mensah's faculty mentor, said this cultural exchange is invaluable for both SU and UCC students.

"When our students become nurses, they will be getting patients from all walks of life," Willey said. "We don't want to change each other's culture, but integrate the good things. We can learn as much from them as they can from us."

D.N.P. Introduces New Post-Bachelor's Leadership Concentration

As the School of Nursing celebrated the tenth year and 60 graduates of its Doctor of Nursing Practice (D.N.P.) Program in May 2023, the program has expanded to include a second post-bachelor's degree option for Registered Nurses (RNs) for fall 2024 entrants.

The D.N.P. leadership concentration (without a nurse practitioner role) provides bachelor's-prepared RNs with skills and competencies to promote excellence in health care in current or future leadership roles. Like the school's Post-Master's D.N.P. Program, the curriculum maximizes nurses' abilities to translate evidence into practice and apply new knowledge about health care systems to improve delivery and outcomes.

Students complete core courses in epidemiology, research, and informatics in addition to courses with concepts regarding leadership theory, finance, quality improvement and population health. Spanning four years of full-time, online study, graduates of the D.N.P. Leadership Program can practice at the highest level in organizations across the health care continuum, implementing policies and procedures required for health care reform.

Leading The Way In NCLEX-RN Exam Preparation

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 or "Next Gen" (NGN) exam format was launched, including modified question formats and two unfolding case studies. The goal is to evaluate a tester's ability to recognize trends, analyze data and plan appropriate nursing interventions/care in a more sequential and realistic way.

To prepare SU baccalaureate nursing students for these significant changes, a team of faculty was recruited from several Maryland-based programs to be part of a University of Maryland grant initiative to develop an extensive database of cases that could be shared among faculty and students for training purposes. Drs. Mary DiBartolo and Stacy McGrath represented SU SON as Next-Gen "champions."

In addition to each developing two cases for peer review and inclusion in the database, they also shared materials to guide other SU nursing faculty teams to develop additional cases. The response to the "train the trainer" approach was impressive – SU nursing faculty produced more peer-approved case studies than any other participating nursing program! In all, SU contributed a total of 10 cases to the 40+ available.







Annette Manson, Brooke Mills and Stephanie Howard. Not shown, Dr. Mia Waldron

MHEC Honors Nursing Faculty

School of Nursing (SON) faculty were lauded by the Maryland Higher Education Commission (MHEC) for their unwavering dedication not only to graduating more nurses, but to preparing more nursing faculty.

“As we hire new faculty to replace retiring faculty and to increase our current faculty numbers due to program expansion, funding to support those faculty members is essential,” said Dr. Debra Webster, SON director. “The faculty here in the School of Nursing are phenomenal. I’m proud of their hard work and that MHEC continues to recognize the talented faculty here at SU.”

Dr. Tina Reid, professor of nursing, earned the Nurse Faculty Annual Recognition (NFAR) Award. The NFAR Award recognizes outstanding faculty who demonstrate excellence, impact on students, innovation and leadership in their nursing programs.

Brooke Mills, clinical assistant professor of nursing; Dr. Mia Waldron, assistant professor of nursing; Stephanie Howard, nursing instructor; and

Annette Manson, clinical assistant professor, earned the New Nurse Faculty Fellowship Award.

The fellowship is for faculty who are newly helping meet the goal to expand Maryland’s nursing programs. The awards may be used to assist new nursing faculty with professional expenses, such as professional development, loan repayment and other relevant expenses.



Dr. Tina Reid



Help Wanted: Males In Nursing

According to a 2022 survey by the National Council of State Boards of Nursing (NCSBN), males account for only 11% of the national nursing workforce and 8% of Maryland nurses.

As the School of Nursing (SON) works to recruit and retain more males in its nursing program, it is essential to gain an understanding of the experiences of male prelicensure nursing students so faculty can implement strategies that are inclusive and create a sense of belonging.

Recent studies indicate there are multiple challenges for males in nursing, including feeling isolated, lonely and excluded. These feelings are intensified by textbooks that use feminine pronouns (she/her) when describing nurses and difficulties with being included in certain clinical experiences based on their gender.

The SON is taking deliberate steps to attract more males to the profession by exploring holistic admission practices, recruiting male faculty as role models and outreach to high school students.

These efforts are already seeing results. SON’s most recent graduating class included 10% males and the current male enrollment has increased to 19% in our undergraduate program.



Nursing Takes The Fast Track

Maryland has a critical need for more baccalaureate-prepared RNs that is predicted to intensify in the coming years.

To address this need, SU expanded its offerings to include a fast-track option for non-nursing college graduates to complete a B.S.N. in one year of full-time study. The fast-track requires intense study (16 credits) in summer sessions, including nearly 350 hours in psych/mental health, community health and leadership/management settings.

The inaugural class, who began coursework in August 2022, celebrated program completion in August 2023. Among the graduates, fondly called the Magnificent Seven, were individuals with backgrounds in nutrition/dietetics, criminal justice, biochemistry and molecular biology, wildlife management, and biology.

Addressing Critical Leadership Skills

With support from a Nurse Support Program-II grant from the Maryland Higher Education Commission, nursing faculty co-coordinating NURS 443, Leadership Practicum, and NURS 441, Internship, partnered with SU's Henson Medical Simulation Center Standardized Patient Program to develop and implement components of a multidimensional simulation experience focused on critical leadership skills for employment.

A web-based toolkit with multidimensional simulation integrating three Standardized Patient Experiences (SPE) was developed for baccalaureate nursing students caring for a group of clients with varying needs with the goal of enhancing the leadership competencies of advocacy, delegation, conflict resolution and prioritization of care. Multiple components helped foster student understanding of the necessity for leadership competencies to be used throughout their clinical experiences to effectively manage a group of clients and reinforced the nurse role as a leader within the health care team.

One of the nursing students involved in the training shared, "This was the most realistic simulation we've had. Not only did it teach us how to speak up for a patient and delegate, but it also taught us time management skills."



Donor Spotlight: Exergen Supports Student Learning

Thanks to Exergen Corporation's School of Nursing Thermometer Gifting Program, the SU School of Nursing received a generous gift of temporal artery thermometers.

Every student enrolled in the Undergraduate Nursing Program received a thermometer for their own use and to practice on one another. Training models of their thermometers also were provided for the University's skills and simulation labs to prepare students to care for patients in clinical settings.

The thermometers are easy to use, providing an accurate reading of body temperature in two-three seconds by scanning the forehead. With no discomfort to the patient, this technology provides reliable clinical data for patients of all ages.

"We are honored to be the recipients of this generous gift," shared Debra Webster, director of the School of Nursing.

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



SCHOOL OF SOCIAL WORK



Addressing Social Work Testing Disparities

In 2022, for the first time, the Association of Social Work Boards released data on exam pass rates by test taker demographics, which revealed marked disparities in pass rates when considering race and ethnicity, primary language, age, and gender identity.

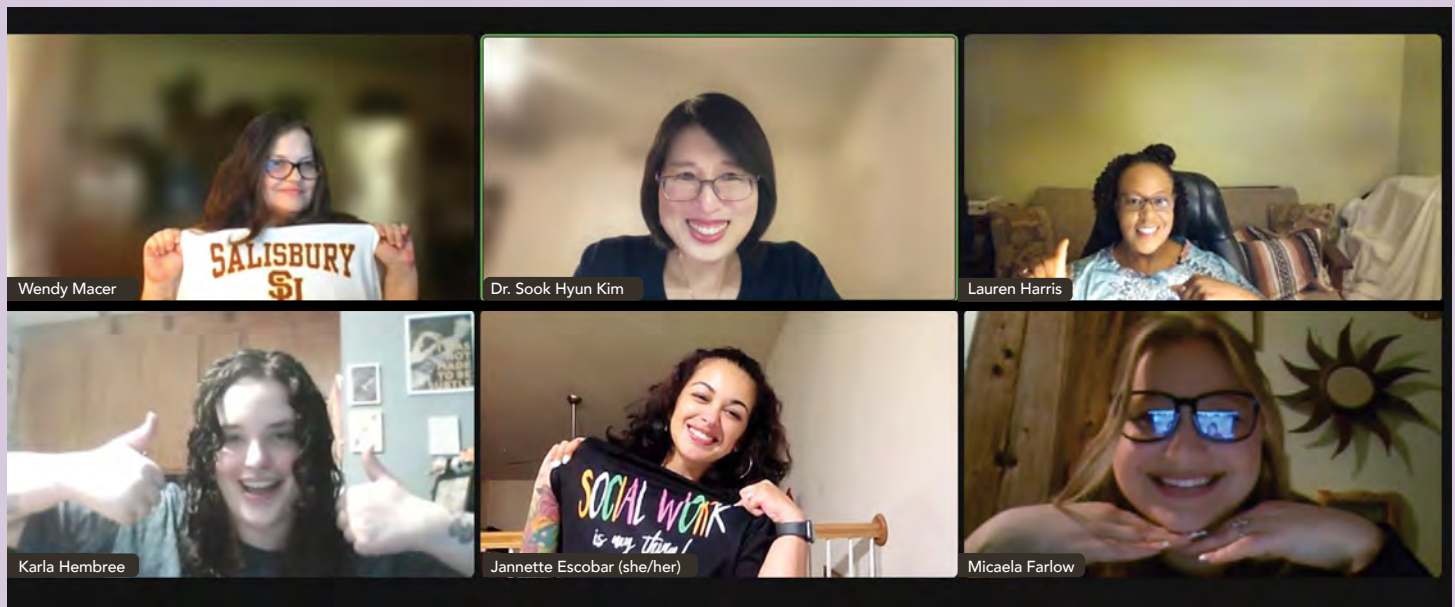
After learning of these issues, a team of SU social work faculty came together to determine how best to work with students toward understanding the disparities and learning through experiential opportunities how they could play a role in addressing this challenge to the field of social work.

During spring 2023, faculty, including Drs. Dan Green, Becky Anthony, Melissa Thompson, Ellen Schaefer-Salins and Linda Houser, organized multiple town halls to engage students in the change process at the school and state levels, culminating in a faculty and student excursion to the Maryland General

Assembly where social work leaders, advocates and SU faculty provided testimony on two bills related to social work licensure. One outcome of the passage of these bills was the creation of a licensure task force at the state level charged with recommending changes to the licensure process in Maryland.

The School of Social Work Director Linda Houser represents SU on this task force. Additionally, social work faculty have been awarded a strategic initiative grant to develop a licensure preparation course for current students in the final year of the M.S.W. Program to support the readiness and confidence of exam takers.

The School of Social Work currently has an above average pass rate, and its faculty hope to expand upon this positive foundation by increasing the school's pass rate in the short term, while advocating for systemic change to improve licensure equity moving forward.



Introducing Social Work Macro Specialization

The School of Social Work introduced two M.S.W. specializations: Clinical Social Work and Advocacy (CSWA) and Social Change and Leadership (SCL).

Dr. Sook Hyun Kim, associate professor, is enthusiastic about teaching Interventions with Communities to the first cohort, which began in fall 2023. This course centers on grassroots community practice, fostering change within communities to advance social justice for marginalized groups. These skills include community and organizational assessment, strategies and tactics for mobilization and community organizing, leadership development, and partnership building to drive social and organizational change.

Student Karla Hembree shared her motivation for choosing the macro SCL specialization: "After many years of learning mostly about micro issues in the social work program, macro work truly piqued my interest. My undergraduate internship at an addictions facility helped me realize the broader implications of policy and how macro work profoundly influences micro-level interventions."

Drawing from her experience as a former community practitioner and her expertise in empowerment and community practice within multicultural organizations, Dr. Kim is enthusiastic about sharing her knowledge with the macro specialization classes: "I am deeply committed to the macro SCL classes and the development of well-rounded social work practitioners among our students, who can effectively serve as advocates, mobilizers, enablers and analysts in the macro field throughout their future careers."



Research Scholars (from left) Ramsey Richey, Wendy Macer, Emily Devereux, Sophia Darling and Hannah Nolan

Research Scholars Builds Confidence & Community

When Hannah Nolan joined the inaugural cohort of the Research Scholars program as a junior, she was hesitant about pursuing research. Like many undergraduates, she wasn't sure of her abilities or how she could make an impact in her field.

By the time she graduated with her Bachelor of Arts in Social Work in 2023, she had not only participated in a research study she helped design, but also presented her findings at regional and national conferences. She is now pursuing her Master of Social Work at SU.

"The Research Scholars program is one of the main reasons I am where I am today," Nolan said. "It made me understand the importance of my role as a social worker and how I can make a difference."

Dr. Rachel Buchanan, associate professor of social work and program facilitator, said the program was designed to get social work students involved in research sooner and give them valuable skills they may not otherwise gain.

"Research is becoming increasingly more important in our field, but not many social workers have experience with it," Buchanan said. "Since getting involved in the program, I've noticed a huge shift in these students' levels of confidence."

The first cohort examined mental health literacy amongst college students to identify possible barriers to treatment. They presented their findings at the SU Student Research and Association of Baccalaureate Social Work Program Directors conferences. All stayed to pursue their master's degrees at SU, and they are still engaged in the research and currently working on a journal article. They have also remained involved in the program to mentor the next cohort.

CUSP Fellows Focus On Diversity

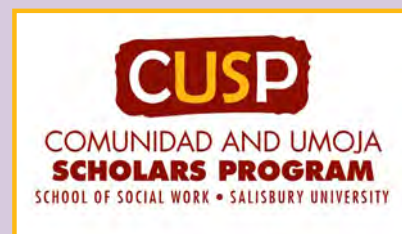
Now in its fourth year, the Comunidad and Umoja Scholars Program (CUSP) was established by faculty in the School of Social Work to enhance the training of full-time, graduate social work students whose professional interests center around culturally responsive practice and leadership.

The fellowship was named using the Spanish word for community and the first Kwanzaa principle, Umoja, which means unity. In its title, the fellowship communicates the focus on promoting diversity and inclusion among the social work students and enhancing training to assist traditionally disenfranchised people.

The fellowship provides a stipend, a leadership development seminar and mentoring. Students receive funding to attend social work-related professional conferences and with program mentors develop community-based leadership projects. Fellows have delivered impactful community projects that address social issues ranging from financial wellness to human trafficking advocacy.

With social work mentors with a range of professional experiences, fellows gain perspective and awareness of occupational and social concerns related to practice within communities of color.

Past CUSP fellows report that the professional coaching and the leadership development opportunity have been valuable assets in their professional lives.



SUDWE Fellowship Students Make A Difference

A student in SU's Master of Social Work Program, Justina Gray (below) has worked in mental health for eight years. It was when she earned a field placement at Avenues Recovery Center in Prince Frederick, MD, that she realized her passion for substance abuse treatment.

"A lot of people who suffer from substance abuse disorders also have an underlying mental health condition, but we don't have many facilities that handle both sides," Gray said. "We're pushing for that migration to happen, and that's something I want to be part of."

The field placement opportunity stemmed from SU's Substance Use Disorder Workforce Expansion (SUDWE) Fellowship. The grant-funded program aims to address the growing need for social workers trained to treat individuals with substance use disorders.

"My grandfather struggled with substance use all his life," Gray said. "He went back to school to be a substance abuse counselor a few years before he passed away. I feel like he pushed me toward this career."

In addition to the SUDWE Fellowship, Gray has also received grants including Barbara Emery's Philanthropic Educational Organization for the Project for Continuing Education. She is set to graduate in December 2024, and the opportunities she has received have prepared her to make a difference.

"I see a piece of my grandfather in every client I run into," Gray said. "I really care about what I do, and my education and field placement have taught me so much."



Donor Spotlight: Suicide Prevention Organization Helps M.S.W. Student

With mental health concerns on the rise, suicide awareness is becoming more prevalent. Unfortunately, the stigma surrounding the topic can leave those people struggling feeling isolated from the support they need. Sometimes, the most important thing you can do is reach out.

That was what Kim Klump set out to do when she started the Jesse Klump Memorial Fund. After losing her son Jesse to suicide, she realized there was a need for more mental health and suicide prevention resources on the Eastern Shore. This year, the organization provided a \$5,000 scholarship to a student in SU's Master of Social Work Program to encourage them to be part of that change.

Scholarship recipient Sage Simone said mental health is a subject that is important to them. As a member of the queer community, they are aware of the mental health struggles of LGBTQIA+ individuals and the barriers they face to access resources and treatment. Hoping to create a sense of connection, they started an LGBTQIA+ support group aimed at SU graduate students, and their biggest goal is to someday open an LGBTQIA+ community center on the Eastern Shore.

One of their driving forces is making mental health resources more accessible, especially to historically marginalized populations, and breaking down stigmas surrounding mental health.

"I believe we need to have the courage and grace to discuss things others may not want to talk about," Simone said. "I think the shame is what keeps people from reaching out when they're struggling. We need a community where people realize they're not alone."

The Jesse Klump Memorial Fund also gave an additional \$5,000 to SU's Center for Healthy Communities, to be used for programmatic funding with a focus on suicide prevention and mental health.

For more information about scholarships for the School of Social Work, contact Samantha Hellwege Ulrich at shellwege@salisbury.edu.

CENTER FOR HEALTHY COMMUNITIES





Recent Continuing Education

The Center for Healthy Communities (CHC) has partnered with several entities in the past year to provide continuing education opportunities to practitioners in our area. Offerings have included:

- COVID-19 – Isolation, Impact and Child Welfare –Geiser-Simpson Winds of Change Advocacy Endowment
- Speaking Up for Patients and Ourselves –SU School of Nursing, approved for Maryland Nurses Association CEUs
- Linking Mental Health to Academic Success –Eastern Shore Mental Health Coalition
- Co-Occurring Disorders, Behavioral Health and the Criminal Justice System –Wicomico County Health Department
- Bridges Out of Poverty: Strategies for Professionals and Communities/Bridges Out of Poverty: An Institutional Lens – Two-part series, Worcester County Local Management Board

In addition, the CHC partners with SU's College of Health and Human Services' faculty and staff to present an online library of community education and professional development opportunities, including:

- Diversity in Dermatology – One Category A athletic trainer continuing education credit
- Speak Up! Advocating for Yourself and Others in Health Care – Community education course
- Coming Soon! The Care and Management of Parkinson's Disease – Community education course



First Navigator Cohort Earns Certification

SU's Eastern Shore Opioid-Impacted Family Support Program (OIFSP) is entering its fourth funding year. The goal of the federally funded grant is to increase the number of Opioid Navigator Community Health Workers (CHWs) who are prepared to work with families who are impacted by opioid use disorders (OUD) and other substance use disorders (SUDs) in high need and high demand areas on Maryland's Eastern Shore.

To date, the OIFSP has trained 52 individuals to serve as Opioid Navigator Community Health Workers with several going on to apprenticeships in community-based and county agencies on the eastern shore of Maryland.

Recently, the OIFSP celebrated the accomplishments of the first group of trainees to complete the required CHW certification (Level I) and the 2,000-hour apprenticeship program (Level II) to now be called Journeypersons.



FAMI-MD Awarded Star Award

The National League for Nursing Peg E. Daw Certification Star Award honors those who exemplify the pursuit of excellence and advancement of certifications in nursing education.

The Faculty Academy and Mentorship Initiative of Maryland (FAMI-MD) was selected as the 2023 winner for their work in promoting, supporting and advancing nursing education. To date, FAMI-MD has prepared over 500 nurses for faculty positions in Maryland, supported nearly a dozen Certified Nurse Educator (CNE®) workshops and helped the State of Maryland more than double the number of faculty with CNE® certification, from 112 in 2018 to 244 in 2023.

The FAMI-MD team includes Drs. Lisa Seldomridge, Tina Reid, Nicole Hall, Judy Jarosinski (retired) from the SU School of Nursing, Program Director Brad Hauck and Program Management Specialist Beverly Payne.

Power Of Expression Event

Partnering with the Center for Healthy Communities, and in recognition of suicide prevention awareness month, the Jesse Klump Memorial Foundation sponsored Power of Expression.

Over 60 community members and students experienced an inspiring and truly meaningful event, viewing an exclusive documentary and engaging in a live storytelling concert. The film offered an “unplugged style music documentary” that highlighted a unique perspective on mental health, clinical depression and suicide.

The band Big Infinite, musicians turned mental health advocates, gently guided the audience through the band's healing journey of loss with creative expression, conversation and mindfulness. As the band explained: “By casting light upon the noise in our own heads, we will connect with others who struggle. Together, we will heal.”



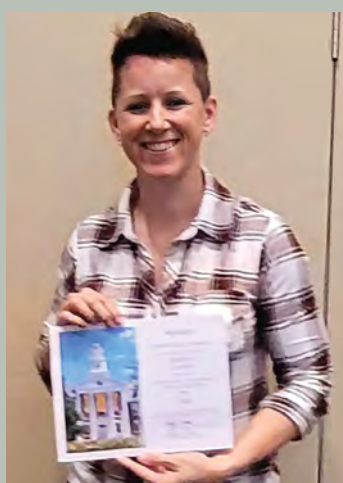
CHC Community Initiatives

The Center for Healthy Communities (CHC) supports several outreach initiatives promoting the health and well-being of our community.

Drs. Victoria Venable-Edwards (Social Work), Allesia Owens-King (Social Work) and Deneen Long-White (Public Health) created the Moving Matters Initiative, focusing on educating and motivating people to increase their engagement in movement and exercise to positively impact emotional, physical and social wellbeing. Part of the Centers for Disease Control's Active People, Healthy Nation program, the group organized a Community Wellness Fair and a national two-week, steps-based activity challenge called MOVE4WELLNESS.

In the spring, the CHC hosted its second on-campus Out of the Darkness Walk in partnership with the American Foundation for Suicide Prevention (AFSP). For the second consecutive year, the SU community showed its support, raising more than \$13,000 and drawing over 250 walkers and more than 20 on- and off-campus organizations.

The CHC also held its inaugural health equity video contest. Students in the College of Health and Human Services were invited to submit a three-minute video proposal on how they are agents of change and addressing health disparities on the Lower Eastern Shore. Tracey Gaines, a member of the inaugural fast track B.S.N. cohort, was named the contest winner, earning a \$1,000 tuition credit and having the opportunity to represent the college at the University System of Maryland Health Equity Convening: Empowering Students to Be Agents of Change in Promoting Health Equity event in Baltimore.



Video Contest Winner Tracey Gaines



Moving Matters Initiative

Be A Maryland Nurse

A well-prepared nursing workforce is essential to assure high-quality care. Maryland hospitals are facing critical staffing shortages, with one in every four nurse positions vacant and 62% of nurses considering leaving the profession (Maryland Hospital Association, 2022). The situation is complicated by the impending retirement of a significant portion of the current faculty workforce, which limits student capacity when there is a growing need for professional registered nurses (AACN, 2022).

Continuing its focus on workforce development, the LeadNursingForward project received a \$100,000 grant from the Maryland Higher Education Nurse Support Program (NSP II) to expand efforts to retain nurses and nurse educators in Maryland. Now in its seventh year of operation, LeadNursingForward.org is a collaborative effort led by SU's School of Nursing and the Eastern Shore Regional GIS Cooperative (ESRGC).

In addition to creating interactive dashboards of retention-related data, the site publicizes the contributions of stakeholders in creative problem solving. The project is led by Dr. Lisa Seldomridge, interim dean of the College of Health and Human Services, and professor of nursing; Dr. Kayna Freda, associate professor of nursing; Program Specialist Abigail Johnson; and ESRGC colleagues Erin Silva, Tim Lanzi and Brett Dobelstein.



BHIPP Reaches Consultation Milestone

Fall 2023 begins the 11th year of service to pediatric co-locations providing behavioral and mental health brief intervention in rural

areas of Maryland through SU's Behavioral Health Integration in Pediatric Primary Care (BHIPP) program.

Since its inception, SU Master of Social Work interns have completed over 9,800 pediatric contact hours. This milestone emphasizes the importance of serving the mental health needs of children in rural Maryland.

Several 2022-2023 BHIPP interns successfully obtained social work licensure and secured jobs in existing BHIPP co-locations and other mental health settings. These locations include a school, hospital and mental health clinic.

In the spring, BHIPP interns had the unique experience of participating in the College of Health and Human Services Health Involvement Fair. Students had an opportunity to talk with fellow students about their BHIPP field placements and the importance of good mental health.

Finally, the 2023 BHIPP graduating cohort was recognized at May's commencement with BHIPP's signature red cord.



Breaking Barriers To Early Childhood Support

The Lower Shore Early Childhood Mental Health Consultation (LSECMHC) Program continues to focus its efforts on the provision of intergenerational support to families of children ages birth to 5, early childhood educators and the community at large.

This year, the program sponsored several professional development workshops, including, "Understanding and Creating Safe and Healthy

Environments for Children: A Mandated Reporter Training" and "Leading an Inclusive Early Childhood Program."

LSECMHC was excited to participate in the inaugural Children's Mental Health Awareness Family Night in downtown Salisbury. The LSECMHC program provided kindergarten-readiness backpacks, including reading materials in both English and Spanish languages.

In an effort to make services more accessible, the ECMHC Program contracted with Creative Space Child Therapy, LLC to assist with the provision of consultation. The program also has identified a translation resource for adapting program forms and materials to Haitian-Creole (Kreyol).

The LSECMHC Program has two SU Master of Social Work student interns and a graduate assistant who support early childhood centers through April 2024.



Addressing The Substance Use Epidemic

Entering its fourth year, the Substance Use Disorder Workforce Expansion (SUDWE) fellowship starts 2023-2024 with 13 new fellows who are ready to pursue a career helping those struggling with addiction.

Students in the incoming cohort have field placements in nine different counties in Maryland, including inpatient, outpatient and Veterans Affairs settings. They gain valuable, hands-on experience in supporting individuals with substance use disorders (SUD). Students provide clinical assessments, craft client treatment plans, conduct individual sessions and lead group sessions.

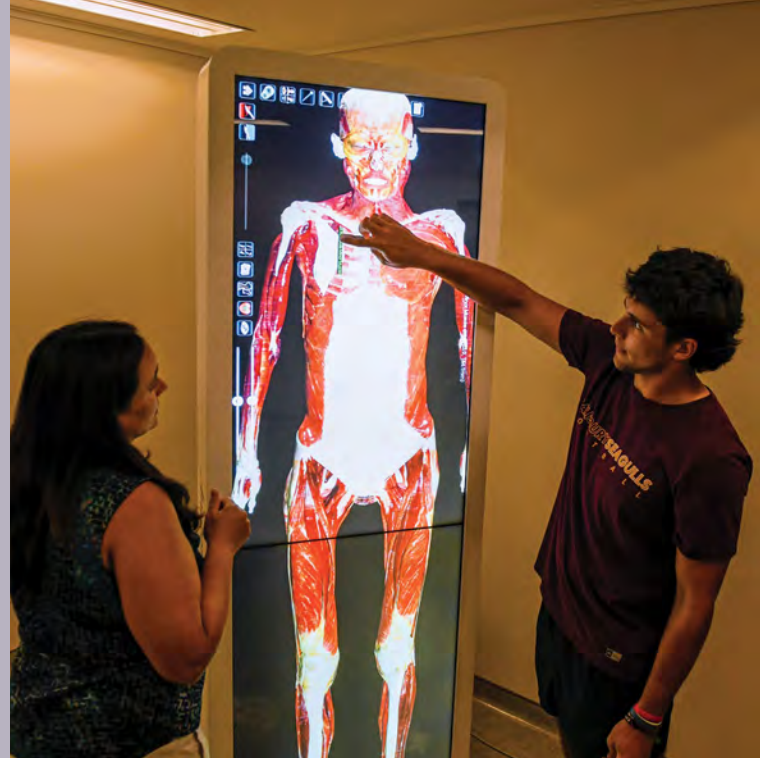
These services are especially needed in the state, as Maryland ranked 11th in the nation for drug overdose mortality according to the most recent data available from the Centers for Disease Control.

"The SUDWE Fellows are entering the field during a very critical period of time in our nation's battle against the substance use epidemic," said Dr. Ryan Messatzzia, SUDWE program manager. "Our state's workforce is understaffed to meet the demand for treatment in our communities. Upon graduation, our students will be uniquely positioned to meet the behavioral health needs of some of our most vulnerable populations."

For participation in the fellowship, students are given a \$12,000 stipend, financial assistance with license and licensure exam fees, and other professional resources. This past spring, 16 students completed the fellowship, the highest in the program's history.

A photograph of a modern medical simulation center. Four students are interacting with four large, white, rectangular digital tables. Each table displays a different anatomical model, such as a human skeleton or internal organs. The students are focused on the screens, with some pointing at specific areas. The room has a dark wood floor, a white door in the background, and a large screen on the right wall showing additional anatomical data. The brand name 'Anatomage' is visible on the side of each table.

HENSON MEDICAL SIMULATION CENTER



Medical Simulation Center Digital Anatomy Learning Lab

Reconstructed from people who donated their bodies for health sciences education, the full-size digitized cadavers on five Anatomage™ Tables exhibit a similar level of anatomical detail and richness that can only be found in real cadavers. Learners master important concepts of normal and abnormal anatomy and physiology by manipulating the digital cadaver on a three-dimensional interactive, life-sized touchscreen. The Anatomage™ Tables also simulate functional responses, including movement of the heart's chambers and nerve pathways.

Through generous support from College of Health and Human Services (CHHS), the Simulation Center's digital anatomy learning lab has grown from two Anatomage™ cadaver dissection tables in a 300-square-foot space to five tables in a 600-square-foot space. Since average CHHS labs consist of 15-students, this expansion means more student learning opportunities through hands-on exploration.

The Simulation Center offers anatomy lab open hours for additional practice on the Anatomage™ tables. Graduate assistant Ariene "Rene" Ohimor, who splits her time between the Simulation Center and teaching in the Exercise Science Program, is available during open hours to answer student questions or to assist faculty in understanding how to integrate the tables into their course activities.



A Multi-Professional Approach To Critical Care Education

The unique, simulation-based course NURS/RESP 458, Critical Care: A Multi-Professional Approach, prepares nursing and respiratory therapy students to recognize and treat causes of sudden deterioration in seriously ill patients.

Every Tuesday evening during the fall semester, nursing and respiratory therapy student teams are immersed in simulation-based experiences using the HAL S5301 Advanced Adult Manikin to assess and execute appropriate interventions for a variety of acute, life-threatening conditions. After each simulation, Drs. Jennifer Hart (Nursing) and Thomas Lamey (Respiratory Therapy) provide formative feedback to reinforce and/or correct students' assessments, clinical decision making and communication skills with the ever-changing pathophysiological and pharmacological needs of their simulated patient. Focused areas include:

- Identifying and responding to significant changes in an unstable patient
- Recognizing and initiating management of acute life-threatening conditions
- Selecting appropriate diagnostic tests
- Prioritizing interventions for a critically ill patient
- Executing coordinated team-based behaviors such as leadership, communication, situational awareness, and resource utilization

In one simulation (pictured), nursing and respiratory therapy students care for a 55-year-old male postsurgical patient who sustained bilateral pulmonary and kidney contusions, a perforated bowel, and a left open humerus fracture after being struck by a motor vehicle. Student teams assessed and treated the patient as his vital signs, respiratory status and laboratory results deteriorated. When students gave medications to support kidney function, the Advanced HAL simulator produced massive urinary output, just like a human being would.

Having access to the world's most advanced interdisciplinary patient simulator promotes learning across clinical disciplines and blur the lines between simulation and real life. Collaborative educational experiences like these prepare students to work more effectively as members of the health care team when they enter professional practice.



Using Poverty Simulation To Increase Understanding

Standardized Patient Program Coordinator Rachel Burton, and Faculty Academy and Mentorship Initiative of Maryland Program Director Brad Hauck, delivered a workshop for Standardized Patient (SP) actors at the Henson Medical Simulation Center to help increase their understanding and improve

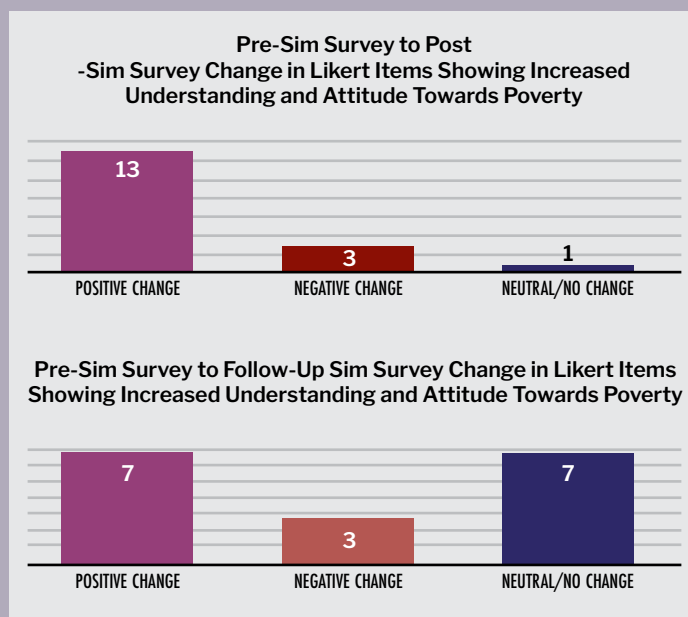
their attitudes toward poverty and other social determinants of health. Goals of the workshop were to expand SP's understanding of the experience of poverty and increase confidence in their ability to incorporate poverty and other social determinants of health into their roles.

The workshop offered the SPs an opportunity to experience the challenges of living in poverty through a virtual simulation. The workshop began with a pre-briefing and a pre-simulation survey. SPs participated in the simulation activity, engaged in a debriefing discussion and took a post-simulation survey. One month after the workshop, the SPs took a second post-simulation survey to assess any changes in their perceptions of poverty and other social determinants of health.

The pre-post survey comparison indicated that SPs had a positive change in perception about social determinants of health for 13 out of the 17 items. The one-month follow-up survey indicated that this positive change in perception was retained for 7 out of 17 items.

These results confirmed that the SPs who attended the workshop expanded their knowledge about the experience of poverty, improved their attitudes toward disadvantaged populations and found the workshop useful for portrayal of future roles.

Burton and Hauck shared these findings at the Association of SP Educators Annual Conference in Portland, OR, in June 2023. Their poster abstract was selected for publication in the August 2023 issue of *The Journal of the Society for Simulation in Healthcare*.





Wearable Simulators + Standardized Patients = Better Prepared Graduates

Wearable simulators are high-fidelity products designed with interactive technology and realistic anatomy and physiology to practice procedural skills in an environment where patient-caregiver interaction is required. Haptic sensors embedded in the wearable device send signals to the wearer, allowing them to “feel” real-time, authentic reactions and incorporate this into their portrayal of the patient.

At the Henson Medical Simulation Center, Standardized Patient (SP) actors don wearable simulators and interact cognitively, socially, emotionally and physically with CHHS students. During these scenarios, learners are immersed in meaningful social practice environments where they can insert peripheral IV catheters, provide tracheal suctioning, insert foley catheters, listen to heart and lung sounds, and measure blood pressure, oxygen saturation, heart rate and/or blood pressure. While completing such procedural tasks, students concurrently practice patient-centered care by communicating, comforting and educating.

Dr. Teena Milligan (Nursing – pictured) demonstrates the tracheal suctioning procedure with an SP (Cat Goodman) who is wearing the AvTrach® tracheostomy chest. If a learner suctions too deeply and touches the carina nerve haptic sensor the SP “feels” a vibration that cues her to cough. With additional faculty coaching and further practice, students’ skill performance is improved and they are better able to care for real patients.

During a Sim Center Open House, groups of two students took turns practicing and observing, while offering each other feedback to enhance the learning experience. Learners also gain insight into how they are perceived as health care professionals, how to build therapeutic relationships, and how to develop confidence in both procedural and communication skills.



EPIC Electronic Health Record Launched

At the Henson Medical Simulation Center, preparing career-ready graduates includes teaching students to retrieve simulated patient information and documenting care in an electronic health record (EHR) system. After two years of collaboration between SU faculty, Simulation Center staff and TidalHealth - Peninsula Regional staff, the Sim Center now has access to EPIC electronic health record software in a training or “sandbox” mode!

EPIC, the most widely used EHR in the United States, is also used throughout the TidalHealth system and supports functions related to patient care; clinical systems for doctors, nurses, respiratory therapists, emergency personnel and other care providers; systems for lab technologists, pharmacists and radiologists; and billing systems for insurers.

The TidalHealth/SU EPIC collaboration offers health professions students opportunities to practice data collection and plan patient care, record physical examination findings, care provided and patient response using a “real-world” electronic health record. In addition, having a place to document during a simulation gives faculty facilitators an opportunity to assess students’ competency with documentation to ensure that they are well prepared to enter the workforce.

Dr. Mark Weisman, TidalHealth chief information officer, spearheaded the efforts to share this important resource. “The opportunity is interesting because the students will benefit by getting closer to that real-life experience and at TidalHealth, we will get students/graduates that are better trained,” noted Weisman.

Key members of his staff, including Corinne Corkran, have devoted countless hours to programming 32 versions of simulated patient scenarios across five different environments. SU Simulation Technologies Coordinator Zack Tyndall and nursing faculty Drs. Teena Milligan, Stacy McGrath and Molly Dale worked through the logistics and technical issues with Weisman and his team to prepare for a successful launch.

“I was surprised to learn of the EPIC project when I first joined SU,” Dr. Kevin Glover, director of the Simulation Center, said. “I have visited many other medical simulation centers over the last 10 years and have never seen the electronic health record of an affiliated hospital pro-actively shared for health care student training.”

Now that the EPIC EHR sandbox is fully operational, the Sim Center can offer training to up to 32 learners at a time. Data retrieval and documentation will be integrated into existing and new simulations as multiple disciplines record their patient care activities.

“This will enhance our patient care scenarios and provide even more realistic experiences for our students,” said Dale.

McGrath noted, “the addition of EPIC in our simulations will increase student skill and confidence in charting.”

Milligan added “improving student EHR documentation and navigation skills will also increase employment opportunities for our graduates since EPIC is utilized by many of the largest healthcare systems in the United States.”

“This collaboration is huge for both organizations,” said Dr. Lisa Seldomridge, College of Health and Human Services interim dean and Henson Medical Simulation Center founding director. “Our students will experience a truly unique learning opportunity because Dr. Weisman invested TidalHealth resources to make this happen in the midst of many other competing priorities.

PEOPLE

New Administrators

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This year, the College of Health and Human Services team members took on lead administrative roles. They shared some insights and answered a few questions.

Linda Houser

School of Social Work Director



Please share your past and current positions at SU.

I began working at SU in August 2022 as an associate professor of social work. On July 1, my position became the director of the School of Social Work. I see my primary responsibility in the role as ensuring that

the school's faculty and staff have what they need to serve students and the community well.

Share any professional organization or club memberships.

For the past three years, I have been a board member for PLAN of PA, an organization that serves individuals with mental illness or intellectual and development disabilities. I am a member of the Society for Social Work and Research (SSWR) and the Society for the Study of Social Problems (SSSP).

What excites you about your job?

I am excited about the opportunity to hear others' ideas and – whenever possible – to become part of bringing those ideas to life. The School of Social Work has an incredibly hard-working faculty and staff, all of whom go above and beyond to prepare students for careers in the social work profession. The faculty and staff take seriously the fact that our students are future providers of services that address the well-being of some of society's most vulnerable members. I am excited to be part of that by working to maintain an environment that welcomes and nurtures exchanges of ideas, resources and strengths.

What's your favorite part about working in academics?

The first thing that comes to mind is that I love learning new things, and working in academia means that I am surrounded – daily – by opportunities to learn new things in a variety of subject areas. I can learn from my colleagues in my own and other departments – experts in their respective fields, access the resources of the Guerrieri Academic Commons and from SU's exceptional library faculty, and engage with students who bring to the classroom a wealth of experiential knowledge. I have been in academia at least part time since 2002, and I feel fortunate to continue.

Please share a particularly special moment from your career, thus far.

I joined the SU faculty just one year ago and have taught for only two semesters here thus far. In those two semesters, I taught only courses in the School of Social Work's research sequence. For many (and perhaps most) social work students, research classes are not at the top of the list of courses they most want to take, which may be why I most like to teach them. I like the idea that the class might, for some, spark a previously dormant or untapped interest. As such, it was particularly meaningful for me when, at the end of the spring semester, a graduating senior nominated me as a faculty member who has made a significant impact on

their time at SU. It's an amazing privilege to teach and to be part of supporting teaching.

What has been a valuable lesson that you've learned in your career?

The lesson that I share most often in academic spaces is that the world is both large enough that it makes sense to stay humble and learn as much as you can, and small enough that even the smallest act of kindness matters.

What accomplishment in life (professional or personal) are you most proud of?

Prior to joining SU, I was the program director of a Ph.D. program in social work. Both in and out of that role, I have had the opportunity to chair over 15 dissertations and be part of many more. I am most proud of the opportunity I have had to be even a small part of these individuals' doctoral journeys.

When faced with tough decisions, what is your guiding principle?

At all times, tough or otherwise, I tend to look for ways to maximize equity and communication.

Is there any quote or saying that inspires you in your work?

I am having trouble coming up with just one! I like George Eliot, so here is one from her: "... for the growing good of the world is partly dependent on unhistoric acts; and that things are not so ill with you and me as they might have been, is half owing to the number who lived faithfully a hidden life, and rest in unvisited tombs."

On the lighter side of things, what do you enjoy doing outside of work?

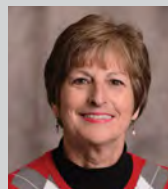
Outside of work, my favorite thing to do is scuba dive (preferably with my youngest son). I also enjoy hiking ... and really most non-winter outdoor activities. I love taking photos and sharing them with others. I am an avid traveler and like to seek out small towns and old buildings.

What was your least favorite subject in college? And most favorite?

Unsurprisingly, I really loved college. If I had to choose a least favorite subject though, it would have to be Health Fitness for Life, a required course. My favorite course was Women in Literature (and I still have the textbooks).

Lisa Seldomridge

College of Health and Human Services Interim Dean



Please share your past and current positions at SU.

I joined SU in 1986 in a full-time, non-tenure track nursing faculty position. In 1988, I was offered a tenure-track position at the rank of instructor. Over the years, I rose through the ranks and was promoted to the

rank of professor in 2005. Over my time here, I have held positions as Nursing Department chair (13 years), Graduate Nursing Program director (four years), founding director

of the Medical Simulation Center (four years), and now as interim dean of the College of Health and Human Services.

What do you love most about working in CHHS?

I love the people – their enthusiasm for and creativity in their work.

What’s your favorite part about working in academics?

Working with the students, watching their growth and seeing them reach their goals.

Please share a particularly special moment from your career, thus far.

Watching the conferral of SU’s first doctoral degrees [the D.N.P.] in May 2015 was an incredibly special moment.

What has been a valuable lesson that you’ve learned in your career?

You can’t please everyone so stay true to your values.

What accomplishment in life (professional or personal) are you most proud of?

Designing and building the Henson Medical Simulation Center is my proudest professional accomplishment. Raising two amazing daughters is my proudest personal accomplishment.

New Faculty

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The College of Health and Human Services welcomed 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.

Adrian J. Ballard, Ph.D., M.S.W., LCSW
Assistant Professor, School of Social Work



My teaching interests include practice skills for future social workers, application of human behavior theories to practice, anti-oppressive clinical practice and research, and human sexualities. Research interests include the role of sexual socialization in individual identity development, psychosocial wellbeing and (anti-)social behavior.

I chose Salisbury University for its strong social work programs, housed within the College of Health and Human Services, where I look forward to pursuing cross-disciplinary collaborations and interprofessional training opportunities. The welcoming atmosphere of the campus and institution that I experienced when visiting made a big difference in my decision to accept a position here.

Gregory Chown, O.T.D., OTR/L, CPAM, CKTP
Clinical Associate Professor, School of Health Sciences



I enjoy teaching a variety of topics, which include research, physical agent modalities, pathology, orthopedics, burns and hand trauma. I have a strong research interest in the use of sonography for upper extremity rehabilitation, 3D-printed prosthetics for upper limb amputations, and hand and burn injuries.

The mission, vision, core values and student-centric approach of the University and its programs aligned with my teaching and research philosophy. As well, during my visits to the University, I was impressed with the beautiful green campus and the warmth and hospitality of the faculty and staff.

When faced with tough decisions, what is your guiding principle?

Follow established policies and procedures!

Is there any quote or saying that inspires you in your work?

“Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world.”
– Harriet Tubman

Is there anything that you are particularly looking forward to in your role as interim dean?

I look forward to supporting the great work that is already underway in the CHHS. I also look forward to getting to know everyone in the CHHS by name!

On the lighter side of things, what do you enjoy doing outside of work?

Being out in nature, whether at the beach, hiking or walking on campus, or playing in my backyard garden.

What was your least favorite subject in college?

History (and now I love it!).

And most favorite?

Pathophysiology (still love it!).

Allison Hynson, M.S.N., RN
Instructor, School of Nursing



My teaching interest is in medical-surgical nursing. I became a nurse educator to equip the next generation of nurses with the skills and knowledge they will need to excel in an ever-changing health care environment. My master’s project focused on integrating the next-generation National Council Licensure Examination (NCLEX) into our Nursing Curricula here at SU.

I chose Salisbury University because there really is no place like home. I had the privilege of attending SU for both my undergraduate and graduate degrees, and I am so proud to be a Sea Gull. SU is a place that has nurtured both my academic and professional aspirations, and I am thrilled to continue my career here.

Pamela L. McGee, Ed.D., FNP-BC, CNE
Assistant Professor, School of Nursing



I am teaching Adult Health I, Adult Health II Skills and Clinical, and Qualitative Research. My research interest is in incivility in nursing education, improving student retention and engagement, and faculty satisfaction and retention.

I moved to Rehoboth Beach from Bucks Country Pennsylvania in September 2022. I had accepted a position at Delaware State University, but it was not a good fit. The Nursing Program at SU had an opening, so I applied. I enjoyed my interview and the campus so much, I had to come here.

Thank You To Our Advisory Board

The College of Health and Human Services thanks our 2023-2024 Advisory Board members for their time and dedication in advancing the college and its mission:

Current Membership



Monefa M. Anderson



Dr. Robyn Gilden



Stephen Martin



Dr. Susan Battistoni



Dr. Gerard Gioia



Dr. Ana Mata-Fink



Pete Buzy



Dr. Sharon Hampp



Timothy Milan



Dr. Alicia Canzanese



*Dr. Trudy Hall**



Dr. Margaret Naleppa



Dr. Robert Chasse



*Judy Jackson**
Honoring Her Memory,
12/25/42-11/14/2023



Dr. Eleanor Siri



Debra Cooper



Dr. Robert Joyner



Jason Smith



Dr. Brian DelliGatti



Gideon LaClair



Renee Smith



Dr. Kathryn Fiddler



Dr. Katherine Layton



Tracy Tracy



Jennifer FitzPatrick



Dr. Pat Lamboni



Dr. Eric Weaver



Michele Garigliano



Dixie Leikach



*Danielle Weber**



Courtney Geiser



Patricia Mannion

* New Member

We also thank the following members who concluded their service in May 2023:



Sarah Beardsley



Marianne Gibson



Dr. Laura Kelley



Renee North



Dr. Kristi Shaw



Ruth Sullivan



Judy Tremellen

Recognizing Our Long-Serving Adjunct Faculty

The College of Health and Human Services relies on an incredible team of adjunct faculty to help accomplish our mission. These individuals are gifted clinicians, practitioners, scholars and researchers with expertise in their respective fields who have a desire to share their knowledge. Simply put, they love to teach and work with students.

Whether in a face-to-face classroom, online or hybrid environment, in clinical, practicum, or field experiences, our adjunct faculty are invaluable members of our teaching team. Together, they represent 509 semesters of teaching over the past decade!

We honor and thank the following individuals who have served as adjunct faculty for at least 15 semesters since 2012.

School of Nursing:

- Beth DiPasqua
- Chris DiPasqua
- Marianne Harvey
- Joran Premo-Hurt

School of Health Sciences:

- Cindy Riley
- Bryan White and
Kylie White
(Fitness and Wellness)
- Matt Nein (Health and
Human Performance)
- Josephine Brown and
Brittany Larmore
(Respiratory Therapy)

School of Social Work:

- Joyce Bell
- Cicely Burrows-McElwain
- Debra Dotson
- Wendy Holder
- Ryan Messatzzia
- Jason Sammons
- Marilyn Searcey
- Vivian Shannon-Ramsey
- Renee Smith
- Pamala Thompson
- Jessie West
- Jennifer Wright



Giving Day 2023

On SU's Giving Day, Sea Gulls around the world – alumni, faculty, staff, students and friends – join together to support and celebrate the schools, programs and causes they care about most, helping them earn matching funds. During Giving Day 2023, in one 24-hour period, 2,618 supporters gave \$258,950.66. With \$71,460 in challenge gifts and a matching commitment of \$66,333.57, Sea Gulls raised a grand total \$396,744!

For the first time ever, the College of Health and Human Services had matching gifts for all of our schools and main areas:

AREA	GIFT MATCH PROVIDED BY	2023 GIVING DAY TOTAL (combined with other matching dollars)
School of Nursing	Dr. Brian DelliGatti	\$3,230
School of Health Sciences	Michele Garigliano	\$700
School of Social Work	Dr. Jim Forte and Eileen Gilheany	\$2,229.61
Richard A. Henson Medical Simulation Center	Gideon LaClair	\$1,565
Center for Healthy Communities	Michele Garigliano	\$747.50
Medical Laboratory Science	Dr. Diane Davis	\$2,131.67
Respiratory Therapy	Dr. Robert Chasse	\$3,265
Lamboni Family Scholarship for Athletic Training	Dr. Pat Lamboni and Thad Moore	\$2,290
Dr. Diane Davis Medical Laboratory Science Scholarship*	Dr. Herman Staats and Tom Polen	\$8,650
CHHS Scholarship Fund	Stephen Martin	\$1,395
	GRAND TOTAL:	\$26,203.78

Every gift makes a difference! We thank all our generous donors for providing matching gifts and to everyone who supported a CHHS cause on Giving Day! We look forward to Giving Day 2024, which will be held on Tuesday, April 2.

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

- Arban, K.S., & Arter, P.S.** (March, 2023). *Equity-Centered Trauma-Informed Teaching. Toward Belonging: Moving beyond diversity buzzwords*, Winthrop University, Rock Hill, SC.
- Arban, K.** (2022, November). *Trauma-informed practices*. Townhall presentation, virtual. Winthrop University.
- Arban, K.** (2023, March). *Incorporating trauma-informed equity-centered teaching practices in the classroom*. Society for Information Technology & Teacher Education International Conference. New Orleans, LA (International).
- Burton, R., Allen, K. & Weber, R.** (2023, November 11). *Development of a Multidimensional Simulation Experience to Enhance Baccalaureate Nursing Students Leadership Competencies*. [Conference Presentation] Sigma Theta Tau 47th Biennial Convention. San Antonio, Texas (Accepted).
- Burton, R., & Hauck, B.** (2023, June 6). *Using Poverty Simulation to Increase Understanding of Social Determinants of Health and Quality of Role Portrayal in SPs*. [Poster Presentation] The Association for SP Educators (ASPE). Portland, OR.
- Camillo, C.G.** (2022, October 2). *Scholarly Communication: Continuity gives us roots; change gives us branches, letting us stretch and grow and reach new heights*. In: M.X. Chakraborty (Chair), Graduate Student Bootcamp. Workshop conducted through Salisbury University Office of Graduate Studies, Salisbury, MD.
- DiBartolo, M.C.**, November 8-12, 2023: Poster presentation ~ GSA Annual Scientific Meeting held in Tampa, FL Development of Two Geriatric Cases to Prepare Students for the Next-Generation RN Licensing Exam.
- Johnson, C., **Fedorko, B.**, Moghaddam, M., **Walter, J.**, **Marquette, L.**, **Werner, T.**. Effects Of An 11-week High Functional Resistance Training Program On Indices Of Arterial Stiffness. 2023 ACSM National Conference, Denver, CO.
- Forte, J.**, (2022, October 17). *Justice oriented citizenship: Strategies for self-care and resiliency building* (Course presentation). PACE Democracy Across the Disciplines: Controversy and Resilience Interdisciplinary Course, Salisbury University, Salisbury, MD.
- Forte, J.**, (2022, November 4). *Teaching the intersectional life course perspective as a tool for explaining inequities* (Panel presentation). Salisbury University-University Maryland Eastern Shore, Diversity Interest Group, Justice and Equity Forum, Salisbury, MD.
- Forte, J.**, (2023, February 17). *Unequal chances, diverse pathways: Teaching the intersectional life course perspective as a tool for explaining inequities* (Conference presentation). Salisbury University 13th Annual Teaching and Learning Conference, Salisbury, MD.
- Forte, J.**, (2023, April 17). *White privilege lost; race awareness gained* (Conference presentation). Salisbury University, 3rd Annual Anti-Racism Summit. Salisbury, MD.
- Forte, J.**, (2023, April 21). *Explaining the root causes of inequitable aging using the intersectional life course perspective: Three culturally responsive tools* (Conference presentation). 8th Annual Culturally Responsive Teaching and Learning Conference, Maritime Institute, Linthicum, MD.
- Freda, K., Seldomridge, L., & Johnson, A.** (2023). Continuing the progress of www.LeadNursingForward.org: A bold approach to growing the nursing workforce. [Conference session], Sigma Theta Tau International Biennial Convention, 11-15 November, 2023. San Antonio, TX.
- Green, D., Thompson, M., Houser, L., & Anthony, R.** (2023). From Awareness to Action: One School of Social Work's Response to the Release of the Association of Social Work Boards Exam Pass Rate Data. *Association of Baccalaureate Social Work Program Directors Conference*. Birmingham, AL.
- Hart, J. & Milligan, T.** (2023). Using a Toolkit to Promote Interprofessional Collaboration among Nursing and Respiratory Therapy Students. National League of Nursing, Nursing Education and Research Conference, Washington D.C., March 30 -April 1, 2023.
- Hauck, B., Seldomridge, L., Reid, T., Hall, N., Payne, B., & Jarosinski, J.** (2023). Developing new nurse faculty through virtual standardized patient simulations. [Conference Session] The Association for SP Educators (ASPE). June 6. Portland, OR.
- Ünal, D., **Houser, L.**, & White Hawk, S. (2023, August). *Native voices and sovereignty*. Paper presented at the Annual Meeting of the Society for the Study of Social Problems (SSSP), Philadelphia, PA.
- Schug, M., **Houser, L.**, Campbell, M., Abrams, J. (2023, March). *Bottle-feeding and father-infant relationships: Associations between bottle-feeding and paternal attachment*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Salt Lake City, UT.
- Hylton, M.E. & Manit, J.** (2023, April). *Policy practice as a tool for promoting social justice: Analysis of social work student activity logs*. Presented at the Social Policy Special Interest Group meeting at the European Conference for Social Work and Research, Milan, Italy.
- Hylton, M.E. & Manit, J.** (2023, November). *Preparing for Voter Engagement: Social Work Students' Understanding of Voting Rights, and Elections*. Oral Presentation at the Annual Program Meeting of the Council of Social Work Education, Atlanta, GA.
- Kim, S.H.** (2023). *Cultural values and parenting experiences among mothers defecting from North Korea: Using interpretative phenomenological analysis (IPA)*. The 27th Annual Conference of the Society for Social Work and Research (SSWR). Phoenix, AZ.
- Koh, B.D.** (2022, November). *Using Positionality and Critical Reflexivity as Anchors in an Anti-oppressive Ethics Curriculum*. Paper presented at the Annual Program Meeting (APM) of the Council for Social Work Education (CSWE), Anaheim, CA.
- Koh, B.D.** (2023, April). *The Culturally Responsive Classroom: Heart, Mind, and Voice Praxis*. Presentation at Annual Community College of Baltimore County Culturally Responsive Teaching and Learning (CCBC-CRTL) conference, MD.
- Koh, B. D.**, (2023, June). *An Interactive Workshop: Drawing from our Lived Experience of Buddhist Ethics to Enhance Global Social Welfare*. Facilitated workshop at the 18th Sakyadhita International Conference on Buddhist Women, Seoul, South Korea.
- Stock, T., Clement, G., Nascimbeni, C., & **Koh, B.D.** (2022, October). *"Ethics for Everyone" Means Ethics in Prisons: Ethics Education as Philosophical Enfranchisement*. Moderated panel discussion at 12th Annual National (Virtual) Conference on Higher Education in Prison (NCHEP).
- Moghaddam, M., Rolnick, N.D., Licameli, N.M., **Marquette, L.M.**, **Walter, J.M.**, **Fedorko, B.F.**, **Werner, T.J.**. Comparison of Autoregulated and Non-autoregulated Blood Flow Restriction Training on Acute Muscular Morphological Adaptations. 2023 ACSM National Conference, Denver, CO.
- Maykrantz, S. A.**, Novak, P. & Ali, M. (2022, November 8). *Serious psychological distress and use of mindfulness in the United States*, [Poster session]. American Public Health Association Annual Conference, Boston, MA.
- McGee, P.L.** (2023). The relationship among faculty-to-faculty incivility and job satisfaction or intent to leave in nursing programs in the United States. *Journal of Professional Nursing*, 47, (July/August), 73-80.
- Nobiling, B.D.** (2022). *Fostering resilience in children and youth affected by opioid addiction*. Webinar presented as part of HRSA grant training module series. December 3, 2022.
- Nobiling, B.D., Maykrantz, S.A., & Downes, T.** (2022). Measuring the impact of a therapy dog in a secondary school on students and staff since the start of the COVID-19 pandemic. Poster session presented at the *American Public Health Association Annual Meeting and Expo*. November 6-9, 2022.
- Schlack, K., & **Nobiling, B.D.** (2022). Examining chronic and infectious disease health policy: A literature review. *Poster session presented at Salisbury University Summer Student Research Showcase*. September 1, 2022.
- Schaefer-Salins, E., Anthony, B., Arban, K., Koh, B.** (2022, November). *Ungrading: For diversity courses and beyond*. Workshop at the Council for Social Work Education, Anaheim, CA. (National).
- Schermerhorn, J.** (2022, October 21). *Assessment and Approaches of Trauma-Informed Care with Older Adults*. Assessment Tools of Older Adults: A Multidisciplinary Skills Workshop. Salisbury, MD.
- Seldomridge, L.**, Daw, P.E., & Ford, K. (2023). Promoting teaching excellence through CNE® certification: A statewide initiative. [Conference session]. National League for Nursing Education Summit, 28-30 September, 2023. Washington, DC.

- Seldomridge, L., Hall, N., Jarosinski, J., Reid, T., Hauck, B., & Payne, B.** (2023). Establishing a pipeline of new nurse educators: The Cohen Scholar and FAMI-Maryland partnership. [Poster]. National League for Nursing Education Summit, 28-30 September, 2023. Washington, DC.
- Seldomridge, L., Freda, K., & Johnson, A.** (2023). Partnerships for a better Future: A focus on nurse retention. [Poster]. National League for Nursing Education Summit, 28-30 September, 2023. Washington, DC.
- Seldomridge, L., Jarosinski, J., Hall, N., Reid, T., Hauck, B., & Payne, B.** (2023). A statewide partnership to address the nurse educator shortage: 10-Year outcomes, [Conference session]. National League for Nursing Education Research Conference. 29 March – 1 April, 2023. Washington, DC.
- Seldomridge, L.** (2023). Building a strong workforce: Toolkits for developing nursing leadership skills, [Conference session]. National League for Nursing Education Research Conference. 29 March-1 April, 2023. Washington, DC.
- Sutton-Ryan, A.** (2023) Finding your Light. Burnout, Mental Health, and Moral Distress in Healthcare. Gila River Healthcare Conference. September 16, 2023. Phoenix, AZ.
- Sutton-Ryan, A.** (2023) Transformational Stories: Interprofessional Experiences for Transgender Individuals in the Eastern Shore of MD. Lightning Talk. Nexus Conference.
- Sutton-Ryan, A.** (2023) Veterinary Social Work. Salisbury University Social Work Field Supervisors Reception. May 18, 2023.
- Sutton-Ryan, A.** (2023) Workplace Mental Health. RainBird Invited Presenter. Annual Retreat January 2023. Virtual.
- Sutton-Ryan, A., & Agarwal, V.** (2022, October 14). A Humanistic Inquiry of Chronic Pain Management: (Re)Examining the Quadruple Aims through a Feminist Relational Lens for Enhanced Provider Well-Being. Virtual Health Humanities Consortium presentation March 16–19, 2023, Cleveland, OH.
- Townsend, Z.** (2023, February) Medical Simulation Learning in Exercise Science. Salisbury University Teaching & Learning Conference.
- Van Vulpen, K. & Sutton-Ryan, A.** (2023) Brining Vision to Action Developing a Sustainable Interprofessional Education Program in a New College of Health and Human Services. Lightning Talk. Nexus Summit.
- Werner, T.J., Rolnick, N., Licameli, N., Moghaddam, M., Marquette, L., Walter, J., Fedorko, B.** Acute Effects Of Autoregulated And Non-autoregulated Blood Flow Restrictive Exercise On Arterial Stiffness. 2023 ACSM National Conference, Denver, CO.
- Klima, D., **DiBartolo, M. C.**, Freijomil, F., Oliver, M., Stewart, J. & McAllister, S. (2023). The association between floor rise and gait performance among persons with Parkinson's disease. *Journal of Gerontological Nursing*, 49(1), 50-54.
- Boyd, C., **DiBartolo, M. C.**, Helne, D., & Everett, K. (2023). Implementing a standardized workflow process to increase palliative care to hospice admission rate. *Journal of Nursing Care Quality*, 38(2), 185-189.
- Jacob, P.B., Justice, E., Olivo, K., & **Glover, K.R.** (2023). Novel intra-operative wound irrigation solution to manage infection prevention in patients undergoing primary and revision joint arthroplasty: Retrospective review of a case series of 343 patients. *Journal of Orthopaedic Experience & Innovation*. June 4 EDT. December 27, 2022 EDT, Accepted: March 05, 2023 EDT <https://journaloei.scholasticahq.com/section/3448-total-joint-reconstruction>.
- Singleton, M. **Green, D.** & Enguidanos, S. (2023). Identifying Healthcare Stereotype Threat in Older Gay Men Living with HIV. *Journal of the American Geriatrics Society*.
- McCarthy Rhodes, M., Manitt, J. & **Hylton, M.E.** (2023). Chapter 6: Signature pedagogy: Practice integration in the Field. In (B. Cross-Denny, Ed.) *Integrated social work practice: Bridging micro, mezzo, and macro level practice*. San Diego, CA: Cognella.
- Kim, S.H.** (2023, September). Increasing Fentanyl addiction crisis in the United States. *Welfare Issues Today*, Volume (126). Seoul Welfare Foundation.
- Kim, S.H.** (2023, June). Addressing the challenge of low birth rates in the United States. *Welfare Issues Today*, Volume (123). Seoul Welfare Foundation.
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