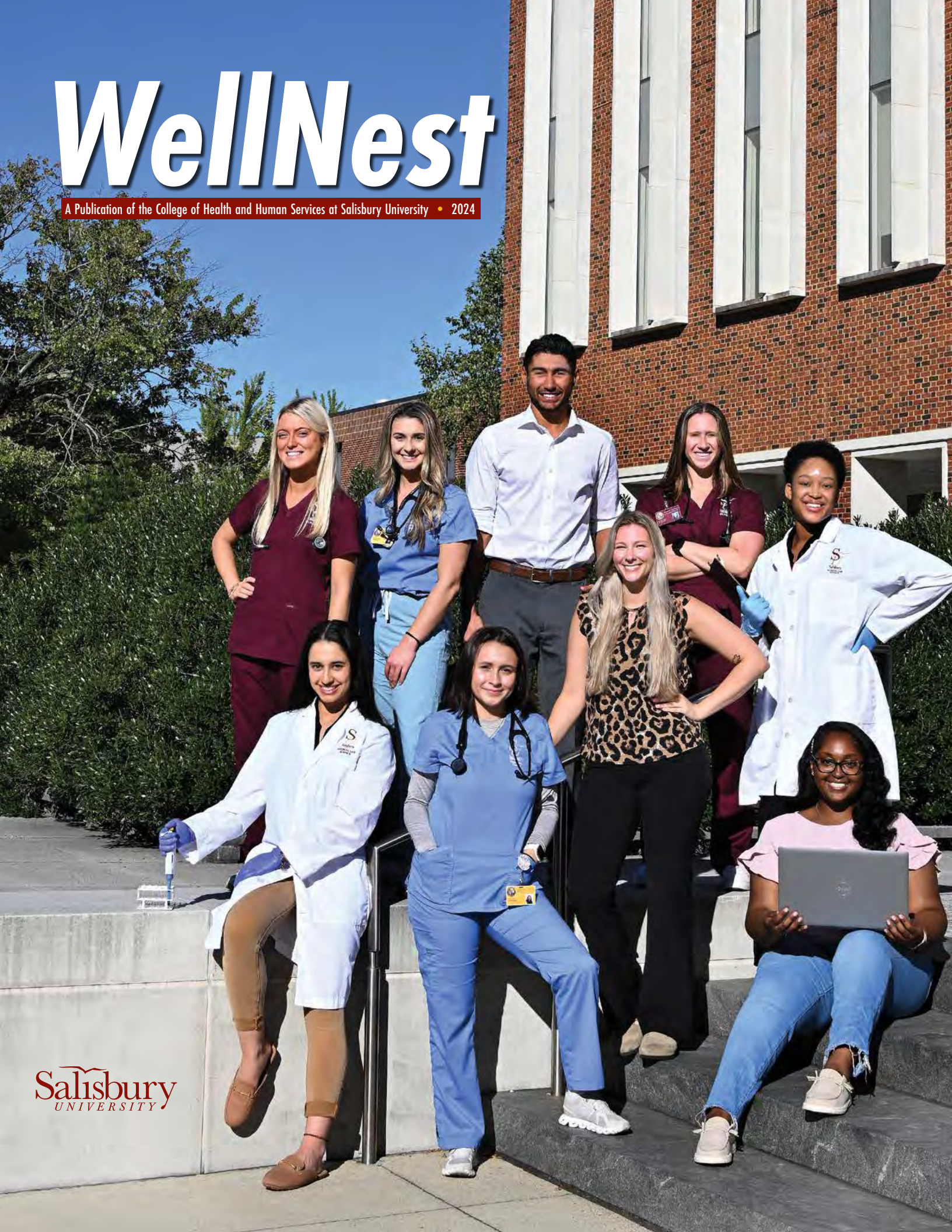
WellNest

A Publication of the College of Health and Human Services at Salisbury University • 2024



Salisbury UNIVERSITY

Welcome to the New Dean

In 2025, the College of Health and Human Services (CHHS) welcomes its new dean, Dr. Matthew Laurent.

Laurent brings nearly two decades of academic leadership experience, most recently as dean of the School of Health and Clinical Professions at Tarleton State University, where he advanced program accreditation, budget transparency and faculty development. His leadership led to the successful launch of new degree programs and strategic growth initiatives designed to meet workforce demands in health sciences.

Throughout his career, Laurent has demonstrated a commitment to interdisciplinary collaboration and innovative program development. At Tarleton State, he managed a range of departments, oversaw accreditations in fields such as athletic training, social work and nutrition science, and he played a pivotal role in planning new educational spaces dedicated to interprofessional education. His efforts have been instrumental in creating robust learning environments that support student success and align with institutional goals.

Laurent's vision for CHHS aligns seamlessly with Salisbury University's mission to prepare career-ready graduates who are culturally competent and community-minded, across fields such as nursing, social work and health sciences. We are excited to see the ways in which his expertise will elevate CHHS's commitment to excellence, community partnership and lifelong learning.

On the Cover:
Pictured are some of the members of the College of Health and Human Services Student Advisory Board, representing their various disciplines.

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

Dr. Michael S. Scott, Interim Dean

OFFICE OF THE DEAN

Flora Hinton, Business Manager
Lisa Nowak, Executive Assistant I

SCHOOL OF HEALTH SCIENCES

Dr. Margarita Treuth, School Director
Dr. Brent Fedorko, Exercise Science Program Director
Dr. Christina Camillo, Medical Laboratory Science Program Director
Dr. Brandye Nobiling, Public Health Program Director
Lisa Joyner, Respiratory Therapy Program Director
Dr. Gregory Chown, Health Science Program Director

SCHOOL OF NURSING

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

SCHOOL OF SOCIAL WORK

Dr. Linda Houser, School Director
Dr. Daniel Green, Undergraduate Program Director
Dr. Stephen Oby, Graduate Program Director

CENTER FOR HEALTHY COMMUNITIES

Rachel Moore, Director

HENSON MEDICAL SIMULATION CENTER

Dr. Kevin Glover, Director

TABLE OF CONTENTS

SCHOOL OF HEALTH SCIENCES **2**

Exercise Science/Health & Human Performance - Cardiac Rehabilitation Internship 3

Health Science - Speech Pathology Clinical Internship 3

Medical Laboratory Science Clinical Internships 4

Public Health Special Olympics Internship 4

Shock Trauma & Cardiac ICU Internships 5

SCHOOL OF NURSING **6**

High School Career Coaches Collaboration 7

Holistic Admission Process Launched 7

RN-to-M.S.N. Program Planning Grant 8

Sparking the Interest in Nursing Careers 8

Delaware Technical Community College RN-to-B.S.N. Program Collaboration 8

Welcoming Students from Scottish University 9

SCHOOL OF SOCIAL WORK **10**

Interprofessional Education & Collaboration: Social Work & Pharmaceuticals 11

Healthy Minds Post-Graduate Fellowship 11

Reaching Non-Traditional Students Across the State 12

Research Team Addresses Conversion Therapy Policies 13

HENSON MEDICAL SIMULATION CENTER **14**

Exposing Elementary Students to Rural Health Care Careers 15

New Simulation-Based Suicide Assessment 15

Interdisciplinary Amniotic Fluid Embolism Simulation 16

Expanding the Utilization of the Digital Anatomy Lab 16

Enhancing Fidelity of Preeclampsia Simulations 17

TAs Incorporate Anatomage™ Tables into Experiential Workshops 17

CENTER FOR HEALTHY COMMUNITIES **18**

Bridging the Gap: The Transformative Power of Internships 18

Fostering Connections: The Impactful Role of LSECMHC Internships 19

Connecting Pathways: The Vital Role of BHIPP Internships 20

Empowering Change: The Pivotal Role of SUDWE Interns 21

PEOPLE **22**

Meet the CHHS Student Advisory Board 22

New Faculty & Staff 23

RECENT PUBLICATIONS AND PRESENTATIONS **24**

WellNest

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

Volume 6 • 2024

PRESIDENT

Dr. Carolyn Ringer Lepre

PROVOST & SENIOR VICE PRESIDENT OF ACADEMIC AFFAIRS

Dr. Laurie Couch

INTERIM DEAN OF THE COLLEGE OF HEALTH & HUMAN SERVICES

Dr. Michael S. Scott

CREATIVE SERVICES & BRAND STRATEGY

Crystal Kelly, Director of Creative Services & Brand Strategy

Ana Maldonado, Graphic Designer

Debbie McMahon, Copy Editor

Megan Raymond, Visual Images Coordinator/ Photographer

Christine B. Smith, University Editor

WellNest is published annually for friends of Salisbury University by the College of Health and Human Services in conjunction with the Office of Publications, with the generous support of Salisbury University.

Salisbury University has a strong institutional commitment to diversity and equal educational opportunities. To that end, the University prohibits discrimination on the basis of sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, genetic information, religion, sexual orientation, gender identity or expression, veteran status, or other legally protected characteristics. Direct all inquiries regarding the nondiscrimination policy to the Office of Institutional Equity/Title IX Coordinator, 1216 Camden Ave., Salisbury, MD 21801, 410-543-6426. Qualified students with disabilities should contact the Disability Resource Center at 410-543-6087.

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

University System of Maryland

Salisbury University

SCHOOL OF HEALTH SCIENCES

Exercise Science/Health & Human Performance - Cardiac Rehabilitation Internship

David Mejía-Buenaño is a dedicated exercise physiologist and graduate student in the Master of Science in Health and Human Performance Program, based at the Universities at Shady Grove (USG). After transferring from Montgomery College, his academic journey has been profoundly shaped by his time at the USG campus, where he gained both theoretical and practical expertise during his undergraduate career. The USG campus, known for its commitment to providing accessible and innovative education, has played a pivotal role in fostering David's growth as a leader in the exercise physiology field.

David's journey began with a significant internship at Adventist HealthCare as an exercise physiologist intern January-2024. During this time, he applied the foundational knowledge gained through the Exercise Science Program in real-world settings, acquiring hands-on experience in exercise prescription and patient evaluation. This internship set the stage for his current role at Adventist HealthCare, where, since June 2024, he has been dedicated to assessing and designing personalized exercise programs to improve patient health outcomes in a cardiac and pulmonary rehabilitation setting.

> *David serves as a graduate assistant for the Exercise Science Program at USG. In this capacity, he contributes to research and academic activities. His work allows him to integrate his graduate studies seamlessly with practical experience, deepening his expertise while supporting the SU mission.*

His journey was further highlighted through his appearance on *The College Tour*, where he shared his personal experiences and the unique opportunities available at USG. This national platform allowed him to spotlight the inclusive, supportive academic environment that has been essential in shaping his success. *(See more here: https://shadygrove.umd.edu/about-usg/usg-college-tour.)*

David's academic and professional achievements are complemented by his certifications as a Basic Life Support (BLS) provider and a Certified Exercise Physiologist (EP-C). His honors include recognition in exercise science and membership in the Phi Theta Kappa honors society. Fluent in both English and Spanish, David's diverse skill set and multilingual abilities reflect SU and USG's inclusive and dynamic educational model, preparing him for success in a wide range of professional settings.

Health Science - Speech Pathology Clinical Internship

The Health Science Program serves as a strong foundation for launching your career. With this degree, the possibilities are limitless, opening doors to various professional health fields. A pivotal part of this journey is HLSC 475, the clinical internship, which offers students the invaluable opportunity to take that crucial first step toward their future career.

Tori Pietuszka feels extremely fortunate to work with Wicomico County Public Schools, more specifically North and West Salisbury Elementary, with a speech language pathologist (SLP), offering a range of services to support students who have communication disorders or delays. She shared: "Empowering children to advocate for themselves through improved communication can profoundly change their life, which has essentially changed mine. Witnessing a job have such a positive impact on children's lives has enhanced my path toward achieving my goals."

She explained that the internship gave her an inside look into diverse caseloads; frequent collaborations between teachers, special educators, occupational therapists and physical therapists; as well as opportunities for early childhood intervention. She witnessed integrated support such as push-in therapies, where the student receives therapy directly within their classroom environment, as well as push-out therapy where the SLP removes students from the classroom for a separated, dedicated session.

"This internship has not only provided me with valuable insight into the day-to-day life of an SLP, but also connected me with a mentor who is guiding me through the next stage of my journey – applying to graduate schools," said Tori. "Her passion for the field has deepened my own enthusiasm for pursuing a career in speech-language pathology. My mentor's passion is backed behind professional skills, personal traits and values necessary to make a meaningful impact with her students. This opportunity in the Wicomico County Public Schools has not only solidified my commitment, this experience has also provided me with memories I will cherish for a lifetime."

Medical Laboratory Science Clinical Internships

For medical laboratory science (MLS) students, clinical internships are the culminating event of their time in the MLS Professional Program. During their last semester of the program, students take what they have learned over the previous year and a half and put it into practice.

Spencer Jones (Class of 2020) was a traveling MLS and recently became an Epic Beaker Analyst. Spencer shared: "My clinical experience … taught me valuable lessons such as professionalism, communication, organization and determination to grow in my career." Spencer went on to state: "Landing your first job is crucial to your career growth. Internships are a great way to get your foot in the door, as the site … will look at you as a candidate to hire."

This same sentiment was shared by Pamela Dedicatoria, supervisor of Transfusion Services at TidalHealth Peninsula Regional and an alumna of the SU MLS Program (Class of 1990):

> *I appreciate having students in clinical rotations because I can learn so much more about them as potential employees in three-week internships than I can learn about other applicants in an hour interview. By the end of the rotation, I know their work ethic, work quality, attention to detail, punctuality and demeanor.*

For students, the clinical internship can also be an interview process to evaluate the employer. As Pamela noted: "students … spend enough time in a rotation to get a vibe from the department and determine if they feel like it would be a good fit for them." For Pamela, clinical internships are a win-win" "Most of my staff is made up of former students who went through our clinical rotation … it is great because there are no surprises for us or for them."

With the ongoing shortage of qualified laboratory professionals across the country, the value of MLS clinical internships is clear. Both students and employers can evaluate each other to find a positive fit, while at the same time, the students are expanding their education and experience real-world scenarios to make connections to what they learned in the classroom. Clinical internships have always been essential for MLS student success.

Pamela Dedicatoria

Public Health Special Olympics Internship

During Jamie Kost's final semester at SU, she completed an internship with Special Olympics Maryland, Lower Shore. She found it to be a very rewarding internship experience where she gained valuable lessons and insights. Some of these lessons include improving time management, interpersonal communication skills and improvising. For Kost, the most important takeaway from her internship was creating and maintaining professional relationships.

Kost reflected on her time during the internship:

> *I became more skilled at multitasking and effectively completing several projects simultaneously. Additionally, there were instances that I had to quickly modify one of the projects I completed to fit a certain audience or to accommodate a last-minute task change. Lastly, I worked with children and adults in both casual and professional settings. This was very beneficial because I had the opportunity to establish relationships with children and their caregivers as a Special Olympics coach and I also created professional relationships with representatives from agencies on the Eastern Shore who support Special Olympics athletes. These skills have all significantly enhanced my professional growth.*

Kost is currently working on a master's degree in occupational therapy and believes her SU internship experience thoroughly prepared her for the professional relationships and opportunities that she has encountered post-graduation: "I had ample preparation for graduate school interviews in addition to being prepared to meet professionals in my field and create relationships with them. This internship experience along with my undergraduate experience at SU prepared me to effectively meet post-graduate and professional expectations and standards."

Shock Trauma & Cardiac ICU Internships

For rising seniors in the Respiratory Therapy Program, the summer term offers a unique period to partake in internships from a diverse variety of clinical affiliate facilities across the region. Nine of the 16 most recent seniors opted to intern at hospitals like Johns Hopkins, TidalHealth Peninsula Regional, University of Maryland Medical Center (UMMC) – Shock Trauma and George Washington University Hospital (GWUH). Honing knowledge and skills learned over the course of their junior year didactic experience, students Kelsey Flores and Sarah Smith reflect on their unique experiences.

Kelsey interned at UMMC - Shock Trauma primarily in the trauma and surgical intensive care units. She shared that this felt like the true beginning of her respiratory therapy journey. Initially feeling as though she lacked post-graduation direction the internship provided her with a clear path that she's eager to follow. Kelsey's passion ignited in the neurological trauma unit, where she cared for and listened to stories from patients of diverse backgrounds. Kelsey was then assigned to the multi-trauma unit where she witnessed the health care team work together to provide cutting-edge patient care. These experiences solidified her desire to work in trauma, and she's excited to continue focusing on this area throughout her remainder of her time at SU.

Sara interned at GWUH, focusing on the medical and cardiac intensive care units. She shared that working alongside remarkable practitioners to deliver optimized patient care has positively contributed to her overall career aspirations of working in the intensive care unit arena. Caring for patients with a myriad of differing diagnoses and treatment plans, the internship helped strengthen her knowledge about the field of respiratory therapy and helped her better understand nuances of the profession.

Kelsey Flores

For Sara, [the internship] helped solidify the notion that what she does truly makes a difference. Sara felt as though the internship experience pulled her out of her comfort zone, and it's now within her grasp to adapt to ever-changing patient interactions and plans of care.

Sara Smith

SCHOOL OF NURSING

High School Career Coaches Collaboration

Recruiting middle and high school students into nursing programs is crucial in addressing the growing demand for health care professionals. Engaging students early can help build a pipeline of future nurses equipped to meet this demand.

Effective recruitment strategies begin with raising awareness about the nursing profession. School of Nursing (SON) faculty and students visit local middle and high schools to talk with students about the profession of nursing and informing them about the wide range of career opportunities, from bedside care to leadership roles in health care organizations.

The SON also works with local middle and high school career coaches to provide opportunities for students interested in nursing careers to spend time exploring SU. In the Henson Medical Simulation Center, these students experience hands-on work assessing high-fidelity manikins and exploring the human body through the Anatomage™ tables. In the Nursing Skills Lab, they are partnered with senior nursing students to practice skills such as monitoring blood pressure, starting an IV and giving injections using task trainers. These activities not only spark interest but also build confidence in their ability to pursue a nursing career.

By targeting students early and providing clear pathways, schools can help address the nursing shortage while empowering future generations of health care professionals. Nursing school directors and high school career coaches can form powerful partnerships to generate interest in nursing through hands-on learning opportunities, exposing students to the practical aspects of nursing early on, fostering curiosity and engagement in the profession.

Holistic Admission Process Launched

In fall 2024, the School of Nursing (SON) welcomed 108 new junior nursing students – of these, 79 are traditional nursing students who were accepted through a new holistic admission process. The Student Policies Committee, which oversees the application and admission process for the SON, has been working to enhance our admission criteria for a few years. The incoming traditional cohort was the first to benefit from the enhanced process.

Traditionally, admission measures relied solely on grades and test scores. This standard practice limited the eligibility and acceptance of students who could potentially be amazing nurses due to circumstances they may not have control over.

A holistic admission process in nursing refers to a comprehensive evaluation method that considers the whole applicant, rather than relying solely on traditional metrics like GPA and test scores. This approach is designed to assess a candidate's potential to succeed in nursing school and the profession by reviewing a wider range of factors. Factors such as previous health care experience, community service, leadership, military experience, fluency in a language other than English and first-generation college student were among the factors considered. Students earn points for these factors, as well as points for their overall/cumulative GPA and points specifically related to their core prerequisite science grades. These points are added together to provide a total holistic score for each applicant, which is ranked for review and acceptance. This process helps ensure that the selected students are not only academically capable but also emotionally and ethically prepared for the demands of nursing, and it emphasizes the importance of soft skills in health care.

SU is committed to excellence. Excellence in nursing is achieved through admitting a diverse cohort of students, representative of the populations they care for. The SON is committed to enhancing our admission practices to achieve this excellence and to best serve our students and our community.

RN-to-M.S.N. Program Planning Grant

This summer, the School of Nursing was awarded a $142,764 grant from the Maryland Health Services Cost Review Commission (HSCRC) and Maryland Higher Education Commission (MHEC) Nurse Support Program-II. The two-year grant supports the redesign of the RN-to-M.S.N. program to assist working associate-degree Registered Nurses (RNs) to obtain a baccalaureate and master's degree in an accelerated manner. The program may also be attractive to traditional and second-degree baccalaureate nursing students who can begin graduate-level courses during their senior year.

Dr. Annette Barnes is the project director and Dr. Nicole Hall is the appointed RN-to-M.S.N. coordinator. Other grant team members include Drs. Helena Jenkins, Pamela McGee, Mia Waldron, Rachel Weber and Amanda Willey. The team has valuable experience teaching in undergraduate and graduate nursing programs. In addition, the members provide a wealth of practice experience across the health care continuum, which includes acute care, community health and specialty practice (i.e., children, family, occupational health, women), as well as leadership, quality improvement, and evidence-based practice.

The grant team's priority is to develop a curriculum that meets the needs of health care and community organizations, builds upon entry-level knowledge and skills from undergraduate programs, promotes entry into advanced nursing practice and nursing education, and continues the tradition of nursing education excellence at Salisbury University. Through internal collaboration and external partnerships, students are able to obtain a graduate degree in less time with a lower cost to fill critical positions that improve care and health equity.

Sparking the Interest in Nursing Careers

The School of Nursing (SON) SU 2024 Summer Enrichment Academy (SEA) program, led by Brooke Mills and Dr. Molly Dale, welcomed seven area middle school students to learn about the nursing profession and gain valuable skills used by nurses.

Students were introduced to the nursing profession by discussing different types of nursing and the important functions of a nurse, including a review of a basic head-to-toe assessment. Students were able to demonstrate an eye exam with pupil constriction and dilation, mouth and tonsil assessment, nose assessment, and heart and lung assessments. They were able to take a tour of the Lucy Tull Nursing Resource Laboratory where they got to observe NG tube placement, Hoyer lift demonstrations and proper PPE donning.

The highlight of the program was learning and practicing CPR on adult and infant mannequins. Students learned when to initiate chest compressions, how to locate an AED and how to perform proper chest compressions.

The participants were enthusiastic about the new skills and knowledge they were able to learn and practice. The SON hopes that the fun-filled program will spark interest among these students in nursing and other health professions offered at SU.

Delaware Technical Community College RN-to-B.S.N. Program Collaboration

The School of Nursing at Salisbury University is pleased to announce an articulation agreement with Delaware Technical Community College's (Delaware Tech) RN-to-B.S.N. Program. As nursing programs work diligently to educate registered nurses (RN) for entry and advanced-level practice, effective collaboration is crucial to meet the needs of our communities and reduce the ongoing nursing shortage. The agreement will assist RNs from Delaware Tech's baccalaureate program to seamlessly enter the master's or Doctor of Nursing Practice (D.N.P.) programs at SU following graduation.

Dr. Annette Barnes, graduate program director at SU, emphasized that the agreement provides a "highly valued communication avenue" to working RNs and serves to recognize their prior coursework. This arrangement provides a clear path for students to achieve their academic and career goals through increased access to graduate educational opportunities.

Dr. Kelly Davis, RN-to-B.S.N. instructional director at Delaware Tech, shared the importance of nursing pathways in higher education and its direct positive impact on the health outcomes of the larger community. Students and the public benefit from increased access to all levels of nursing education.

The overall priority of nursing programs remains to educate RNs to provide quality health care to individuals, families and communities. Through this affiliation, both educational institutions continue their dedication to undergraduate and graduate nursing programs that prepare RNs to be essential members of health care teams in a variety of settings.

Dr. Tina Reid (right) taught a winter 2024 course with Salisbury students (including Skylar Kohler, pictured here) at SU's university partner, the Kaimosi Friends University, in Kaimosi, Kenya.

Welcoming Students from Scottish University

The College of Health and Human Services continues to deepen the understanding of global issues related to health care of nursing students through collaborations with other programs. A group of nursing and paramedics students from the University of Stirling completed a week-long residency learning about health care in the U.S.

The academic program was centered at the Henson Medical Simulation Center and involved the collaboration of faculty from the School of Nursing (SON) at SU and the University of Stirling and staff from the Henson Medical Simulation Center. The University of Stirling students visited clinical providers around the City of Salisbury, engaged in simulation training alongside SU SON students, and participated in nursing classes with senior students to compare and contrast health practices in the U.S. and Scotland. "Hosting the students from Scotland was an amazing experience for all involved, and I sincerely hope to see it continued," said Dr. Jeff Willey, associate professor in the SON.

The Scotland students learned about how Standardized Patients (SPs) are used in a simulated environment to create learning experiences that are interprofessional in nature. SPs are local community members hired by the Henson Simulation Center as actors, who are then trained to portray patients in a variety of medical encounters with students preparing for careers in the health professions. The students from Scotland engaged in simulations with the SPs involving family conflict in the emergency room and a medical crisis with a homeless patient showing signs of mental illness. "This experience was really fun for us," said Rachel Burton, Simulation Center SP Program coordinator. "We were given the opportunity to expand on some of our current simulation experiences, taking us into various settings and working with a new population of learners. Working with the paramedic students was a first for us, and hopefully not the last!"

According to Dr. Jeff Willey, "the students were highly involved in the simulations and were very impressed regarding the student involvement provided to students in the SON program."

Ellie Kettrick is completing her nursing degree at the University of Stirling and hopes to be a fully licensed nurse in Scotland by the end of this year. "The quality of the simulations was excellent," according to Kettrick. "We learned so much by working with the fabulous standardized patients."

The University of Stirling students also were led on a tour of TidalHealth Peninsula Regional by Dr. Debra Webster, SON director, and Dr. Angela Brittingham, TidalHealth chief nurse executive and vice president of Patient Care Services. They also visited Salisbury Fire Company No. 1 and met with first responders and toured the U.S. versions of the ambulances that the Scottish paramedics are training on in Scotland. Staff at both locations taught the students about differences and similarities in how medicine is practiced in Scotland and in the U.S.

Students from both universities also engaged in a poverty simulation to help understand the challenges and complexities of living in poverty. The contributions provided by the Scotland students permitted SU nursing students to gain knowledge of systemic issues that contribute to poverty and potential solutions from a different cultural perspective. According to Dr Tina Reid, SON professor: "I believe the experience broaden the students' perspectives and inspired them to become advocates for social justice."

Margaret Ruddy, University of Stirling professor, extended her gratitude SU: "The students are absolutely delighted with the experiences they had, and it has made a huge positive impression on them. Planning is underway for another group of students from the University of Stirling to return in spring 2025."

This is just one of the global learning experiences supported through the SON. During 2022-23, they hosted a Fulbright Scholar in Residence on the SON faculty from SU's partner university in Ghana, the University of Cape Coast. During winter 2024, Reid taught a course with SU students at SU's university partner the Kaimosi Friends University, in Kaimosi, Kenya. A student-learning experience at the University of Cape Coast, Ghana, during winter 2025 and the University of Stirling, Scotland as early as 2025 are both in the works.

(Pictured clockwise from top left) Dr. Kimberly van Vulpen and social work students Jamel Freeman, Emily Marvel and Ashley Strickland volunteered with Talbot Hospice's Kids Grief Camp.

SCHOOL OF SOCIAL WORK

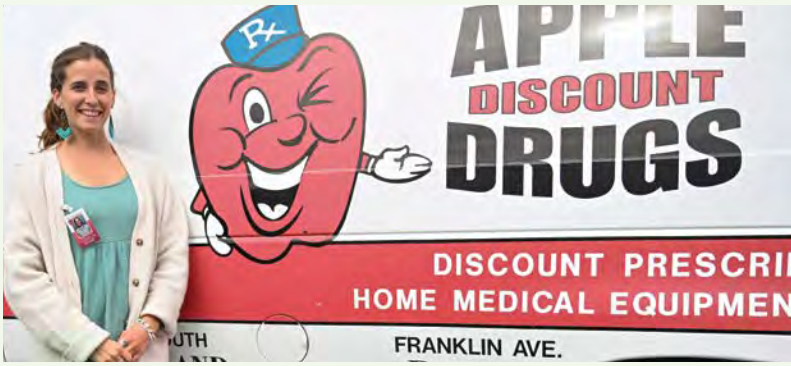
Interprofessional Education & Collaboration: Social Work & Pharmaceuticals

Among the many skills that social work students acquire in their educational journeys are advocacy, organization and communication. While we have long recognized the value of having skilled social work professionals in social service settings, such as child welfare agencies, counseling centers and mental health treatment facilities, there is increasing interest in co-locating social workers in less traditional settings, such as pediatric primary care offices, law firms, and – in the School of Social Work's new internship setting – community pharmacies.

This year, M.S.W. student Caitlin LaComb is completing her year-long field placement at Apple Discount Drugs in Salisbury, MD. As a community pharmacy serving the Eastern Shore community since 1971, Apple Discount Drugs provides a wide range of services, including retail pharmacy, specialty compounding, durable (home) medical equipment, diabetes education and support, and respiratory and positive airway pressure (PAP) therapy services. Apple's long-standing commitment to comprehensive and patient-centered strategies for addressing the health needs led the pharmacy to partner with the School of Social Work.

Only a month into her internship, Caitlin has become involved in many aspects of the organization. She works closely with the diabetes educator to support both newly diagnosed individuals and those who have been living with diabetes for many years. She participates in medication deliveries to patients' homes, where she is on hand to answer questions and serve as a bridge to other services, supports or opportunities. Caitlin also had the opportunity to participate in an Emergency Preparedness and Response Point of Dispensing (POD) drill with the University of Maryland Eastern Shore (UMES) School of Pharmacy. She described this as a highly impactful experience and is working with the School of Social Work's Graduate Field Director Jennifer Schermerhorn on ideas for expanding both internship opportunities and simulation opportunities that build skills in working on interprofessional teams.

The partnership between Apple Discount Drugs and SU's School of Social Work is the latest in a variety of innovative collaborations, each undertaken in the hope of supporting students and organizations serving our communities.



Healthy Minds Post-Graduate Fellowship

The maintenance of a robust and effective mental health workforce is a crucial priority for the transformation of behavioral health services on Maryland's Eastern Shore. To be effective, this process must meet the needs of mental health practitioners in areas including recruitment, retention and professional development.

Social workers comprise a significant percentage of the mental health workforce. According to the National Association of Social Workers (NASW), there are over 200,000 clinically trained social workers in the U.S. – more than psychiatrists, psychologists and psychiatric nurses combined. While a graduate social work education is comprehensive, it is comparatively short, and graduating clinicians enter the field in need of additional support and training. A lack of access to these opportunities increases risk for burnout and contributes to an erosion of the workforce SU's School of Social Work seeks to preserve and develop.

The Community Foundation of the Eastern Shore has committed $15,000 to a new fellowship program for Master of Social Work post-graduate students. The fellowship will provide new clinicians a two-year opportunity to practice in the local area with expanded training opportunities, professional development and access to supervisory support to reduce burnout and enhance success.

The fellowship is supported by Healthy Minds for Shore, a community collaboration, initiated by the Greater Salisbury Committee, with the goals of enhancing training and recruitment for local providers, increasing early intervention, growing access and care coordination, and reducing stigma of mental and behavioral health.

Our competitively selected inaugural cohort includes Dilara Gibb, Jayde Gilliece, Tiffany Jones, Jonny Menges and Savannah Poorman.

"We have so many gifted social workers graduating from Salisbury University, and we want to set them up with the support and resources to thrive in their work," says Dr. Stephen Oby, M.S.W. Program director. "This fellowship represents a unique opportunity to do that, while growing the number of clinicians in our community and expanding access to mental health care on the Lower Shore."

Reaching Non-Traditional Students Across the State

The School of Social Work provides B.A.S.W. and M.S.W. classes at sites across Maryland to enhance access to social work education, particularly for non-traditional students. These locations – Cecil College, Chesapeake College, Hagerstown and Southern Maryland – allow students to enjoy the benefits of in-person education taught by SU faculty without having to commute to the Salisbury campus.

For many non-traditional students – such as working professionals, parents or those returning to education after time away – the flexibility of course offerings at regional sites is a significant advantage. Classes are scheduled in the evenings, allowing students to balance their academic pursuits with work and family responsibilities. This accessibility helps remove barriers that might otherwise prevent these students from furthering their education.

As expressed by one regional B.A.S.W. student, Skyler Grimes: "I chose [a regional campus] because they offered my major at an affordable rate, close to home."

Moreover, the regional sites provide a supportive and inclusive environment that recognizes the unique challenges faced by non-traditional learners. The cohort model allows students to connect with their peers and move through the program together, collaborating and supporting one another as they progress.

One of the key advantages of the regional sites is the opportunity for students to build connections within their communities. Faculty members often work with local agencies and organizations, creating a robust network that enhances internship and job placement opportunities. This community-focused approach not only enriches the students' educational experience but also contributes to the development of local social services.

The regional sites utilize the same rigorous course of study given at Salisbury campus and online, ensuring that students engage with relevant issues such as mental health, substance abuse and community development. This localized focus allows students to apply their learning directly to their rural and underserved communities, further enriching their educational experience.

Regional student Kayla Margas said: "[The regional site] gives me the opportunity to get a university degree and not have to drive or live on campus. So far, I am really enjoying my experience. [The] teachers are very knowledgeable."

School of Social Work regional sites play a crucial role in supporting non-traditional students. By offering flexible scheduling, a supportive community and relevant curricula, these sites empower individuals to pursue their passion for social work while balancing the demands of everyday life.

(From left) SU/University System of Maryland at Hagerstown students Gretchen Woodward, Tyesha Clark, Sydney Collifower and Clinical Associate Professor Anne Chillingworth-Shaffer

SU/Cecil College students DeAndre Stokes and Maria Rodgers

Research Team Addresses Conversion Therapy Policies

The profession of social work operates at the intersection of people and their environments. Whatever their area or setting of practice, social workers are trained to identify and address the role that social context – including public policies and regulations – plays in affecting the wellbeing of individuals, families and communities.

Public policies affect individuals' access to social services, as well as social workers' ability to provide services that are both evidence-based (i.e., having a strong foundation in high-quality research) and congruent with professional ethics.

A research team consisting of SU social work student Lauren Kellam, School of Social Work Undergraduate Program Director Dr. Dan Green and collaborators from McDaniel College spent last summer exploring conversion therapy regulations throughout the U.S., developing a series of policy approaches aimed at extending regulations in Maryland and creating an advocacy plan to reach Maryland lawmakers. Conversion therapy is a term that encompasses a variety of practices, the purpose of which is to attempt to change an individual's sexual orientation, gender identity or gender expression to align with heterosexual and cisgender norms.

Researchers have found that recipients of conversion therapy experience higher risk of suicide attempt, increased substance use and overall poorer mental health outcomes. There are currently over 20 states and territories that restrict the practice of conversion therapy, almost exclusively for minors. Statewide efforts to restrict or ban the use of conversion therapy have largely focused on restricting the use by licensed mental health professionals, including licensed social workers. However, the breadth of current policy falls short of protecting people from these dangerous practices.

The project team concluded that additional policy approaches may be needed to further restrict the practice of conversion therapy and protect vulnerable Marylanders. Policy options may include expanding the categories of people protected from conversion therapy to include all people and/or adults under guardianship care, more specifically, or identifying conversion therapy as a fraudulent or deceptive practice under consumer protection laws.

To distribute and garner support for these policy approaches, the team identified advocacy groups and lawmakers in Maryland who have previously supported or sponsored legislation that aims at curtailing the use of harmful practices, addresses LGBTQ+ issues generally, and/or addresses the concerns of individuals with medical or mental health professional backgrounds. Team members contacted, met and plan to continue contacting these advocacy groups and legislators to discuss possible legislation in Maryland. The team hopes to make this issue more broadly known and create policy solutions that protect all people from dangerous and discredited therapeutic practices.

HENSON MEDICAL SIMULATION CENTER

Exposing Elementary Students to Rural Health Care Careers

Declining student interest in the sciences is a concern for older and poorer rural communities that are challenged with recruiting and sustaining an adequate health care workforce. Early socialization of underexposed youth in the health sciences can have a substantial impact on their decision to pursue a health professional career, resulting in an increased pipeline of clinical practitioners back into their local rural communities.

A hands-on experiential health care learning program was developed and implemented by the Henson Medical Simulation Center to help augment a Medical Marvels curricular unit for 290 elementary students enrolled in the Wicomico County Public School's (WCPS) gifted and talented program. WCPS is located in a federally designated health professional shortage area. Program facilitators included five Sim Center staff members, six TidalHealth Peninsula Regional nurses, five WCPS elementary school teachers, two CHHS faculty, two Seidel School of Education faculty members, four Sim Center Standard Patient (actors), two exercise science students, one respiratory therapy student and two medical doctors from Children's National Hospital.

During each day of the five-day simulation experience student groups of 12-15 rotated through five, one-hour immersive sessions where they were tasked with identifying, treating and discussing the probable causes of a variety of disease states utilizing an assortment of simulation-based technologies. The respiratory system session had students working with a Standardized Patient (SP) wearing a prosthetic simulated lung to explore the potential cause of emphysema. Then, they walked through treating a hospitalized pediatric robotic patient manikin experiencing an asthma exacerbation. After initializing a nebulizer treatment, students questioned the "patient's grandmother" to try to determine the cause of the asthma attack. Next, students explored, identified and dissected the organs of the digestive and urinary systems with digital cadaver tables. The cardiovascular and nervous system session had students working with a robotic patient manikin to explore the symptomatic differences between a cardiac arrest and stroke. In the simulated wilderness scenario, students learned how to treat a variety of SP musculoskeletal injuries by using found materials in nature to create splints and slings. In a simulated kitchen, students learned how to recognize anaphylaxis and use an Epi-Pen on a pediatric robotic patient manikin. Then, they learned how to recognize the signs and symptoms of a choking infant and practiced properly dislodging the obstruction with an infant task trainer.

The student feedback gathered indicated compelling evidence that the implementation of the program was well received, and the findings are an important contribution to the literature related to the recruitment of health care providers in underserved rural areas. The findings will be used to continually improve the development of future simulation-based health care workforce pipeline initiatives.

New Simulation-Based Suicide Assessment

Brett Hughes, a graduate assistant at the Henson Medical Simulation Center, developed a novel suicide assessment simulation for SU Master of Social Work students. After his May undergraduate graduation, Brett (pictured above with M.S.W. students Toni Banks [left] and Sage Simone) returned to the Sim Center as a part-time, post-graduate researcher to collaboratively develop a simulation-based instructional program with Dr. Stephen Oby, M.S.W. Program director; Dr. Mark Shaffer, assistant professor of social work; Rachel Burton, Standardized Patient Program coordinator; and Dr. Kevin Glover, Sim Center director. The instructional program is aimed at improving suicide assessment confidence for M.S.W. specialization students enrolled in SU's Clinical Social Work and Advocacy coursework (SOWK 656).

This instructional program includes pre-simulation instruction and student dyad role play practice using the Columbia Suicide Severity Rating Scale (C-SSRS). This pre-work is followed by a high-fidelity simulation that provides M.S.W. students with an opportunity to practice using the C-SSRS to assess a Standardized Patient (SP) actor's suicidality in an outpatient treatment center. The suicidality assessment scenario is followed by a post-simulation assignment that requires M.S.W. students to develop a diagnostic impression of the SP that they assessed and determine the appropriate intervention strategy to implement.

A within-subjects repeated measures design is used to measure the difference in student confidence using a 14-item Suicide Assessment Confidence (SAC) Survey immediately before pre-work instruction/practice and immediately after submission of the post-simulation assignment. Specifically, Brett wants to assess whether the simulation-based suicide assessment instructional program improves M.S.W. students' knowledge and confidence in their ability to assess patient suicidality.

Suicide is a growing public health risk, with suicide rates increasing approximately 36% between 2000 and 2022. Even though suicide prevention training had been shown to improve competency, confidence and comfort when working with suicidal clients, it is estimated that less than a quarter of social workers are exposed to suicide prevention training while in graduate school. This new simulation-based instructional program for suicide assessment at SU is expected to prepare social workers to effectively address suicidality with their clients in practice after graduation.

Interdisciplinary Amniotic Fluid Embolism Simulation

The Henson Medical Simulation Center's new amniotic fluid embolism (AFE) simulation is part of a high-risk maternal newborn elective for undergraduate nursing students. This project is spearheaded by Josee Ritter Wiedel, a seasoned labor and delivery nurse and current Women's and Children's Division nurse educator, as part of her master's internship in collaboration with nursing faculty member Kristen Hammerer. Dr. Kevin Glover, Sim Center director, and Zack Tyndall, simulation technologies coordinator, are also key contributors to this initiative.

Amniotic fluid embolism, a rare but life-threatening obstetric emergency, presents significant challenges for health care providers. Despite its infrequency, it is crucial for nurses to recognize and respond effectively to this condition. Through the development of this simulation, the team seeks to close the gap between nursing knowledge and practical application, particularly in high-stress maternal and newborn emergencies.

Drawing on her extensive experience, Josee has identified critical gaps in the preparedness of newly graduated nurses. "Our new-hire nurses often struggle with critical thinking and communication during obstetric emergencies," Josee noted. By deliberately practicing complex scenarios, including both emergent and routine procedures, we can help better equip nurses for real-world situations, improving patient outcomes."

The AFE simulation will be used in hospital settings for staff nurses and other health care professionals. This ensures a wider impact, as interdisciplinary teams can rehearse their roles and improve their response to obstetrical emergencies.

Expanding the Utilization of the Digital Anatomy Lab

Ariene "Rene" Ohimor, is the first Henson Medical Simulation Center graduate assistant responsible for promoting and expanding the use of five Anatomage™ tables in the digital anatomy lab.

Reconstructed from people who donated their bodies for health sciences education, the full-size digitized cadavers on the Anatomage™ tables exhibit a similar level of anatomical detail and richness that can only be found in real cadavers. Learners are able to master important concepts of normal and abnormal anatomy and physiology by manipulating the digital cadaver on a three-dimensional interactive, life-sized touchscreen.

In her first year as a GA, Rene, working with her supervisor, Standardized Patient Program Coordinator Rachel Burton, collaborated with new Health Science Program faculty Drs. Leslie Swift and Gregory Chown to provide students with a more interactive, hands-on experience for learning about the digestive and musculoskeletal systems.

In Swift's Nutrition for Health Sciences course, students use the Anatomage™ tables to actively engage with five different cadavers to explore their digestive tracts, the pathway of food through the digestive system, examine nutrition across the lifespan and investigate various disease processes among the five individuals. Each digital anatomy lab experience also provides students an opportunity to enhance their knowledge and skills to develop professional dialogue by educating someone else about how the digestive tract functions, explaining nutritional needs through the lifespan, and how disease appears and presents in the body and in turn impacts the body's function in regard to nutrition.

In Chown's Orthopedics Across the Lifespan course, students explore common orthopedic conditions and injuries spanning pediatrics, adolescence, adults and older adults. Use of the Anatomage™ tables facilitates comprehension by offering a three-dimensional visualization of anatomical structures and orthopedic injuries. Additionally, the interactive features of the tables enable students to utilize investigative tools such as x-ray and MRI views. During each digital anatomy lab session, students are organized into small groups to collaboratively investigate six to eight orthopedic clinical cases.

Enhancing Fidelity of Preeclampsia Simulations

Recently, Zack Tyndall, simulation technologies coordinator, integrated two new medical device simulators into Dr. Nicole Hall's preeclampsia simulation scenario.

Preeclampsia is a pregnancy complication that causes high blood pressure, an excess of protein in the urine, and damage to the kidneys and other organs. If left untreated, preeclampsia can lead to serious, or fatal, complications for both the mother and baby.

Nursing students are now able to place a fingertip pulse oximeter simulator on our Victoria® Advanced Obstetric Patient Simulator, which can display scenario-specific blood oxygen saturation (SpO2) and pulse rate measurements on the pulse oximeter screen. A Welch Allyn Suretemp Plus 690 Thermometer simulator also allows students to place an oral thermometer probe into Victoria's mouth to receive simulated temperature values (C or F).

Previously, students went through the motions of obtaining these vital signs with disabled equipment. Eliminating notional pulse oximeter and temperature monitoring enhances the fidelity of this critical patient care simulation.

TAs Incorporate Anatomage™ Tables into Experiential Workshops

Brianna Dell and Ariene Ohimor are two teaching assistants (TAs) instructing workshops for the School of Health Sciences (SHS) and the Henson Medical Simulation Center. As part of their TA position, they teach a workshop for the SHS in the Lifestyle Behaviors for Personal Health and Wellness course (HLSC 106).

The activities focus on cardiorespiratory endurance as well as body weight and mobility. By utilizing the Anatomage™ tables, students explore anatomy in ways that traditional models and textbooks cannot replicate. One student stated that they enjoyed "the experience of getting to look at all the different components of the human body as if I was actually in a cadaver lab." This hands-on experience deepens their understanding of how these systems interact during physical activity, allowing them to connect theoretical and practical applications.

For the cardiorespiratory endurance activity, students use the Anatomage™ tables to trace the path of oxygenated blood from the lungs, through the heart and to the muscles to gain a clearer understanding of how training the heart and muscles can improve overall endurance. This interactive approach allows students to visualize the connection between heart and lung health, as well as muscle performance to further understand the physiological changes that occur with consistent endurance training. As one student emphasized: "It shows me how these two vital organs interact and the processes they undergo. This allows me to understand how to exercise more efficiently."

The second activity, focused on body weight and mobility, guides students through an exploration of the relationship between muscles and joints. Students focus on various areas of the body presenting joint instability, and using the Anatomage™ tables, they identify the primary muscles involved in different movements and create customized workout plans to address the joint instability. The tables allowed students to examine the muscles supporting various joints and justify their exercise choices based on their anatomical findings.

The incorporation of the Anatomage™ tables has fostered interactive and engaging learning experiences.

Brianna Dell developing a lesson plan for her HLSC 106 workshop.

CENTER FOR HEALTHY COMMUNITIES

Bridging the Gap: The Transformative Power of Internships

Internships are often seen as a bridge between academic learning and professional experience, enriching both the students and the organizations that host them. At the Center for Healthy Communities (CHC), they deeply value how internships shape the student experience, enrich the host agency and have a profound impact on the community.

All CHC internships are currently funded through workforce development grants that are aimed at addressing specific community health needs. These grant activities include the Lower Shore Early Childhood Mental Health Consultation (LSECMHC), Behavioral Health Integration in Pediatric Primary Care (BHIPP) and Substance Use Disorder Workforce Expansion (SUDWE) fellowship. These programs ensure that students acquire skills directly relevant to the objectives of these grants, thereby supporting our goal of improving community health through targeted initiatives.

This hands-on training not only aligns with their academic studies and equips students with essential skills, but it also supports the mission to nurture future health care professionals. Completing an internship allows students to gain a deeper understanding of the organizational dynamics within their chosen discipline. These experiences shape their future career path, influence their perspective, and help them identify areas for further growth and development. Many experiences cultivate greater enthusiasm and enjoyment for their field of study, significantly impacting their career trajectory.

Partner agencies of CHC often share that having a student intern reshapes roles within their organization and that they bring new and fresh perspectives that bolster staff collaboration and stimulate reflection. These health care professionals truly believe that mentoring students in this meaningful way enhances providers' job satisfaction and fosters a sense of purpose and fulfillment. It is through this process that memorable moments often arise from student contributions, validating leadership and reinforcing their skills and passion.

Unique to other experiences, CHC internships also offer program managers insights to harness effective leadership techniques. These individuals often collaborate with many different professionals involved in grant-funded health projects, creating new opportunities for learning and networking. This collegial spirit boosts job satisfaction and makes their role more fulfilling. Program managers also witness interns grow and succeed, which is a powerful motivator – all underscoring the significance of their role and commitment to progress.

Internships are a transformative experience for everyone involved. Whether a provider, an intern or a program manager, the insights gained and relationships built during this process can have lasting impacts on professional growth, job satisfaction and personal fulfillment. As we continue to navigate the ever-changing landscape of work, the CHC remains committed to fostering meaningful internship experiences to nurture the next generation of professionals.

Fostering Connections: The Impactful Role of LSECMHC Internships

For many students in the Lower Shore Early Childhood Mental Health Consultation (LSECMHC) program, their internship experiences are life-changing and career-defining.

Sequoia Chupek reflected on her time with the LSECMHC program sharing:

> *My time at Bundles of Joy University has been phenomenal. I've learned so much in just the short time I have been here, I can't imagine what is yet to come. The consistency has really allowed me to develop relationships with teachers, parents and children. I feel a part of the team here now, which feels monumental in my efficacy and ability to have open honest conversations."*

Harnessing knowledge gained from her academic studies, Sequoia has been able to apply these learned skills in the field into practice – a deeply meaningful experience that Sequoia doesn't want to end: "leaving at the end of the year is going to pull the heartstrings. This place is filled with amazing people, and I care about the impact I make here and how it will affect people after I'm no longer at the center."

Kacie Ackers worked collaboratively with the director and staff during her internship at the Wor-Wic Community College Jordan Center. There she was able to build positive relationships, provide mental health consultation services and support the entire classroom. She shared:

> *My experience at the Jordan Center has been an amazing learning opportunity for me, and I have enjoyed getting to work with all the families, children and staff members there!"*

The Jordan Center is a child development center providing nurturing care for children ages 2-5. "This internship has provided me with so much knowledge and has allowed me to improve my skills as a social worker," Kacie explained.

Bundles of Joy University Program Director Terena Bateman enthusiastically expressed that having a student intern from the LSECMHC program has been a tremendous asset. The organization thoroughly enjoyed having them. The intern brought a wealth of knowledge and a willingness to learn, making significant contributions to various projects. Interns bring a fresh perspective and renewed sense of energy that stimulates creativity and collaboration among staff, leading to innovative solutions and approaches. Bateman also shared how amazing the internship program has been, highlighting specific examples such as modeling professionalism, parent engagement and education outreach.

Connecting Pathways: The Vital Role of BHIPP Internships

Michaela Ehrhardt, LCSW shared that her Behavioral Health Integration in Pediatric Primary Care (BHIPP) internship expanded her understanding of the critical role primary care physicians/pediatricians play in addressing behavioral health concerns. During her internship, she had the opportunity to participate in leadership training in the Chicago Parent Program (CPP), an experience that ignited a deep interest in parent management training as an essential technique to support both the child and parent. Michaela shared:

> *Before my internship with BHIPP, I was unsure about the patient population I wanted to work with. After completing my placement, I learned that I enjoy working with children, adolescents and their families. My experience with BHIPP not only showed me that I liked working with youth but also allowed me to become familiar with age-appropriate assessments and interventions. As I start my career as an LMSW, I have more confidence in working with youth and look forward to supporting this population as I work toward becoming a clinical social worker."*

Ehrhardt also commented on her deepened understanding of the importance of relationships, connection and perspective gained through this internship experience.

As an alum of the BHIPP program, **Chelsi Riffe**, LCSW-C is beginning her fifth year supervising interns in the program. From recognizing the importance of supporting the behavioral health needs of children and families from the outset to acquiring enhanced clinical skills, the program has been an unparalleled journey. She explained:

> *Each year has been invaluable and filled with experience, enjoyment and opportunities. I have increased my professional development in countless ways, including through their support, training and networking. As a BHIPP intern supervisor, I have been able to support the interns through their final stage of education and before beginning their professional careers as graduate-level social workers. This has been fulfilling both professionally and personally."*

Jennifer Wehberg, M.D., pediatrician at Gateway Pediatrics shared the enriching experience of having an intern from the BHIPP program by enhancing capacity to provide timely mental health support. She shared:

> *Interns are seamlessly integrated into our team, taking on the critical role of assisting patients through acute issues and addressing their immediate needs while they wait to enter a local mental health program. We appreciate their collaboration, allowing our staff to focus on comprehensive care while ensuring patients receive support. "*

Wehberg also expresses how meaningful this internship is by bridging gaps in patient care, improving outcomes and providing staff with a different perspective rooted in each student's academic background – all enhancing our community health status.

Empowering Change: The Pivotal Role of SUDWE Interns

Workforce development is essential for enhancing career readiness, and internships are key to this process. By providing students with clinical training and opportunities to apply those skills in real-world settings, the CHC helps them build their confidence and competence for the workforce. It's truly transformational and rewarding to witness their growth and development throughout the internship experience.

In discussing Substance Use Disorder Workforce Expansion (SUDWE) fellowship interns, **Jennifer Halter**, director of behavioral health at the Wicomico County Health Department, stated: "Bringing in an intern keeps our agency current with the latest trends, skills, and technologies. Interns have always played a vital role in our work."

> *I have gained more empathy and respect by having such personal contact with our SUDWE fellows. Hearing their stories, motivations, and commitments to the SUD treatment field has been a humbling experience. The resilience that many of our students have displayed in overcoming barriers in their lives is inspiring," said **Ryan Messatzzia**, SUDWE program manager.*

The program manager role is quite meaningful, mentoring and celebrating student success throughout their internship journey during a critical time of professional growth – especially when students pass a major milestone in their professional journey. Messatzzia expressed that "seeing the commitment that our students have to helping those with SUD issues only reinforces my own passion for the field. As I see the effort that the fellows put into helping others, I am heartened that we are helping address the needs of our community."

Amy Conneely, LCSW-C director of mental health at Warwick Manor experienced the significant impact student interns have on patient experiences. By developing a more diverse curriculum that covers a wide range of topics, interns have contributed to notable increases in patient satisfaction outcomes. This inclusive approach not only enhances the quality of care but also encourages patients to engage more actively in their treatment.

Moreover, the internship program drives the organization's desire to seek out learning opportunities for all staff, fostering a culture of professional development and skill enhancement.

> *Conneely emphasized that having an intern has reinforced her guiding principles in decision-making, reminding her of the importance of collaboration and fresh perspectives. This experience deepened her commitment to continuous improvement, ensuring that the organization remains responsive to both patient needs and industry advancements.*

Jennifer Halter (director of the Behavioral Health Program in the Wicomico County Health Department, left), Sydney Sutherland (2023-2024 SUDWE fellow, middle) and Karen Hasty-Taylor (a SUD counselor with the Health Department, right) at the commencement ceremony.

Ryan Messatzzia, professor of social science at Wor-Wic Community College and project manager for the Substance Use Disorder Workforce Expansion (SUDWE) program.

SUDWE
Substance Use Disorder Workforce Expansion Program

Public Health
Prevent. Promote. Protect.
Wicomico County Health Department

Celebrating an outstanding partnership with the Wicomico County Health Department, working together to strengthen behavioral health services in our community.

PEOPLE

Meet the CHHS Student Advisory Board

The College of Health and Human Services Student Advisory Board (SAB) consist of student ambassadors from each of the college's three schools: Health Sciences, Nursing and Social Work. The role of the SAB is to promote the mission, vision and values of the CHHS by:

- Encouraging and supporting their student peers in their academic and professional goals.
- Serving as student liaisons between the college and prospective students, families, guests, alumni and community partners.
- Exemplifying the college by assisting with outreach efforts and campuswide events throughout the academic year.

Kelsey Flores

Senior
Respiratory Therapy Major

I transferred to Salisbury University after receiving my associate degree in general studies at Colby-Sawyer College. I chose respiratory therapy because I knew I wanted to work in health care, but I wasn't exactly sure what specific role I wanted to pursue. Being from Wicomico County, I naturally came home and met with Dr. [Randy] Insley, who introduced me to the RT program, and I've been here ever since! I love having the opportunity to work with critical patients and help them in their healing journey. One day, I hope to attend physician assistant school and pursue my passion for trauma and surgery. I am also the RT SGA representative, working closely with the Student Government Association to voice concerns and opportunities within the Respiratory Therapy Club.

Jahniah Johnson

Junior • Social Work Major / Social Justice Minor

After graduating, I hope to further my education by enrolling in Salisbury's Master of Social Work Program, with the goal of becoming a Licensed Clinical Social Worker (LCSW). I aspire to work within the school system, advocating for children and students, especially those on the autism spectrum. I chose this career path because of my passion for working with people and my desire to advocate for those who cannot advocate for themselves, with the hope of making a positive impact in their lives. I'm excited for this opportunity and look forward to a great year serving on the CHHS Student Advisory Board.

Melanie Laird

Senior
Medical Laboratory Science

I'm a proud U.S. Army veteran, and I chose this path after serving as a medical laboratory technician in the Army. My recent deployment to Qatar opened my eyes to the critical role lab professionals play in patient care, inspiring me to pursue my bachelor's degree in this field. I am an active member of the Student Military and Veterans Association. After graduation, I plan to apply to medical school, leveraging the knowledge and experience I've gained both in the Army and through the MLS program at SU.

Hannah Morton

Senior • Health Science Major

I'm originally from the Eastern Shore and transferred to SU after earning my associate degree in general studies at Wor-Wic Community College. At my previous school, I served as a student ambassador, and I'm excited to bring that experience to my role as a CHHS ambassador. Health science has been a great fit for me, as I'm still exploring different career options. The program has allowed me to discover various fields, helping me learn more about myself. After graduation, I hope to have a clearer understanding of my interests through internships and shadowing opportunities.

Christine Nelson

Junior
Social Work Major / Communication Minor

I chose social work because I'm passionate about helping people and providing services to those in need. In the future, I hope to become a school social worker, working with students from diverse backgrounds. At Salisbury, I serve on the executive board for the on-campus food pantry, Food for the Flock, and I'm a member of Girls on Top of the World, a community service-based club. I'm also a university host.

Madelyn Nossick

Junior • Nursing Major

I'm enrolled in the 12-month, fast-track B.S.N. program. I'm pursuing my third health care-related degree and am thrilled to serve on the CHHS Student Advisory Board. I come to SU with a Bachelor of Science in biology from East Carolina University and a Master of Public Health from the University of Maryland School of Medicine. I'm passionate about public health and hope that my service will positively impact our community's overall health. After graduation, I hope to work at Shock Trauma in Baltimore.

Dillon Otero

Junior
Exercise Science Major / Sports Medicine & Spanish Minors

When I first arrived at Salisbury, I wasn't sure which major to choose, starting as an information systems major. By my sophomore year, I realized my true passion lies in helping others lead healthier lives, which led me to switch to exercise science. On campus, I'm actively involved in the Exercise Science Club and serve as the captain of the club ultimate frisbee team. Off-campus, I volunteer with the Wicomico Mentoring Project and teach English as a Second Language (ESL) at Providence Presbyterian Church.

Ainsley Raybold

Junior
Nursing Major / Deaf Studies Minor

I work as an Advanced Emergency Medical Technician (EMT) and plan to pursue a career as an ER

and prehospital nurse after graduation. I chose nursing because I'm passionate about helping those in need, and I'm committed to making a positive impact in health care.

Campbell Ruffhead

Junior • Exercise Science Major

My goal is to further my education by earning a master's degree in dietetics or sports nutrition. I've always been interested in exercise and nutrition, which is why I chose this major. I'm particularly interested in research and enjoy conducting studies in the Exercise Physiology Research Lab. I'm active on campus as a Clarke Honors College ambassador, the captain of the women's club soccer team and a player on the club lacrosse team. I also referee soccer and women's lacrosse and coach the Pipeline Shore 13/14 girls' club soccer team.

Lacie Smith-Mitchell

Junior • Nursing Major

Outside of academics, I enjoy spending time with family, going to the beach and practicing yoga with friends to maintain a balanced lifestyle. I'm excited about the future and eager to make a positive impact in health care as I continue my journey as a nurse.

Deltava Thibeau

Senior
Laboratory Science Major

Med lab science is a complex field that offers opportunities to understand diagnostic testing and contribute to innovative patient care. This field is the backbone of accurate medical diagnoses, offering a rewarding career filled with problem-solving, critical thinking and communication skills. I'm also involved as a Clarke Honors College student, president of the Medical Careers Society, SGA representative for Student United Way, and a devoted member of Bethel Campus Fellowship. I also work as a home health aide, providing care for the geriatric population. After graduation, I hope to attend physician assistant school and specialize in surgery or labor and delivery.

Samantha Tipton

Senior
Respiratory Therapy Major

I plan to continue my education by becoming a physician assistant, focusing on trauma patients in the ICU. I chose respiratory therapy as it best prepares me for further studies. I'm the president of the Respiratory Therapy Class of 2025 and a member of the Health Professions Advisory Program.

New Faculty & Staff

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

Ivanna Harshman, D.N.P., RN, CNL, CPNP-PC

Assistant Professor, School of Nursing

My specialty is in pediatric primary care. I have the pleasure to teach in the children and adolescents theory and clinical courses, Introduction to Professional Nursing Practice and Health Assessment. My passions lie in encouraging adoption of lifelong healthy habits starting in childhood and promoting children's mental, emotional and behavioral health.

After graduating from the University of Maryland School of Nursing in Baltimore, my wife and I fulfilled our dream to move to the Eastern Shore in 2022. I chose Salisbury University because I love living and working in this community. I am beyond excited to be a part of preparing the next generation of nursing professionals here at SU!

Allison Hunter-Jacobs, M.S.W., LCSW-C

Field Practice Coordinator, School of Social Work

I am the field practice coordinator for online M.S.W. students in the School of Social Work. I was drawn to this role because I believe that fieldwork is essential to the education and development of M.S.W. students. In my previous position in crisis response and intervention, here on the Eastern Shore, I had the privilege of supervising and mentoring numerous M.S.W. students from SU and other institutions. It was incredibly rewarding to support their growth and help them cultivate the core values and competencies of social work.

Transitioning to this role at SU allows me to have an even greater impact on supporting the next generation of compassionate and skilled social workers. I am excited to be here and contribute to our community!

Hannah G. Ginn, Ph.D., MSW

Assistant Professor, School of Social Work

I enjoy preparing social work students to integrate research into their practice, bridge theories to actionable social change, and explore how disability, feminist and sexual justice perspectives contribute to a more equitable world. My research program shares parallel themes, examining how policies and standards of practices can uphold the sexual rights and well-being of women with intellectual disability.

I chose SU for its commitment to student success and its integration of social justice throughout its programming and pedagogy. I greatly value how the School of Social Work's diverse course modalities offer students important pathways to enter the profession, and I am thrilled to be joining such a dedicated and supportive faculty.

Helena Jenkins, D.N.P., RN, CNE

Assistant Professor, School of Nursing

My teaching interests lie What is medical surgical, leadership and simulation teaching. I also have research interests in simulation and experiential learning.

I chose Salisbury because I felt a great sense of community when I met the faculty.

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

Allen, K., Willey, A., Webster, D., & Seldomridge, L. (2024, May). *Increasing and Expediting New BSN Nurses in Response to Maryland's Intensifying Critical Needs.* Maryland Action Coalition Leadership Summit. Virtual. 20 May 2024.

Anthony, R., Thomas, M., **& Koh, B.D.** (2024, April). *Alternative grading: Addressing bias and inequalities in post-pandemic social work education".* Paper presented at the Social Development and Social Welfare (SDSW) conference, Panama.

Anthony, B. & Galarza Patterson, J. (2024, February). *Utilizing an Open Access Resource to Support Sexuality Social Justice Education for Social Work Students.* 2024 Annual BPD Conference, New Orleans, LA.

Anthony, B. & Galarza Patterson, J. (2023, December). *Utilizing a Collaborative Process to Create Open Access Books.* 2023 Maryland OER Summit, Salisbury, MD.

Galarza Patterson, J. & **Anthony, B.** (2023, October). *Open Access Resources and Sexuality Social Justice Education for Social Work Students.* 2023 Council for Social Work Education (CSWE) Annual Program Meeting, Atlanta, GA.

Ballard, A. J., & Gartner, R. E. (2024, November 13-17). *Development and validation of the Sexuality-Affirming/-Negating Sexual Socialization Messaging Measure* [Oral presentation]. Society for the Scientific Study of Sexuality Annual Conference, San Diego, CA, United States. https://www.sexscience.org/content.aspx?page_id=22&club_id=173936&module_id=660026

Tyndall, M. & **Barnes, A.** (2024, April 17-21). *Enhancing Lung Cancer Screening through Team-Based Medicine and Electronic Clinical Decision Support (CDS) in Primary Care* [Poster Presentation]. 2024 NONPF 50th Annual Conference: The NP Educators Golden Jubilee, Baltimore, Maryland. https://www.nonpf.org/event/AC24

Esham, K. & **Barnes, A.** (2024, May 20). *Assessing Health Literacy of Patients with Heart Failure* [Poster Presentation]. STTI Lambda Eta Spring 2024 Evidence-Based Practice (EBP) Conference, Salisbury, Maryland.

Tyndall, M. & **Barnes, A.** (2024, May 20). *Enhancing Lung Cancer Screening in Primary Care.* [Poster Presentation]. STTI Lambda Eta Spring 2024 Evidence-Based Practice (EBP) Conference, Salisbury, Maryland.

Fedorko, B., & Townsend, Z. (2023). *Lifesaver: Preventing, Recognizing, and Managing Sudden Cardiac Arrest in Children.* SHAPE Maryland Conference, Glen Burnie, MD.

Forte, J., (2024, April 18). *Teaching how to answer the question: Am I an anti-racist, culturally responsive, justice-promoting ally and advocate?* 9th Annual Culturally Responsive Teaching and Learning Conference, Maritime Institute, Linthicum, MD.

Forte, J., (2024, March 8). *Hull-House's innovative women and inclusive hospitality: Bringing the outsider in.* Salisbury University Women's Forum, 8th Annual International Women's Day Conference, Salisbury, MD.

Forte, J., (2024, February 16). *Documenting injustice: Photovoice for teaching students to see unseen faces, hear muted voices, understand lived experiences.* Salisbury University 14th Annual Teaching and Learning Conference, Salisbury, MD.

Forte, J., (2024, January 25). *Identifying, assessing, advocating for vulnerable populations: An intersectional life course approach.* Spring Opening Meeting, Salisbury University, School of Social Work, Salisbury, MD.

Forte, J., (2024, October 27). *Jane Addams, imperfect anti-racist: Researching her insights into white privilege and racial injustice.* Council on Social Work Education 69th Annual Program Meeting: It's Time to Act: Defining and Reckoning with Anti- Racist Social Work Education, Atlanta, GA.

Forte, J., (2024, September 29). *Ethical advocacy for justice: Using positionality, personal stories of precarity and principles for moral problem solving.* Salisbury University, Center for Healthy Communities, Continuing Education Workshop, Salisbury, MD.

Freda, K., Seldomridge, L., & Johnson, A. (2024, May). *Forming Partnerships in Maryland to Address the Nursing Shortage.* Maryland Action Coalition Leadership Summit. Virtual. 20 May 2024.

Bay-Cheng, L. Y., & **Ginn, H. G.** (in press). Capable of risk: Sexual risk & the dignity of marginalized women. In P. J. Kleinplatz (Ed.), New Directions in *Sex Therapy: Innovations and alternatives* (3rd ed.). New York: Brunner-Routledge.

Glover, K. R. & Bodzin (2025, January 10-14). *Early Efficacy Testing of a Serious Simulation Game: Student Perceived Value, Achievement, Cost and Self-Regulated Engagement Associated with Level Attainment* [Poster Presentation]. International Meeting for Simulation in Healthcare. January 11, 2025, Orlando, FL.

Green, D., O'Brien, R., Parra, L., Schrager, S., & Goldbach, J. (2023). *Mental health service use among a nationally representative sample of sexual minority youth.* Council of Social Work Education Annual Program Meeting. Atlanta, GA.

Green, D., Sutton Ryan, A., & **van Vulpen, K.** (2023). Giving voice in trans care: *An interprofessional fellowship model for a rural community.* Council of Social Work Education Annual Program Meeting. Atlanta, GA.

Hall, N. J., Hammerer, K. M., Cabrera, K. C., UMSON Trends Affecting Nursing Education: AI, XR, CBE, "Inclusion of Diversity in Simulation with Undergraduate Nursing Students to Decrease Healthcare Disparities," UMSON, Virtual. (April 25, 2024).

Hall, N. J. (Author & Presenter), **Reid, T. P.** (Author & Presenter), **Mills, B. M.** (Author & Presenter), 14th Annual SU Teaching and Learning Conference, "Relying on Communication and Relationship Building to Increase Clinical Placements while Expanding Enrollment in an Undergraduate Nursing Program," SU, SU. (February 16, 2024).

Hall, N. J., 37th Annual Tri State Consortium Conference, "Advocacy: Educating Nurses, Students and the Community on Speaking Up," Tri State Chapters of Sigma, Wilmington, Delaware. (October 22, 2023).

Hall, N. & Reid, T. (July, 2024). Measuring Anxiety When Using a Mindfulness Exercise as Part of a Simulation. [Poster presentation]. Sigma 35th International Nursing Research Congress, Singapore

Hall, N., Reid, T., Seldomridge, L., Jarosinski, J., **Hauck, B., & Payne, B.** (2024, April). Online all the time: Using technology to prepare new nurse educators. UMSON Nursing Education Conference. Virtual. 24 April 2024.

Hauck, B., Seldomridge, L., Hall, N., Reid, T., & Payne, B. (2024, May). Preparing clinical educators for nursing programs on the Eastern Shore of Maryland. Lambda Eta Evidence Based Practice Conference. Salisbury, MD. 20 May 2024.

Kim, S.H. (2024, March 14). *Global interconnection: Root causes of U.S.-Mexico border issues and current political debates.* The Institute of Social Welfare Colloquium, Ewha Women's University, Seoul, South Korea.

Koh, B.D. (2024, October). Decentering Lived Moral Experience: Insights from the Lived Experience of Korean Buddhist Monastics. Paper accepted to present at the Annual Program Meeting (APM) of the Council for Social Work Education (CSWE), Kansas City, MO.

Koh, B.D. (2024, April). *Moral imagination and ethical emancipation: Envisioning a "Radical Imaginary".* Paper presented at the Social Development and Social Welfare (SDSW) conference, Panama.

Koh, B.D. (2023, October). *Anti-racist and anti-oppressive ethics: An innovative framework.* Paper presented at the Annual Program Meeting (APM) of the Council for Social Work Education (CSWE), Atlanta, GA.

Marquette, L.M. (2024, March 26). *Physical Activity, Stress, & Sleep* [Conference presentation]. First Responder Mental Health and Wellness Conference, Ocean City, MD, United States.

Zupnik, S., Rolnick, N., Licameli, N., Moghaddam, M., **Marquette, L., Walter, J., Fedorko, B., & Werner, T.** Effects of Upper and Lower Body Blood Flow Restriction Training on Rating Perceived Exertion and Discomfort. 2024 ACSM National Conference, Boston, MA.

Maykrantz, S. A. & Martino, A. (2024, October). Points of contact: *Designing and implementing study abroad experiences to promote global learning.* [Round table discussion]. American Association of Colleges & Universities Global Learning Conference, Washington, DC.

Maykrantz, S. A. & Diriker, M. (2024, November 13). *An innovative public health solution with European features for an American problem.* [Poster presentation]. European Public Health Conference, Lisbon, Portugal.

Nobiling, B.D. (2023). *Fostering resilience in children and youth affected by opioid addiction.* Webinar presented as part of HRSA grant training module series. December 2, 2023.

Cox, J., **Nobiling, B.D.,** Okubo, Y., Wight, C. (2023). *Featured Session, Salisbury University.* Panel presentation at the 2023 Maryland OER Summit: Cultivating Agency through Open Educational Practices. December 1, 2023.

Cox, J., **Nobiling, B.D.,** Wight, C. (2023). *Open Pedagogy: Examples from the Classroom.* Panel presentation at the Salisbury University Instructional Design and Delivery fall workshop series. November 17, 2023.

Nobiling, B.D., Miller, A., & Coghill, K. (2023). *Your reproductive health rights in an era of uncertainty.* Panel presentation at the Salisbury University Project KISS fall workshop. September 12, 2023.

Nobiling, B.D. (2023). *OER and Copyright.* Presentation at the Salisbury University Inaugural Open Pedagogy Fellowship Workshop. May 12, 2023.

Owens-King, A.P. & Venable-Edwards, V.M. (2024, August 6). *Moving Beyond Self-Care to Wellness.* [Webinar]. Council of Social Work Education Minority Fellowship Program. Virtual.

Owens-King, A.P. (2024, July 31). *A Review of the Comunidad and Umoja Scholars Program.* [Conference presentation]. Success24 Conference. Salisbury University, Salisbury, MD, United States.

Owens-King, A.P. (2024, May 10). NIA & CUSP: *Mentoring Initiatives with Mutual Benefits to Social Work Students and Practitioners [Workshop].* Maryland Community Action Partnership 2024 Annual Human Services Conference. Ocean City, MD, United States.

Schaefer-Salins, E., (2024, April 5). Joint World Conference on Social Work, Education, and Social Development, International Federation of Social Workers, Panama City, Panama. *How to Provide Anti-Ableist and Anti-Audist Social Work Services.*

Reid, T., Seldomridge, L., Hall, N., Jarosinski, J., Hauck, B., & Payne, B. (2024, July). A Systematic Process for Evaluating Facilitators in a Program Preparing Clinical Nurse Educators. Sigma Theta Tau 35th International Research Congress. Singapore. 25-28 July, 2024.

Seldomridge, L., Freda, K., & Johnson, A. (2024, September). Promoting Nurse Retention Efforts Through Statewide Partnerships: Expanding LeadNursingForward.org. [Conference session]. Maryland Nurses Association 21st Annual Convention. 26-27 September 2024. Annapolis, MD.

Seldomridge, L., Hall, N., Hauck, B., Reid, T., & Payne, B. (2024, September). Deconstructing Implicit Bias in a Program to Prepare New Nurse Educators. [Conference session]. Maryland Nurses Association 21st Annual Convention. 26-27 September 2024. Annapolis, MD.

Seldomridge, L., Freda, K., & Johnson, A. (2024, May). Advocating for nurse retention through statewide partnerships. Lambda Eta Evidence Based Practice Conference. Salisbury, MD. 20 May 2024.

Jarosinski, J., **Seldomridge, L., Hall, N., Reid, T., Hauck, B., and Payne, B.** (2024, March). Creating Supportive Learning Environments for Novice Nurse Educators: The Advanced Academy Experience. Sigma Theta Tau International, Creating Healthy Work Environments. 8-10 March, 2024. Washington, D.C.

Schermerhorn, J. & Jorden, B. (2023, September 27). *Streamlining the Signing of Forms: Using the Invite External Reviewers or Respondents Tool.* Lumivero Virtual Conference 2023. Online.

Schermerhorn, J. (2023, October 27). *Assessment of Loneliness and Isolation in Older Adults.* Assessment Tools of Older Adults: A Multidisciplinary Skills Workshop. Salisbury, MD.

Schermerhorn. J. (2024, April 10). *When Qualified MSW Supervisors are Limited: Unlocking the Potential of External Field Supervision.* Social Work Distance Education Conference. Online.

Ruffhead, C., Rolnick, N., Licameli, N., Moghaddam, M., **Taylor, S., Marquette, L., Walter, J., Fedorko, B., & Werner, T.** Effects of Acute Blood Flow Restrictive Bicep Curl Exercise on Arterial Stiffness. 2024 ACSM National Conference, Boston, MA.

Townsend, Z. & Werner, T. (2024). Comparison of One-patch And Standard 12-lead Electrocardiogram. ACSM National Conference, Boston, MA.

Townsend, Z. & Taylor, S. (2024). Building Wellness with Resistance Training. SU Teaching and Learning Conference, Salisbury, MD.

Townsend, Z., Torrence, W., Smith, D., & **Werner, T.** (2023). Relationship Between Exercise Motivation and Physical Activity Among College Students. MARC-ACSM Conference, Lancaster, PA.

Townsend, Z., & Fedorko B. (2023). Youth Resistance Training. SHAPE Maryland Conference, Glen Burnie, MD.

Venable-Edwards, V.M., Owens-King, A.P., & Long-White, D. (2024, April) *The impact of a short-term, team-based community movement initiative on individual's wellbeing.* The Joint Conference on Social Work Education and Social Development. Panama City, Panama [oral presentation].

Venable-Edwards, V.M. & Anthony, B. (2024, April) *The usage and impact of an open educational resource (OER) textbook option in a social work skills course on student learning.* The Joint Conference on Social Work Education and Social Development. Panama City, Panama [oral presentation].

Venable-Edwards, V.M., Owens-King, A.P., & Long-White, D. (2024, October) *The impact of a community focused movement initiative on overall wellbeing.* Fourteenth International Conference on Health, Wellness & Society. Malmo University-Niagara; Malmo, Sweden. [oral presentation].

Venable-Edwards, V.M. (April 2024) *Let's Move for Wellness.* Wicomico County Schools Faith-Based Partnerships Open House, Salisbury, MD (invited presentation).

Willey, A., Allen, K., Webster, D., & Seldomridge, L. (2024, September). Implementing an Inaugural Fast-Track BSN Program: Lessons Learned. [Conference session]. Maryland Nurses Association 21st Annual Convention. 26-27 September 2024. Annapolis, MD.

PUBLICATIONS

Murphy, A., Conner, L.R., Weiler, A., **Anthony, B.,** Jewell, J.R., & **Venable, V.** (2023, September). Social Work Education Anti-Racism (SWEAR) Scale. *Journal of Social Work Education.* https://www.tandfonline.com/doi/full/10.1080/10437797.2023.2248212

Gartner, R. E., Smith, E. K., Panichelli, M., & **Ballard, A. J.** (2024). Campus sexual violence and the cost of protecting institutions: Carceral systems and trans student experience. *Affilia*. Advance online publication. https://doi.org/10.1177/08861099241245951

Finch, M.A., **Camillo, C.G.,** Franzak, J.K., Reid, M.M., Craddock, C., & Wivell, R.L. (2024) Process Issues. In K.K.C. Everson, L. Hemmer, K.M. Torres, & S.R. Tamim (Eds.), *The importance of the dissertation in practice (DiP): A resource guide for EdD students, their committee members and advisors, and departmental and university leaders involved with EdD programs* (pp. 247-262). Myers Education Press

Glover, K. R., & Bodzin, A. (2024) - 12th Grade Female Student Perceived Value, Achievement, Cost and Self-Regulated Engagement Associated with Serious Simulation Game Level Attainment. *Career and Technical Education Research*, 49(1), 2–27. https://doi.org/10.5328/cter49.1.2

Srivastava, A., **Green, D.,** O'Brien, R. P., Parra, L. A., Schrager, S. M., & Goldbach, J. T. (2024). A proposed taxonomy for categorizing sexual identities in adolescence. Psychology of Sexual Orientation and Gender Diversity. Advance online publication. https://doi.org/10.1037/sgd0000685

Hall, N. J., Cabrera, K. C., & Hammerer, K. M. (2024). *Adding Diversity to Simulations for Prelicensure Students in a Nursing Program.* Published. https://doi.org/DOI: 10.1097/NNE.0000000000001642

Robles-Rodríguez, E., **Houser, L.,** Sanchez, B., Ormerod, C., Washburn, S., Oertle, S., & Jerome-D'Emilia, B. (2024). Women's knowledge of genomic testing and precision medicine in breast cancer treatment decision-making. *Oncology Nursing Forum,* 51(3), 199-208. doi: 10.1188/24.ONF.199-208

Jung, K. R. and **Kim, S.H.** (2024). Korean fathers' immigration experience. *Journal of Human Behavior in the Social Environment,* https://doi.org/10.1080/10911359.2024.2302976

Koh, B. D. (2024). Insights from the lived experience of Buddhist ethics: Implications for social work ethics education. *Social Work Education.* doi: 10.1080/02615479.2024.2368174

Koh, B. D. (2023). Epistemic ethics justice: A "radical imaginary." Special issue of *Journal of Ethnic and Cultural Diversity in Social Work,* "The Future of Race, Ethnicity, and Culture in Social Work: Challenges and Opportunities." doi: 10.1080/15313204.2023.2291658

Long-White, D. (2024). *Chapter 21 St. Clair Drake*, In Jipguep-Akhtar, M.C. Editor & Khan, N. Editor (1st edition), Fifty Key Scholars in Black Social Thought. Routledge.

Rolnick, N., Licameli, N., Moghaddam, M., **Marquette, L., Walter, J., Fedorko, B., & Werner, T.** (2024). Upper Limb Blood Flow Restriction Exercise on Acute Arterial Stiffness, Perceptual Responses and Performance. *Journal of Science and Medicine in Sport.*

Schaefer-Salins, E., (2024) The looking-glass self and other looking-glass inspired psychological and sociological theories, In E. Kohlt, F. E., & Houyaux, J. (Eds.). *Alice through the looking-glass: A companion* (pp. 137-142). Peter Lang Ltd. https://doi.org/10.3726/b20155

Seldomridge, L., Allen, K., & Howard, S. (2023, May 16). *Breast Cancer.* https://www.nursing.umaryland.edu/mnwc/mnwc-initiatives/nextgen-nclex/faculty-case-studies/.

Seldomridge, L., Hall, N., Jarosinski, J., **Reid, T., Hauck, B., & Payne, B.** (2023). Preparing new clinical educators: 10-Year outcomes of a hybrid program. *Journal of Nursing Education,* 62(12), 701-705. https://doi.org/10.3928/01484834-20231016-01

Seldomridge, L., Hart, J., & Dale, M. (2023, March 15). *Heart Failure.* https://www.nursing.umaryland.edu/mnwc/mnwc-initiatives/nextgen-nclex/faculty-case-studies/.

Taylor, S., Martin, J., Wilson, O. W. A., Elliot, L., & Bopp, M. (2024). The Impact of Physical Activity Enjoyment, Exercise Self-Efficacy, Recording Physical Activity, and Exercise Goal Setting on Physical Activity Levels of College Students. Recreational Sports Journal, 0(0). https://doi.org/10.1177/15588661241261997

Rolnick, N., de Queiros, V.S., Moghaddam, M. Peikon, E., **Taylor, S.**, Watson, S., Ruffhead, C., Zupnik, S., & **Werner, T.** (2024). Cardiovascular, Perceptual, and Performance Responses to Single- vs. Multi-Chambered Blood Flow Restriction Cuffs. *Frontiers in Sports and Active Living.*

Townsend, Z., Torrence, W., Smith, D., & **Werner, T.** (2024). Physical Activity and Exercise Motivation Differences Among College Students. *International Journal of Kinesiology in Higher Education,* 1–14. https://doi.org/10.1080/24711616.2024.2381442

Fitzhugh, E. C., Smock, C., Balis, L. E., Gustat, J., Kellstedt, D., Roemmich, J.N., **Townsend, Z.,** Abildso, C. (2024). Factors Associated with Leisure-Time Bicycling Among Adults in the United States: An Urban-Rural Comparison. *Journal of Physical Activity and Health,* 1-11. doi:10.1123/jpah.2023-0508

Townsend, Z. (2024). Advancing Electrocardiogram Technology. *Cardiology & Cardiovascular Research,* 2(1). doi:10.33425/2996-3885.1008

Lenstra, N., O'Hara, N.T., Jones, D.L., **Townsend, Z.,** Slater, S., Pickett, A.C., Day, K.R., Meyer, M.R.U., Perry, C. (2023). Understanding Libraries as Part of the Rural Active Living Environment: Evidence from a Content Analysis of Library Facebook Posts Made in Summer 2022. *Health Promotion Practice.* doi:10.1177/15248399231206085

Mason, J.J., Coleman, L., Dawod, M., Wathen, K., Houston, S., **Waldron, M.,** Hinds, P.S. (2024). Child and caregiver voices about inpatient care: What do they report as positive and as needing improvement? *Journal of Pediatric Nursing,* 75; pages 213-220. (Published online January 24, 2024) DOI https://doi.org/10.1016/j.pedn.2024.01.013

BOOKS

Galarza-Patterson, J., **Anthony, B.** & Zamantakis, A. (2024). *Sexuality Social Justice.* Pressbooks. https://pressbooks.pub/sexualitysocialjustice/

Salisbury UNIVERSITY

COLLEGE OF HEALTH & HUMAN SERVICES

1101 Camden Avenue
Salisbury, Maryland 21801-6860

ADDRESS SERVICE REQUESTED

For more information:

College of Health and Human Services
chhs@salisbury.edu • 410-548-2022
salisbury.edu/CHHS

College of Health and Human Services

Our Programs

SCHOOL OF HEALTH SCIENCES

Undergraduate Programs

- Exercise Science (B.S.)
- Health Science (B.S.)
- Medical Laboratory Science (B.S.)
- Public Health (B.S.)
- Respiratory Therapy (B.S.)

Graduate Programs

- Health and Human Performance (M.S.)*

SCHOOL OF NURSING

Undergraduate Programs

- Traditional (B.S.N.)
- RN to B.S.N.
- Second Degree (B.S.N.)*

Graduate Programs

- Traditional (M.S.N.)
- RN to M.S.N.
- Doctoral (D.N.P.)

SCHOOL OF SOCIAL WORK

Undergraduate Program (B.A.S.W.)

*Graduate Program (M.S.W.)**

**Accelerated Program Option*

Salisbury University Regional Programs

Same Excellent SU Education Available Near You

SCHOOL OF HEALTH SCIENCES

Exercise Science (B.S.)
Universities at Shady Grove

Health and Human Performance (M.S.)
Universities at Shady Grove

SCHOOL OF SOCIAL WORK (B.A.S.W. & M.S.W.)

Cecil College
Eastern Shore Higher Education Center
University System of Maryland at Hagerstown
University System of Maryland at Southern Maryland