



Resilient Transformations

Message from the Dean

Health and Human Sciences here at SJSU.

In this newsletter, you will read about how we are wrapping up a fall semester like none other. I am incredibly impressed and grateful for how our students, faculty and staff have responded to this most prodigious time. Faculty and staff have been creative, nimble, and tireless in their efforts to be responsive to the quickly shifting state and county directives related to COVID-19. They have worked over their summers to be trained in the best pedagogy for remote teaching and learning and preparing their content in a way that assures our students are engaged and learning. They have collaborated in extraordinary ways with each other and our community partners.

The programs in the College are ones that build upon the opportunities that are afforded by community engaged service learning. Our students have placements in hospitals, clinics, social service agencies, homeless shelters, and a variety of other health and behavioral health care settings. Faculty, staff, and students have overcome obstacles the pandemic has presented limiting in-person interactions and clinical work. Our faculty and staff have been creative and diligent. Advances have been made in the creation, expansion, and adaptation of health technology, virtual reality, simulation training, and telehealth.

We can all learn from our students to help us be more resilient and innovative, reframe challenges as opportunities, and foster a willingness to both seek and give help. When listening to our students' stories, I am deeply inspired by what they have overcome and their determination to stay the course with their educational goals. Their grit, tenacity, and ability to overcome uncharted challenges foretells the promise of our future. I hope you too draw inspiration and hope from the highlights found in this Fall 2020 "Resilient Transformations" newsletter.

I have worked in many jobs over my lifetime. I grew-up working on a family farm. I was a Peace Corps volunteer in West Africa. I worked with inner city youth in St. Louis. I have also worked for multiple universities. None of my prior experiences have been like the amazing initial months as dean of the College of



An Evolving Plan for Clinical Education: Doctoral Training Amidst Physical Distancing Directives

By: Shealyn Bissell

The current global public health crisis is affecting all sectors of society. The swiftness that the virus infiltrated the global community and economy forced many to adapt and make changes to everyday life. Changes caused by the pandemic will reverberate for years to come. Education has completely transformed, and educators and students alike will rise to face the obstacles that present themselves day by day. Together, educators must shift the way that we prepare students for success in their field. When the majority of clinical education experiences require learning through physical patient contact, how can students prepare for a career in healthcare?

Audiology is a clinical profession in which licensed professionals examine hearing and balance in patients at regular intervals throughout the work day. In order to develop the clinical skills needed during the evaluation, diagnosis, and treatment of patients students require hands-on experiences in a clinical Audiology setting. The locations Audiologists can provide audiological services include private practices, physician offices, hospitals, schools, colleges and universities, rehabilitation centers, and long-term residential health care facilities. Many of these facilities are now severely impacted by policies designed to limit the spread of COVID-19. Audiology professionals are reluctant to act as preceptors for student supervision during internships

and externships, and consequently student placements are looking drastically different than in previous years.

In the SJSU Department of Audiology, our goal is to provide our cohort of students with a well-rounded clinical education. This work involves innovative ideas proposed by all faculty members. Open lines of communication between faculty, staff,

equipment that students can use individually, and executed clinical observation contracts with medical professionals throughout the state. Until it is safe for our students and faculty to work and learn in our on campus clinical space alongside community members, we will continuously evolve to accommodate state and county guidelines while also offering our first cohort the highest quality clinical experience.

Simulation software is an essential part of clinical distance learning. The pressures of COVID-19 have created an environment where clinicians in academic roles across the nation have done the necessary work of creating software that is realistic to the day to day tasks of the profession. Our faculty have individually tested and assessed all of the viable software related to Audiology

and hearing science that is currently on the market. As a new and upcoming department, our faculty is determined to implement the best audiological simulation software to supplement didactic discourse. With a collaborative and interdisciplinary approach, San José State University educators stand in solidarity with each other to cultivate excellent training for our students. The Department of Audiology will present clinical education in the Spring of 2021 that will showcase all of the diligent and enthusiastic work the Clinical Director and entire faculty has done to ensure the students of Audiology receive an unsurpassed clinical experience.



and students and the synergy of minds is essential to developing new concepts of socially-distanced clinical practicum experiences. The cohort's first clinical practicum course is scheduled to begin Spring semester 2021. Prior to social distancing guidelines this would have involved direct clinical observation and direct clinical experience supervised by a faculty preceptor. A state of the art clinical lab is currently under construction where students of Audiology will eventually serve members of the campus community and local community at large. We have adjusted our proposed in-person clinical lab sizes, come up with a rotating schedule, acquired cutting edge

SJSU Shield Up Campaign

By: Dr. Ni (Jennie) Zhang and Shield Up Team

Virtual learning may take students out of the physical setting of campus, but students, faculty and staff are the foundation of what makes a campus community. Since March, San José State University (SJSU) staff and students have worked diligently to create a respectful and cooperative environment. The transition was difficult for many, but unity and perseverance prevailed. It seems easy to be disheartened in these dark and difficult times, but that is why it is crucial to keep encouraging one another. To help inspire this spirit of positivity, a new campaign was introduced—one which not only aims to educate the SJSU student body about COVID-19, but also aspires to support students, build community between one another, and provide various health resources to reinforce support. SJSU's Shield Up health communication campaign has been hard at work to accomplish all of these goals.

Funded by the Provost's Office and supported by the Department of Public Health and Recreation, the Shield Up Campaign is a student-centered health communication campaign, designed by Assistant Professor Dr. Ni (Jennie) Zhang from the Department of Public Health and Recreation and a group of public health students Pranuthi Pagidipati, Jasmine Thai, Hsin Yi Tseng, Sarah Ahmed, Huda Assaf, and Nikita Madan (see below in the picture). As a sub-brand of SJSU Adapt, this student-led campaign has taken up the initiative to invigorate students and build a virtual community with fellow peers. Through social media platforms such as Instagram, Twitter, and Facebook, the campaign hosts a variety of interactive activities to keep up student engagement, including polls

The transition was difficult for many, but unity and perseverance prevailed.

contests and giveaways. The goal is to foster a positive environment while ensuring that there is a steady flow of information and resources available regarding COVID-19 for students. Shield Up also features a variety of SJSU's own students' creative artwork and digital storytelling to inspire the best in others, and motivate students to continue following CDC guidelines and safety precautions.

There has never been more of a need for positivity as there is now. In the midst of this pandemic, there is no difference between one person and another, which is what Shield Up works to demonstrate while promoting the university's overall goal of establishing unity. The virus affects everyone in one way or another. The general academic anxiety, coupled with the consequences of COVID-19 seems almost impossible to bear, and no one should have to suffer through it alone. For that very reason, Shield Up works day and night to assure that students on and off campus feel a sense of community and solidarity when they log on to our profile. The team encourages positivity on a day-to-day basis, practices cultural humility,

and values the diversity of students that we encounter online.

This year, Shield Up has been proud to announce its acceptance into the Symposium for Undergraduate Research at UC Santa Cruz (SURU), a special event held for students from diverse disciplines to celebrate and share their research and achievements. With this opportunity to present at SURU, Shield Up has had the honor to represent and reflect the academic and winning spirit of San Jose State University. And so, Shield Up held true to the campus spirit and brought home the first place award for San Jose State at this year's symposium. It is hoped that this joy is shared with the whole campus community and that it will bring a note of encouragement as the semester closes.

There is no doubt that SJSU students are resilient. This year has been marked with hardship and, as the world faces the greatest challenge yet, San José State University will come out strong as always.

Please reach out to us:

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Dr. Ni (Jennie) Zhang



Pranuthi Pagidipati



Jasmine Thai



Hsin Yi (Cindy) Tseng



Sarah Ahmed



Huda Assaf



Nikita Madan



Kinesiology Faculty Members Host the 49th NAPEC Online

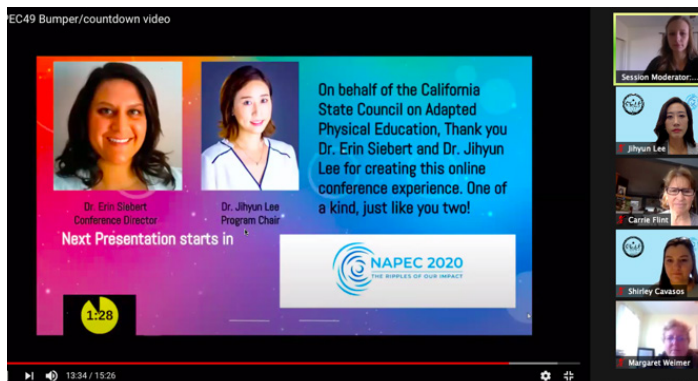
By: Dr. Erin Siebert and Dr. Jihyun Lee

Dr. Erin Siebert (Conference Director) and Dr. Jihyun Lee (Program Director) from the Department of Kinesiology hosted the 49th National Adapted Physical Education Conference (NAPEC) online on November 13-14, 2020. The conference was marketed on various social media platforms as #NAPEC49online. This annual conference is presented by the California Alliance of Health, Physical Education, Recreation, and Dance (CAHPERD) and in coordination with the State Council on Adapted Physical Education (SCAPE). With the theme of “the Ripples of Our

Administering the conference via a virtual platform for the first time during COVID-19 added a unique challenge.

Impact,” this conference well represented the overarching emphasis on resilience. It was the first ever virtual conference since the organizations started hosting an annual conference back in 1971, originally called the National Conference on Physical Activity for the Exceptional Individual. Hosting a national conference takes a great deal of planning, energy, and work. However, administering the conference via a virtual platform for the first time during COVID-19 added a unique challenge.

Both Dr. Siebert and Dr. Lee responded well and were able to provide a most successful conference with over 300 attendees including a diverse group of presenters from across the country. Attendance at the conference exceeded the in-person attendance estimates they had originally been planning for, roughly 250 attendees. Presenters and attendees were adapted physical education (APE) teachers, physical education (PE) teachers, higher education professionals teaching adapted physical activity, APE and PE courses, as well as undergraduate and graduate students studying in the field. Many of the presentations at the conference provided information to attendees regarding how to teach APE at the university level as well as to children with disabilities in the public schools



through online and various virtual platforms and legal issues regarding APE/PE remote learning. Also, many presentations showed the resilience of APE/PE professionals during these difficult times. For example, APE specialists in the Butte County Office of Education, which was selected as the NAPEC 2020 Program of the Year, presented some of their stories coming out of wildfire disasters in 2019, including how they continued APE services and helped children cope with the challenges they were facing even when the teachers themselves were dealing with the same situation. All presentations provided timely and valuable information to help those in the field continue to support children with disabilities and their families through quality APE/PE services during these challenging times.

Drs. Siebert and Lee utilized Zoom, YouTube, Adobe, and Google Workspace to make this conference possible. All sessions, keynote presentations, meetings, and socials were held via Zoom meetings and webinars. These sessions played recorded presentations held on the newly created NAPEC SCAPE YouTube channel. This was then followed by a live question and answer session moderated by two co-hosts. There was a break between each session where a countdown video played providing attendees with conference announcements, photos from previous conferences, and a save the date for next year's 50th anniversary conference.

Zoom meetings were scheduled as rooms so that conference attendees could move from session to session much like they would at an in-person conference. This allowed for greater flexibility in the attendees' schedule and the ability to view multiple presentations scheduled at the same time. Conference registration fees for attendees were kept to a

minimum so that the information could be accessible to as many professionals and future professionals as possible given budget and travel restrictions in place due to COVID-19. What was even better was that after the conclusion of the conference, all of the recorded sessions were made publicly available

on the YouTube channel to allow attendees and others not in attendance (e.g., parents of individuals with disabilities, special education teachers and directors, other APE professionals, etc.) to view and review any of the sessions.

Drs. Siebert and Lee received many positive feedback comments from conference attendees such as, “...I truly enjoyed the virtual conference experience! I was able to understand more with doing the virtual conference instead of in person conference due to my hearing impairment and with the use of subtitles/closed captioning has been so helpful! Thanks so much for the information and am looking forward to more future conferences!”, as well as from presenters who shared, “...that it isn't an easy task - especially for you guys who had to be the pioneers for a virtual NAPEC. Well done, ladies! I am grateful to you for all you have done and will continue to do going forward.” Colleagues in the field of higher education said “I can certainly appreciate all the hard work that goes into administering the NAPEC, having attended the conference every year since 1988 and being responsible for helping to administer the conference on three separate occasions... I strongly believe that Dr. Siebert and Dr. Lee are the type of professionals who throughout their careers will remain committed to excellence and will continue to make strides toward contributing to the profession. They both represent the APE profession and San Jose (State University) well.”

Drs. Siebert and Lee would like to extend a special thank you to all the conference volunteers, moderators, presenters and attendees who put in the extra work to make this first ever-virtual conference not only possible but also a huge success.

Nutrition and Food Science (NUFS) Student Club

By: Tannaz Vandaie and Madison Young



Club Impact

President Tannaz Vandaie and Vice President Madison Young's goal was to make the club more inclusive of all concentrations of Nutrition and to give back to the community of students who are the driving force of the Nutrition and Food Science (NUFS) Club. Together they redesigned and streamlined the NUFS Club operations to thrive in a virtual format and worked hard to bring their goals to fruition. This restructuring included providing inclusive opportunities for all students in the Nutrition, Food Science, and Packaging (NUFSPKG) department concentrations and revising the membership format enabling the club to make monthly donations to community-based non-profit organizations. Other modifications included hosting guest speakers from diverse fields, providing educational workshops, access to virtual conferences, and community service opportunities to students. The revision of the club format and its benefits to students resulted in a record number of members. Here's what they have to say about the NUFS Club:

- "Not only has the NUFS Club assisted me with academic opportunities, but also with amazing connections and friendships. The NUFS Club provides so much insight and opportunities in the nutrition field which is extremely helpful. As a member, I would say the NUFS Club is one of the most outstanding, informative, and supportive clubs I have joined." - Winnie Liao

• "Through the event that featured Ellice Ogle from Tandem Foods, I was granted access to attend the Cultured Meat Symposium 2020. I was able to attend the presentations and listen to experts in the field share

their discoveries and information regarding cultivated meat products."

- Phillip Nguyen

Outreach Work

A primary focus for the NUFS club this past year has been to increase community involvement. Tannaz, Club President, facilitated a virtual food drive for Second Harvest Food Bank to help decrease food insecurity in the community during a challenging time. She recruited club members to help increase awareness and together with the NUFS Club officers raised \$920. This provided a total of 1840 meals to local food insecure individuals and families. Additionally, through the restructuring of the NUFS club membership and making a commitment of donating 15% of all proceeds, they have donated \$290 to two local nutrition assistance organizations, Community Seva Inc. and the Alameda County Community Food Bank.

Events

Hannah Kodur, the Professional Development Coordinator, was responsible for facilitating the various events hosted by the club. Speakers included Dr. Maya Warren, an Ice Cream Scientist who worked as the Senior Director of the International Development and Research and is an Amazing Race winner. The club also hosted Kevin O'Connor, the Executive Chef at Google, who manages all eateries at six Google campuses and advocates

zero-waste cooking and business practices. Ellice Ogle, CEO of Tandem Foods LLC, was also hosted to share her expertise in food science, safety, quality control, and product development. A variety of registered dietitians have also been featured including those in academia, with private practices, and a military clinical dietitian.

Hannah also organized workshops to provide students with opportunities to develop their skills to guide their professional growth. Topics included Tips For Navigating Online Learning and Professionalism. Both club members and officers worked together to create a positive learning experience for NUFSPKG department students.

Professional Partnerships

This semester, the NUFS Club reestablished a partnership with the Silicon Valley District of the Academy of



Nutrition and Dietetics (AND) to provide students opportunities for professional growth and networking. The NUFS Club is currently in the process of becoming a recognized student chapter under the Institute of Food Technology (IFT) in order to provide more opportunities to members. For the first time, the NUFS Club will be representing the SJSU NUFSPKG Department at the annual Northern California IFT virtual Holiday Happy Hour.

Please visit the club's website and instagram page to learn more: sjsunufsclub.wixsite.com/website. @sjsu_nufs_club

TVSON Inter-Departmental Collaboration for Infant Health

By: Arlene Spilker, DNP, RN, FNP-C, CNE



One never knows where an opportunity will present itself. In fact, many people say that luck is the combination of chance and preparation. Working at SJSU, and being a part of the academic community proved this for me.

Prior to working in academia, I had a long career as a registered nurse in a neonatal intensive care unit (NICU).

One of the essential skills for a NICU nurse is the ability to properly position premature infants for optimal growth and development. Teaching nurses this skill has been an ongoing project of mine since the mid-1990s; this interest naturally evolved into the subject of my doctoral project and continues to this day. In short, preterm infants do not attain the typical curled up, flexed fetal position because of their decreased amount of time spent in utero. It is then vital that NICU nurses provide proper boundaries and support, ensuring that the babies are helped to achieve a midline and flexed position that mimics the intrauterine environment.

Research has shown that poor positioning causes musculoskeletal deformities, and negatively impacts growth and sleep which are critical to premature infant health and development. There are many commercially made developmental positioning supplies (boundaries and support items) currently on the market to assist hospitals and guardians in taking care of their in-need babies. However, there is no infant mannequin that fits the learning needs of the nurses caring for these tiny patients; they need something with articulated limbs and the flexibility of a premature infant. The kinesthetic skills needed for this training cannot be accomplished using dolls or stuffed animals,

and I had, for years, wanted to develop a realistic articulated positioning mannequin that NICU nurses can use to practice and perfect their developmental positioning skills. My opportunity arose about two years ago: I attended an event organized by the deans of the various colleges at SJSU. The goal of the event was to provide an opportunity for networking in the hopes that interdisciplinary collaboration would occur. At that event, I met a biomedical engineering (BME) faculty member who introduced me to a colleague. Shortly after, these two connections began partnering undergraduate students with me on this project as part of their final coursework.

Over the last few semesters I have worked with about eight different BME students and we have made significant progress on the project: a realistic, fully articulated, fully positionable mannequin that NICU nurses can use for hands-on practice of developmental positioning skills. In order for the BME students to understand the rationale for the project, providing them with the life-saving context of the work, I had them review my doctoral work as well as many photo references and anatomical



guidelines for the proper proportions and flexibility. Over time, what started as a collection of plastic parts obtained from a hardware store has evolved into a 3D printed model that looks more like a premature infant. It weighs less than two (2) pounds and is thirteen (13) inches long and is fully articulated. We are continuing to refine the model, and it will soon be ready for prototype

testing with experts. I have also been in contact with the Division of Research and Innovation at SJSU and will be pursuing potential commercial possibilities for this invention/innovation.

It has been exciting to see the vision in my head become a reality because of the collaboration, expertise, and equipment available at SJSU. If anyone has an innovation or invention that they have always wanted to pursue, I highly encourage them to use the talent and resources that are available in our own backyard to make it a reality.

Adapting Graduate Fieldwork in Occupational Therapy due to the Pandemic

By: Dr. Winifred Schultz-Krohn



For the past 20 years a unique fieldwork (FW) opportunity has been provided for two graduate occupational therapy students at the Family Supportive Housing Homeless Shelter. Dr. Winifred Schultz-Krohn has provided pro bono occupational therapy services there for over 20 years and has served as the FW educator for the students at SJSU. The program was developed to meet the needs for family members using age related groups such as those for parents, teens, children 7 to 12 years old, children ages 4 to 6, and infant/toddler massage classes with mothers. These occupational therapy groups were designed to create support among members from different families while also supporting various family members during the stressful time of experiencing homelessness. The groups focused on various topics such as stress reduction, parent-child bonding, social skill development, financial management, work readiness, and parenting skills.

The shelter-in-place (SIP) restrictions due to the COVID-19 pandemic created substantial disruptions to FW opportunities for occupational therapy students. Fieldwork placements were cancelled for many SJSU occupational therapy students, as was the case nationally. Dr. Schultz-Krohn worked with the Executive Director of the shelter to preserve the FW experience and created a new plan for students to provide occupational therapy services to families at the shelter. This necessitated changing the program dramatically and focusing on supporting family engagement in meaningful occupations instead of providing group occupational therapy sessions. The revisions also included the need for extensive cleaning

protocols to be developed given sessions were in-person, albeit with social distancing and mask-use, but within the same room.

The two graduate occupational therapy students displayed a high degree of flexibility and adaptability as the FW program needed to pivot to provide services to families and not through age related groups. They successfully worked with the FW educator to blend theoretical models that supported this process. A focus on meaningful family occupations was used throughout the FW experience and addressed

not only the stress of being homeless but the additional stress of COVID-19 pandemic. Families responded well to the support provided along with the care to clean the room thoroughly between appointments with each family.

The students gained a valuable experience of being able to pivot during a pandemic and still provide authentic

The students gained a valuable experience of being able to pivot during a pandemic and still provide authentic occupational therapy services.

occupational therapy services. The students collaborated with the FW educator to submit a poster describing their experience to the American Occupational Therapy Association Annual Conference and are awaiting the results of the blinded peer review. Many parents were able to locate employment, often part time jobs, during this stressful period of time with the support of the occupational therapy students. Stress

reducing family routines were introduced and supported as a means to mitigate the deleterious effects of homelessness. Family members repeatedly thanked the students for their support and guidance during their FW experience.

The students were so kind and wrote Dr. Winifred Schultz-Krohn a letter after they had completed their fieldwork experience. They commented that they had developed a “real OT brain!” One of the case managers commented “we love having the OTs here to help our families.” It was the last week of the internship and one family commented “You always made us feel accepted and supported; you were like our extra family here.” On the last day another family repeatedly visited the OTs and said “you really cared about us, about how we were feeling.”

Child Welfare Social Work Simulation Training

By: Meekyung Han, Pnina Paulette Green, Peter Allen Lee, and Coleen Kohtz

If you subscribe to the adage that “there is no substitute for experience,” then you will be pleased to find out that simulation in social work is a close second. The development of student competencies is becoming more important as social work has emerged as more necessary in different aspects of life. Using simulations enables students to integrate social work theory, knowledge, skills, and values into practice



to become competent social workers upon graduation. Based on experiential learning theory and collaboration with the Valley Foundation School of Nursing (i.e., the use of their residential and hospital emergency room simulation labs), the School of Social Work Title IV-E Child Welfare Program designed the advanced simulation course for second-year Master of Social Work (MSW) students specializing in child welfare practice. The course entitled “Advancing Child Welfare Practice through Simulation” was launched as the pilot seminar in the 2017-2018 academic year. The pilot was a success and is now an official course.

The simulation course was developed to create child welfare case situations on the key child welfare skills such as initial field visits, engagement, emergency safety assessments, decision-making, and collaboration with medical and law enforcement professionals. Utilizing a simulation model, the child welfare scenarios and activities are designed to provide students with a focused, practice-oriented learning environment that builds on their social work skills in the public child welfare setting and helps students incorporate critical thinking, problem-solving, and learning from a realistic environment. Furthermore, students were briefed on the case scenario beforehand, and at the end of each scenario, a debrief and group discussion followed. Faculty as the coach or facilitator

provided immediate feedback to the student at the completion of the scenario. What is particularly instructive in the simulation exercises is the student (trainee) live interaction with “actors (child welfare subject experts from community partners such as child welfare social workers and law enforcement).”

While the students naturally experienced some level of anxiety before and during simulation, they reported feeling positive about their learning experiences, given the safe and supportive environment. The evaluative findings showed significant improvement in students’ competencies, practice skills, and abilities through the simulation course. A student stated,

I felt the entire simulation training helped me learn about child welfare social work. It was very helpful to review the case before and talk about important risk factors, protective

Using simulations enables students to integrate social work theory, knowledge, skills, and values into practice to become competent social workers upon graduation.

factors, and important questions and things to look out for in sim practice. I also thought it was helpful to debrief after each simulation.

In addition to student’s testimonial, faculty see the invaluable benefits of this simulation training. Professor Pnina Green, Title IV-E Project Coordinator, said:

Simulation training allows students preparing for professional child welfare social work a safe space to

practice their clinical case management skills through real-life child welfare case examples and to receive immediate constructive feedback from facilitators to apply in their field practice. Students also debrief with facilitators prior and following simulation scenarios, which facilitates questions and discussion on engagement, critical thinking, decision making, and investigation in child welfare practice. Although most of our students are nervous a bit initially, once they experience the value of learning and training through simulation, they are surprisingly agile and confident, and most importantly, enjoy this innovative learning experience.

The simulation training provides students the opportunities to develop and practice social work skills in simulated real-life situations in a safe and supportive environment. Given the current COVID-19 situation, where in-person training may not be an optimal choice, we are exploring a few options presented in either a hybrid format (using Syminar, a live 360-video capture and broadcasting service) or in an online format (using virtual reality).

Dr. Peter Allen Lee, Director of the School, expressed: *I am very excited about this child welfare simulation training and how it will prepare us for opportunities to use simulation in other aspects of our curriculum.*

Virtual International Partners for Impactful Student Learning

By: Liliana Gomez



The Novel Coronavirus (COVID-19) has upended day-to-day lives across our community, state, country, and globe. The COVID-19 pandemic has changed how students work, learn, and interact as social distancing guidelines have led to more virtual interactions, both personally and academically.

Due to COVID-19, all travel came to a halt. In addition, the College of Health and Human Sciences (CHHS) understood that students were facing financial implications and hardships related to the pandemic and would not be able to complete a study abroad program. In response to this unprecedented time, CHHS partnered with SJSU Study Abroad and Away to create the Virtual International Partners (VIP) program that allows students to continue to complete their International Experience requirement virtually. Director of Study Abroad and Away, Susie Morris states that "we live in a global world. I think one of the greatest benefits of this program is that it starts a global conversation on our campus and in our community. This program helps us grow our community and provide opportunities to continue intercultural learning even in a time of restricted travel."

Students that are required to complete their international experience requirement for graduation are able to opt in to the new VIP program. Students enroll in a one-unit course (APSC 198-ITL) after consultation with an Academic Advisor from the CHHS Student Success Center. Students who enroll in the

VIP program are matched for the semester with an international student with the help of the Office of Study Abroad and Away. Director of Study Abroad and Away, Susie Morris emphasizes that, "We want our students who have had a global experience to share that with others on campus! The VIP program is perfect in this way, because our students are able to

connect in a really authentic way to a peer who has grown up in a different cultural environment." Throughout the semester the

"For students to have cultural experience during the pandemic, being able to connect with and learn from each other is even more important when we are often isolated from our communities." Susie Morris, Director of Study Abroad and Away

CHHS students and international students will have multiple conversations through Zoom, Skype or similar technology to learn about each other's cultures in a meaningful way. The conversation topics include family and friendships, education, food culture, holidays and celebrations, etc. "What has been great to observe is how these questions have been a jumping off point into extended spontaneous discussions between partners and have gone so much further into areas that are of interest to each partner," Susie Morris says. After these conversations, students are expected to reflect, write journals, share with other classmates and participate in discussion posts about what they have learned from each other. The program also includes a food cultural exchange activity, which they have learned from each other,

as well as an end of the semester celebration where students and their international partners come together for a virtual get-together. CHHS stands behind what Study Abroad and Away, Susie Morris says that "for students to have cultural experience during the pandemic, being able to connect with and learn from each other is even more important when we are often isolated from our communities. The program helps SJSU students grow our community and provide the opportunities for intercultural learning even in a time of restricted travel."

The VIP program launched this fall semester, and currently 60 CHHS students are participating in this program. The international students with which CHHS students are paired are from a variety of countries including France, Germany, UK, Norway, South Korea, Hong Kong, China, and India! It has been a great way for



students to learn about different cultures and make a meaningful connection with an international student all the while fulfilling their international experience requirement at the same time.

A CHHS student, Ryan Reid (Kinesiology Fall '20) shares that he enjoys learning about his partner's culture and perspectives on the world which has opened up his eyes to a new perspective in finding time to work and rest. In addition, he has also been able to learn new delicious recipes to cook and has been able to connect with his partner through food which has allowed them to open up about their culture and home experience.

HTEM Stays Strong in the COVID-19 Pandemic

By: Dr. Yinghua Huang and Dr. Jie Gao

Student Research

A team of five undergraduate students, advised by Dr. Yinghua Huang at the Department of Hospitality, Tourism, and Event Management (HTEM), ranked in 9th place in the 2020 STR Virtual Student Market Study Competition. The international competition was hosted by Smith Travel Research Global (STR), the leading data



analytics provider for the lodging industry. This year, 36 undergraduate and 13 graduate teams, representing 43 schools from 17 countries, participated in this global competition. Ten undergraduate teams and five graduate teams made it to the finals. Our SJSU undergraduate team is among the four finalists from U.S, while other six undergraduate teams are from other countries. Our student team participated in the finalists' online presentation contest on Nov. 21, finishing in 9th place. Virginia Tech ranked in the 1st place among all undergraduate teams, followed by Michigan State University and Hong Kong Polytechnic University.

This is the third time that Dr. Yinghua Huang advised a team of HTEM students to participate in the global competition. Our team consists of Phuc Dinh, Jaewan Son, Mehdi Karamloo, Jyoti Lama, and Jiaxin Liu. The students devoted great efforts in summer and this Fall semester to conduct an extensive analysis of hotel performance in Santa Clara County. The students examined the impacts of the COVID-19 pandemic on local hotel business performance and identify some post-pandemic trends for hotels in the Silicon Valley market.

Our students shared that the whole process of participating in the competition helped them to improve skills in data analytics, storytelling, data-visualization, and teamwork. Notably, all teamwork, collaboration, and the competition itself were done virtually. A team member Phuc Dinh said, "This is such a rewarding experience! I have learned so many things that I can apply in my career!"



Student Chapter Award

The Hospitality Financial and Technology Professionals (HFTP) SJSU student chapter recently received the 2020 HFTP Membership Award by HFTP Global. The HFTP is an international organization for the finance and technology segments of the hospitality industry, with thousands of members across the world. The organization is headquartered in Austin, Texas, and consists of dozens of professional chapters and student chapters worldwide. Dr. Yinghua Huang established the HFTP SJSU student chapter in 2012, and this is the third time the student chapter received an annual student chapter award. This year, the Chapter Membership Award recognized a chapter that exceeded serving the needs of its chapter membership during the COVID-19 pandemic. The SJSU student chapter was selected for its outstanding support and service to student members. Since the HTEM department moved to an online teaching mode, the student chapter officers organized several virtual events for the faculty and students in the Spring semester. The student chapter officers carefully planned and coordinated their virtual events and provided various opportunities for their members to exchange ideas and support each other.

The chapter also demonstrated great adaptability and resilience in supporting their student members. The student chapter officers said that they learned different types of event planning tools that numerous companies are using in the real-world. They felt very proud to receive the 2020 Chapter Membership Award.

Faculty Research

Dr. Yinghua Huang and Dr. Jie Gao conducted a series of studies in order to examine the impacts of COVID-19 pandemic on individuals and their coping strategies in the context of hospitality and tourism. They presented their findings at the 39th Annual Virtual Conference of International Society of Travel

and Tourism Educators (ISTTE) in October, 2020. Dr. Huang and Dr. Gao first looked at the life of US college students majoring in hospitality and their coping strategies. Major stressors were identified in their college life amid the COVID-19 pandemic, including academic study, family, financial situation, social relationships, career development, and health concerns. Hospitality students reported being negative at the beginning of the pandemic outbreak, but some of them gradually calmed down. They hope for higher-quality online teaching and learning experiences, and to receive more assistance to find an internship or job. Dr. Gao and Dr. Huang also examined individuals' emotional experiences and stress during the COVID 19 pandemic, and strategies they have used to regulate emotions and cope with stress, as well as explored the role played by staycations in the process of stress coping. Results suggested that staycations have become a new trend in COVID-times, because of the reduced stress related to organizing a trip, allowed carrying out unusual activities, re-discovered the beauty of a city or region, allowed people to learn how to take advantage of the present moment, and promoted the local economy.

Meet Lieutenant Colonel Joshua Sullivan

By: Cadet Third Class Jun



Lieutenant Colonel Joshua Sullivan is the new AFROTC Detachment 045 Commander, as well as the new Department of Aerospace Studies Chair. He was commissioned into the Air Force in 2003 through the United States Air Force Academy with a BS in Behavioral Science. In the 17 years since, Lt Col Sullivan has flown numerous aircraft and has over 2,800 hours of flight experience.

He is from Liberty, Texas and is married to Heather L. (nee Hudson) of California. They have five children, Nicholas, Ashley, Johnathan, Jackson, and Taylor.

Q: How did you get interested in joining the Air Force?

As a young man entering my junior year of high school, I knew nothing about the military. I was playing football and baseball at the time, so I assumed I'd end up at some college playing sports. Like most kids, my plans didn't extend that far in front of what I could see. Fortunately, my mother and grandmother played a major role in helping me look into the Air Force Academy in Colorado Springs.

With nothing to lose, I thought I'd begin the process of admission. Throughout the interviews and paperwork, the gravity of the decision I was making never really sank in until stepping off the bus into basic training with bleach blonde hair (the whole baseball team dyed their hair for the playoffs a few weeks earlier) and a borrowed Naval Academy shirt from my buddy (because he promised to wear an AF Academy shirt on his first day at the Naval Academy). Needless to say, I drew a lot of attention and found out later my buddy never held up his end of the bargain. Through the ups and downs, I've loved it ever since!

Q: What and where was your previous assignment?

My previous assignment was AC-130W evaluator pilot and Deputy Director of Air Force Special Operations Command Operations Training Division at beautiful Hurlburt Field, FL.

Q: What do you like to do in your free time?

I love hanging out with my family, camping (or glamping in our camper), playing guitar and harmonica, and staying in shape. I also intend to pick up fly fishing again given our proximity to some great terrain and rivers. I'm also a collector of any and all dad joke material; nothing's too corny.

Q: Where would you like to be after this assignment at San Jose State University?

Heather (my wife) and I haven't quite decided what's next as we've just started this adventure, but we are keeping as many options open as possible. My current focus is pouring into my family, the detachment, and the community around me. Heather and I will serve [at least] 21 years to allow our son to graduate from the same high school he started from here in San Jose, then we'll make a decision on retiring or continuing this AF adventure to another duty assignment.

Q: What do you think the ROTC detachment brings to the SJSU community?

The value AFROTC brings to the SJSU community cannot be overstated. SJSU's mission of enriching student lives, transmitting knowledge and application of knowledge in society, and expanding that knowledge through scholarship nest perfectly within the standards of character every cadet of Detachment 045 holds dear: Integrity First, Service Before Self, and Excellence in All We Do. Spartan Airmen are being developed to become servant-leaders who embody these attributes to not only become a guide to what they do but to also become core to who they are as they prepare to lead the USAF and USSF in 21st century operations and beyond. When done correctly, my hope is that this integrity, selflessness, and excellence cannot help but to pour out into the community at large complimenting the SJSU community's already impressive character and diversity.

Upon graduation, Spartan Airmen become immediate ambassadors for SJSU's vision, mission, and values bringing the best parts of San Jose to other cities, states, and even nations around the globe. Detachment 045 cadets are commissioned as officers in the USAF and USSF and instantly put into positions of authority and responsibility within the Department of Defense accounting for only 18% of its 2.9 million members. Most Spartan Airmen Alumni, if not all, will follow their military service entering corporate leadership roles utilizing their core values and experiences to better their own communities, including pouring back into the SJSU Alumni community.

In closing, AFROTC Detachment 045, Spartan Airmen, are being developed to be intelligent leaders and warriors of integrity, selflessness, and excellence. Our hope is that these Spartan Airmen core values become so essential to who they are they overflow into every interaction they have, changing our community for the better one person at a time.

"The society that separates its scholars from its warriors will have its thinking done by cowards and its fighting by fools." -Thucydides (c. 460 - c. 400 BC)

Meet the New CHHS Faculty



Name: Dr. Adam Svec

Title: Assistant Professor

Department: Audiology

Research Topics:

- Psychoacoustics
- Hearing Aids

Fun Fact: Dr. Svec was awarded black belt in Tae Kwon Do at the age of 11 years.

What has been the biggest challenge as a new faculty at SJSU so far?

In a program that is so dependent on in-person

demonstration and clinical practice, it has been difficult to figure out ways for the students to get the proper amount of training for routine clinical protocols. Additionally, it has been challenging to gauge how the students have been doing, mental-health-wise and emotionally, outside of the virtual classroom. When the wildfires were stacked on top of the pandemic at the start of the term, the variability of experiences for each individual student made it difficult to figure out whether or not they were holding up well. I also haven't been able to set up my research lab yet due to Covid.

What one piece of advice would you give to current/new incoming students starting at SJSU?

One of the largest challenges for certain students, staff, and faculty is the epidemic of loneliness that was beginning to surface even before the pandemic led to physical isolation. To the extent that is possible, I suggest finding safe ways to engage with friends and family during the semester. If you're an extrovert like me, curbing loneliness will help stabilize the world, bringing certain priorities back into focus. Be kind to yourself during these trying times.



Name: Dr. Wei-Chen Tung

Title: Professor

Department: Valley Foundation School of Nursing

Research Topics:

- HPV/HIV Prevention
- Women's Health
- Health Promotion
- Cultural Behaviors, Acculturation, Transtheoretical Model, and Social Media Use

Fun Fact: Dr. Tung loves to shop and hike. These activities reduce her stress and promote creativity in her research and teaching.

What has been the biggest challenge as a new faculty at SJSU so far?

My biggest challenges are unable to visit different university buildings and access in-person campus and community resources.

What one piece of advice would you give to current/new incoming students starting at SJSU?

Students could create/join a study group which can help them clarify course materials, build better communication and critical thinking skills, and maybe provide support to get through classes.



Name: Dr. Melisa Kaye

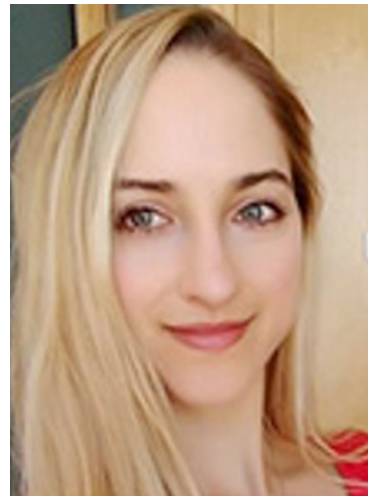
Title: Assistant Professor

Department: Occupational Therapy

Research Topics:

- Technology to Enhance
- Healthcare Education
- Sensory Processing and Integration
- Trauma-Informed Care
- Development of Cognitive and Perceptual Skills in Children

Fun Fact: Founder and Director of Firefly Center for Children in Burlingame, CA



Name: Dr. Katrina Long

Title: Assistant Professor

Department: Occupational Therapy

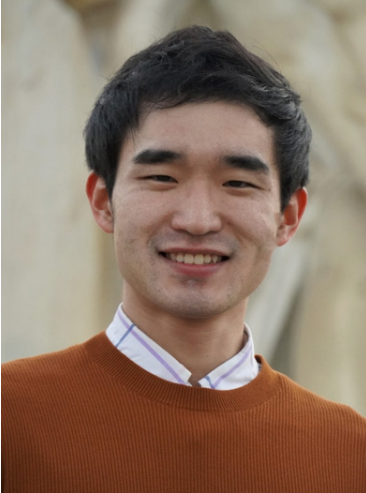
Research Topics:

- Assessments and Interventions for Individuals with Neurological Disorders
- Holistic Health and Movement of the Human Body
- Motor Control and Motor Learning Processes
- Behavioral Interventions

that Facilitate Health-Promoting Habits and Routines as Part of an Effective Self-Management Program

Fun Fact: Dr. Long enjoys hiking, cycling, figure skating, skiing, yoga and cooking.

Meet the New CHHS Faculty



Name: Dr. Charles Park
Title: Assistant Professor
Department: Public Health and Recreation
Research Topics:
- Water, Sanitation, and Hygiene (WASH)
- Immigrant Health
- Global Health
- Health Education
- Controlling Infectious Diseases
Fun Fact: Dr. Park is a salsa dancer!



Name: Jennifer Price Wolf
Title: Associate Professor
Department: Social Work
Research Topics:
- Community Effects
- Substance Abuse
- Child Maltreatment
Fun Fact: Dr. Wolf grew up in Quincy, CA (population of 5,000)
What has been the biggest challenge as a new faculty at SJSU so far?

The biggest challenge has been not getting to meet my students in person! Although we've been able to make connections online, I value getting more opportunities to chat before and after class and during breaks.

What one piece of advice would you give to current/new incoming students starting at SJSU?

SJSU has so much to offer! I would advise students to try and take a mix of classes to try out different majors and to come to faculty office hours just to say hi- we love getting to know our students. Also- social work is a great major-check out the many opportunities in the field.



Name: Moctezuma Garcia
Title: Assistant Professor
Department: Social Work
Research Topics:
- Health Inequities Among Historically Oppressed and Highly Marginalized Populations
Fun Fact: Dr. Garcia is a first generation XicanX from the Southside of Chicago

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