



Collaborating for Connections

College of Health and Human Sciences | Newsletter | Fall 2021

This semester we started welcoming our students back to campus. I have been so impressed with how students have returned with such enthusiasm. It is a joy to move through campus and see clusters of students gathering, sipping coffee, greeting each other, and making new connections. Vibrancy is palpable as you walk through the walkways. Booths are erected, balloon sculptures billow in the breeze, music of all genres fill the air. SJSU has come back carefully and cautiously, but it has come back strong.

The College of Health and Human Sciences at San Jose State University developed a new mission statement and four strategic pillars a year ago. Our mission is to advance health and well-being for all, through preparing effective practitioners, developing transformative leaders, as well as generating and translating impactful knowledge. The new strategic pillars include: 1) Promoting health equity and social justice; 2) Building capacity for interprofessional and collaborative practice and research; 3) Generating and applying health technology and innovation; and 4) Building community capacity and wellness through community engagement and partnerships.



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We are taking time in each of our newsletters to share with you updates on our college's innovation and progress on each of the strategic pillars. This newsletter will focus on our second pillar “Building capacity for interprofessional and collaborative practice and research”. Our many excellent faculty and staff are working hard every day to advance health equity through their interdisciplinary work and collaborations. I invite you into the stories presented in this issue of Collaborating for Connections. Despite all the exciting work being highlighted here, it is important to remember that this is a mere sampling of the impactful research, innovative teaching, and life-changing community work being done. I welcome you to reach out if you wish to learn more about anything presented here.

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Collaboration and the Scientific Process: Important Work is Rarely Accomplished Alone

By: Dr. Adam Svec

As a society, we are often told that competition is what makes us generally successful as individuals. However, we're beginning to understand that collaboration, not competition, might be the stronger evolutionary underpinning for our success as a species. After all, we need to be able to live a generally collaborative lifestyle to agree on communal attributes, such as a red light means "stop" and a green light means "go".

As a scientist, collaboration is arguably essential. While competition may drive some new discoveries at the very beginning and end of the scientific process, collaboration is required to facilitate everything that happens in the middle. For example, a community of scientists must agree on a common unit of measurement to describe a new phenomenon that has just been discovered. One scientist may happen to have their name attached to the measurement, but for the most part, scientists within a discipline collaborate to design the methods and procedures used to explore dimensions of any new phenomenon. This collaborative process often produces results such as normative values for clinical diagnoses of newly discovered pathologies, or the firing rate patterns observed in a neighborhood of neurons.

Currently, a colleague of mine, Dr. Nidhi Mahendra, and I are collaborating on a project to explore the value of a choral singing intervention for individuals with aphasia, a condition which can make verbal and written communication difficult. Aphasia is often the result of a brain injury, commonly caused by a left hemisphere stroke, and prior work has suggested that involvement in a choir may help improve speech and language production outcomes beyond those afforded by traditional therapeutic approaches. However, previous investigations have left gaps in the literature, spaces to be filled with related work that continues to explore new ways of designing experimental conditions and measuring the associated outcomes. Not only are Dr. Mahendra and I collaborating with each other, but we are collaborating with the body of work that has preceded this project. We are collaborating with the research participants, in as much as they are volunteering to help us complete the study, as well as the funding bodies and organizations that facilitate our ability to do the work. We are also collaborating with future investigators that may find gaps in the literature that we have left unfilled.

While a few steps in the process involve competition, such as the grant proposal at the very beginning and the publication submissions at the very end, the rest of the work in the middle is collaborative. We are hoping that, through the power of music, we will discover new ways to help individuals with aphasia unlock potentials within themselves that have previously gone undiscovered, and we couldn't have done it alone.



Food as Art: A Cross-College Collaboration

By: Liza Madrid and Winnie Liao



The Nutrition, Food Science, and Packaging Department had an amazing opportunity to showcase their skills sets with the Art Department late this year. This event was held in the Art Department within the Community Table Art Exhibition at San José State University on November 4, 2021. In the NuFS 22, Catering and Beverage Management course, students were displaying their knowledge of basic catering through extravagant foods. Professor Jamie Kubota and Chef Todd Engstrom were the stars of the menu creation which featured: Smoked turkey bacon cranberry pinwheels, cauliflower ceviche, crostini with carrot top pesto and whipped goat cheese, pumpkin whoopie pies, and dark chocolate truffles. Each of these appetizers was carefully crafted by the nutrition students in Chef Todd's NuFS 22 class. This event was a great opportunity for the NuFS 22 students to showcase their culinary skills to the art department and the community. Not only was the art department able to get a deeper sense of the skills, teachings, and techniques that can be learned in the nutrition department, but the nutrition students were also able to get more of an understanding of the projects and artwork that the art students work on throughout the semester. Essentially, both departments were able to get a new perspective on each other's work. This is extremely significant as it may inspire students to get involved in other departments, community events, and volunteer with other organizations.

Nutrition students, Winne Liao and Liza Madrid, both stated that the Community Table Art Exhibition was the perfect event to get hands-on experience in the culinary field. Liza Madrid stated that "...the best part of the event was that it allowed us to see what Chef Todd Engstrom used to do as a full-time caterer and how hard he has worked to become extremely knowledgeable in his field. His passion for the culinary field is truly inspiring." Winnie Liao was quoted saying, "I really enjoyed this event. I was able to apply my previous experiences and skills of baking to this event, which made it even more fun! I hope for more events like this in the future."

Overall, the Community Table Art Exhibition was a tremendous success among the students, faculty, and visitors. Each and every student from both departments should be proud of the hard work put in to make this community event possible!



Celebrating Achievements of the OT Faculty in 2021

By: Dr. Luis Arabit

The Occupational Therapy (OT) department has much to celebrate in 2021. In September, Dr. Megan Chang was awarded the Outstanding Alumni Award of the Department of Occupational Therapy and the Outstanding Alumni Achievement Award of the College of Medicine at National Cheng Kung University in Taiwan. The award honors an alumna of the university who has demonstrated significant achievements and outstanding contributions both professionally and in the community. In addition, Dr. Chang is also collaborating with Dr. Areum Jensen from the Department of Kinesiology on an ongoing multidisciplinary research project to understand the effects of exercise on physiological, physical, psychological and behavioral improvements in children with autism spectrum disorders.

Dr. Melisa Kaye was chosen to be a junior faculty mentor in the Affinity Mentoring for Academic Success throughout 2021-2022 academic year. This program engages students by providing mentoring support for graduate students and for those historically underserved students, especially BIPOC students or members of minority populations (LGBTQIA+ students, female engineers, etc.).

This past October, Dr. Gigi Smith, Chair of the Department of Occupational Therapy and the Vice President of the Occupational Therapy Association of California (OTAC) was awarded the OTAC Lifetime Achievement Award. The award recognizes an OTAC member who has made significant contributions to the field of OT in California and is viewed as a role model and an inspirational example to the community locally or statewide.

Dr. Chiao-Ju Fang was awarded the 2021 California Foundation for Occupational Therapy (CFOT) General Research Grant Award for research entitled "The Influence of Social Media Usage on Participation in Daily Activities for Young Adults with Disabilities". CFOT is a nonprofit public benefit organization that help support students, practitioners, and researchers advance their knowledge and skills, thereby enhancing OT services to the public.

Dr. Katrina Long was awarded the 2021 American Occupational Therapy Foundation (AOTF) and The Michael J. Fox Foundation (MJFF) Intervention Research Grant for her study on Pre-Active Parkinson's Disease: A Randomized Control Trial Pilot Study to improve Self- Management of PA routines in Adults with Early- Stage Parkinson's Disease.

Congratulations to these Fab Five OTs for their outstanding work and service to the community and the OT profession!

In addition, the OT department is also proud to celebrate the research studies published in 2021 by the following faculty: Dr. Megan Chang, Dr. Melisa Kaye, Dr. Chiao-Ju Fang, Dr. Winifred Schultz-Krohn, and Dr. Deb Bolding. Thank you all for your outstanding contributions to research and evidence-based practice for the occupational therapy profession.



Memory Kits

Working nurse and faculty member of The Valley Foundation School of Nursing (TVFSON), Marilyn Reiss-Carradero (RN, MSN, CCRN) is on the Rapid Response Team at Santa Clara Valley Medical Center as well as on the Palliative Care End of Life committee. In 2015, she was working with a SJSU nursing student who was learning under her guidance. This student experience was mostly focused on the technical aspects and critical thinking of nursing. More though, this student learned about the caring that goes hand in hand with nursing.

Marilyn and a group of ICU nurses had previously piloted a program adapted from [the 2014, 3 Wishes Project at St. Joseph's Healthcare ICU in Hamilton, ON, Canada](#), which set out a way for clinicians to connect empathetically with patients and patients' families while working in the emotionally heavy environment of an ICU and caring for patients as they reach the end of their life. This connection was facilitated by a "memory kit"; a small collection of items - ribbon to tie a lock of hair from the recently deceased, clay to impress a hand print, a small 'forever' candle (a battery powered votive), and a sympathy card for the healthcare team to give messages to the family. The kits are kept in the department, completed (with permission of the family), and then shared with the family.

This memory kit is one small way to help families in the sacred moments after the death of a loved one. It also facilitates the beginning of the grieving process.

The student who was shadowing Marilyn that year moved quickly to help support this program, with the help of the [Alpha Tau Delta \(ATD\), a professional fraternity/sorority for nursing professionals](#). Immediately upon hearing about the program, the ATD students began finding ways to support it, including creating a committee for the planning of long term fundraising. Since joining the program, ATD has helped fund and create up to 170 memory kits every year.

"Since 2015, the SJSU Nursing students have been very faithful to this project, even through the COVID-19 pandemic. A meaningful and memorable bond forms when the bedside nurse is able to utilize the kit and present the items to the family. We are very grateful to the students for their time and generosity." – Marilyn Reiss-Carradero

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Community Collaborations and The Valley Foundation School of Nursing

By: Maya Carlyle

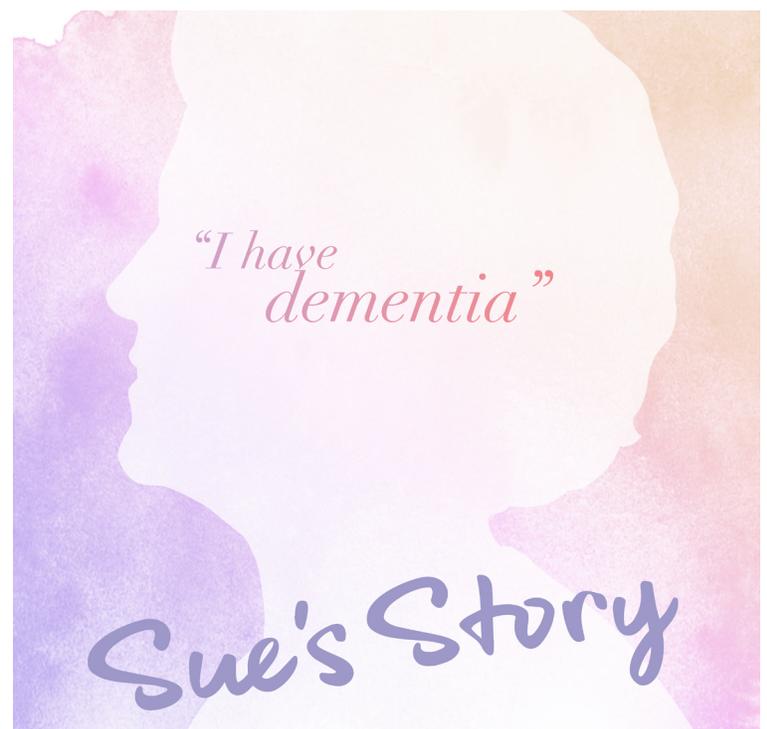
Sue's Story

Another moving story of collaboration is that between The Valley Foundation School of Nursing and [The Sue's Story Project](#). The Sue's Story Project was begun by Robin Shepherd, Chuck Berghoff, and Sue Berghoff, a "tough but fair" teacher who had spent seven years in the Department of Linguistics and Language Development at San José State University, after a dynamic career in tech. After being diagnosed with Lewy Body Dementia, a fatal neurodegenerative disease that is the second leading cause of dementia after Alzheimer's, Sue decided to turn her diagnosis into a good for the world, educating healthcare professionals, advocating for research, and shining a light on Lewy Body Dementia to lessen the stigma and bring hope to families coping with the disease.

Having connected in 2019 with The Valley Foundation School of Nursing via Dr. Stefan Frazier of the Department of Linguistics and Language Development, The Sue's Story Project now works with TVFSON faculty members Dr. Nancy Dudley and Dr. Daryl Canham to educate and empower nursing students and the wider community. Through interactive workshops including panel discussions with subject matter experts, healthcare and social services professionals, and connections to local medical facilities, this partnership continues Sue's dream of education and hope.

"Together, we can #DisruptDementia, one beautiful mind at a time."

Ways to donate to the cause and steps for requesting a workshop presentation can be found on [The Sue's Story Project website](#).



Cultivating a Culture of Inquiry: The Undergraduate Research Opportunity Program @ SJSU

By: Dr. Andrew Carter

Imagine being a graduating senior in line at a job fair with plans to plant the seeds for the first chapter in your career. With resume clutched in hand, you peruse the room to look at the other attendees, noticing their nervous energy as they similarly ponder what pathways their future might hold in store. While patiently waiting your turn to speak with recruiters, you begin reflecting on your college experience. It is at this point when you suddenly feel rushed over with a cataclysmic sense of FOMO – missed opportunities to engage more closely with faculty members, gain on-the-ground, applied experience in your areas of interest, and demystify the college experience and make clearer some of the hidden barriers.

Unfortunately, this scenario is all too common among college students in the U.S. Recent articles in Inside Higher Ed and the Washington Post highlighted larger trends in overall student dissatisfaction with their college experience. Aligning with this trend, national college attrition rates have worsened over the last decade, due in part to lack of student engagement, unclear career goals, and difficulty with the transition process from secondary school.

Ample evidence suggests that introducing undergraduate students to research early in their college experience reduces attrition rates and limits instances of FOMO such as the one illustrated above. In an attempt to address these challenges directly, we launched the SJSU Undergraduate Research Opportunity Program (UROP) as a comprehensive retention strategy to enrich the academic experiences of our undergraduate students via engagement in research during their first and second years. The one year UROP curricular program features collaborative research opportunities between faculty and students, campus partnerships with peer connections and participating colleges. The UROP program will both foster professional student development and comprehensive faculty support.

This cross-departmental collaboration began in the Spring of 2020, when Jahmal Williams, Director of Advocacy for Racial Justice, brought forth the idea of institutionalizing such a program on campus. Williams, who participated in UROP as an undergraduate at the University of Michigan (the anchor model for SJSU), wanted to replicate and expand his experience with SJSU's diverse student population. What initially began as a pilot project with limited scope, the program quickly expanded into a university-wide initiative with other community stakeholders. After a summer of intense planning, UROP launched its inaugural cohort this semester with 14 faculty and 13 students in the Colleges of Social Science, Humanities and Arts, Education, Health and Human Sciences, and Business, with plans to expand the program across campus in year two.

UROP is funded by the Office of Diversity Equity and Inclusion and housed in the Lurie College of Education, and coordinated by faculty in the College of Health and Human Sciences. For faculty and students interested in participating in the program, open enrollment will begin in the Spring 2022 semester. If you have any questions about the program or would like more information, please contact: Andrew Carter: andrew.carter@sjsu.edu
Jahmal Williams: jahmal.williams@sjsu.edu



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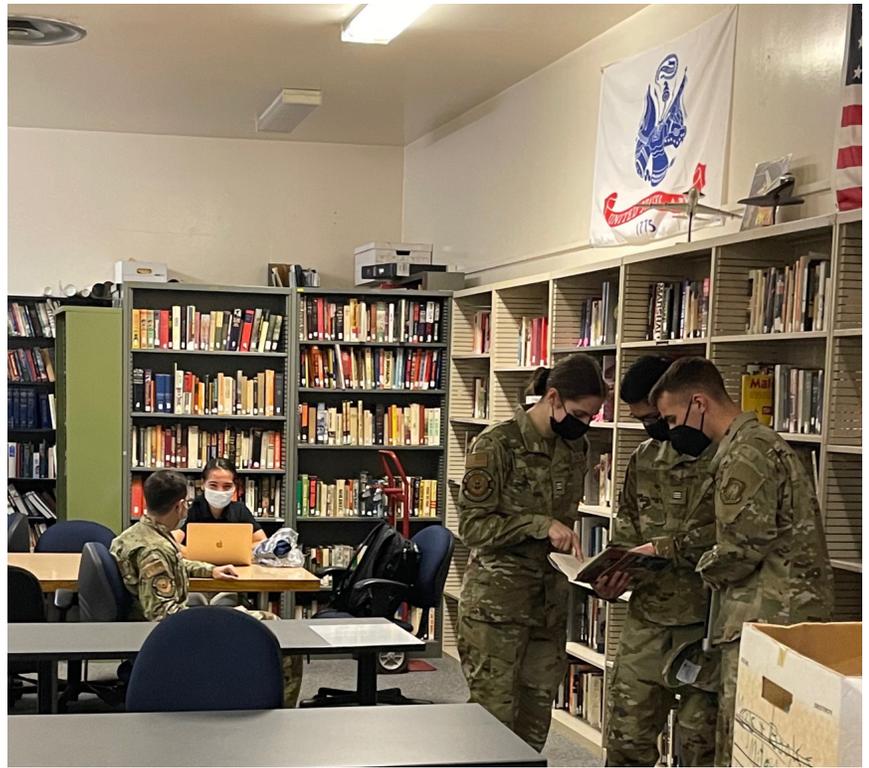


Impacts of Strategic Partnerships: Collaboration with Dr. Jonathan Roth

By: Captain Victor Salum

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The primary mission of the United States Air Force Reserve Officer Training Corps (AFROTC) is to develop leaders of character for tomorrow's Air Force. Here at SJSU, the program is designed to recruit, educate, and commission officer candidates as the Department of the Air Force's future leaders. As SJSU cadets, also known as Spartan Airmen, progress through the program they are taught two elements of effective leadership which are taking care of people and mission accomplishment. One of the competencies to reach mission success is to build collaborative relationships. Fostering collaborative relationships continues to be an



integral component in mission success of the Department of the Air Force. For example, building partnerships with coalition countries to provide humanitarian assistance and emergency response in crisis events or maintaining relationship with the different organizations such as the National Aeronautics and Space Administration (NASA) to exchange scientific research and technology development information on space launch and range safety, satellite communication and other areas in the realms of space has played a vital role in the Department of the Air Force's mission.

Though the AFROTC program at SJSU does not often collaborate with organizations that large of a scale such as NASA, the Aerospace Studies Department continues to seek resources and collaborative opportunities with other organizations to help in our Spartan Airmen. Currently, we have been working with Dr. Jonathan Roth, History Professor in the College of Social Sciences, to help in the development of Spartan Airmen. As many might not know, our program does not only house SJSU students but also students from other universities such as UC Santa Cruz, Stanford University, and many local community colleges, who are commonly referred to as crosstown cadets (also Spartan Airmen). One of the challenges for crosstown Spartan Airmen when they are at the SJSU campus is finding a quiet space where they can study or meet with fellow Spartan Airmen as they wait between Aerospace Studies courses. Collaborating with Dr. Roth has helped alleviate this challenge by providing the Burdick Military History Project space for our crosstown Spartan Airmen. To this day, our Spartan Airmen have utilized the space to study for their core academic courses, attendance in virtual classes, mentoring sessions, and more recently a virtual US Air & Space Force Career Day where Spartan Airmen had the opportunity to ask active duty members about their respective career field. The Aerospace Studies Department's mission is to develop exemplary servant-leaders of character to lead our country into the 21st century and in order to achieve that they must be provided the tools and resources necessary to succeed even if it is something as simple as a space to study. Collaborative efforts between Dr. Roth and the Aerospace Studies Department have aided in the development of our future US Air & Space Force leaders.

Congratulations!



Cadet Rey Cervantes was a recipient of the Military Officer Association of America Scholarship and recently selected to become a pilot in the US Air Force.

School of Social Work Expands MSW Student Opportunities for IPE

By: Ellen Ostergren, Destiny Santana, and Peter Allen Lee

Interprofessional Practice and Education or IPE is an emergent way of teaching and learning skills that prepare healthcare workers to be effective in teams. As healthcare systems evolve to deliver care through teams, social workers' roles and influence have expanded. The School of Social Work is part of this expansion, providing opportunities for Masters of Social Work (MSW) students to develop within an IPE framework and preparing them to work in dynamic health and mental health care teams where social workers contribute essential skills and perspectives among their colleagues who include physicians, nurses, occupational therapists, and physical therapists.



IPE is a unique way of developing the knowledge, skills, and values that health care workers need to problem-solve within an interdisciplinary team setting. According to de Saxe Zerden, IPE is founded on the premise that each team member has key expertise and a vital role in improving clients' health outcomes. For instance, social workers serve as advocates for care, case managers and brokers of resources, and hands-on interventionists. IPE training programs provide social work students the opportunity to participate alongside peers in other health-related fields to problem-solve scenarios, learn effective communication, and plan care to meet the needs of diverse clients and patients. According to Jones and Phillips, IPE allows team members from other disciplines to understand the role of social workers, and social workers often become leaders in this type of team collaboration.

One such IPE program is the [San Francisco Bay Area Integrated Behavioral Health \(IBH\) MSW Stipend Program](#) led by the California Social Work Education Center (CalSWEC) and funded by the Health Resources and Services Administration (HRSA). According to CalSWEC, the program's main goal is to build capacity and infrastructure for greater integration of behavioral health care and primary care services within communities in need. MSW students are taught specialized training that prepares them for effective behavioral health care services in integrated care settings. Upon graduation, students commit to seeking employment in IBH settings. The IBH program offers students participation in IPE with nursing, medical, and allied health students in the Bay Area. Currently, our School of Social Work has six students in the IBH Program along with other final-year MSW students from the University of California at Berkeley, CSU East Bay, and San Francisco State University. MSW students earn a \$10,000 stipend as they complete field hours, designated classes, and additional IPE educational activities. Among the key components, students engage in an intensive simulation experience provided by Samuel Merritt University and their simulation lab. The students receive hands-on experience collaborating with nursing and medical students in a simulated patient safety scenario, including practical application of TeamSTEPPS (Team Strategies and Tools to Enhance Performance and Patient Safety), an evidence-based set of teamwork tools developed to address communication and teamwork in health care settings. TeamSTEPPS is used at hospitals and healthcare settings across the county to enhance cooperative processes that impact all areas of care delivery.

It is exhilarating to see our students participate in IPE, gain real-world skills for communication and teamwork, and provide other learner-professionals a chance to collaborate with social workers who are vital members of any healthcare team. While IPE is a newer element in social work education and not yet integrated into most graduate-level coursework, it is aligned with the Council on Social Work Education's competency-based education model and a natural fit for educators and clinicians alike. Our School of Social Work is excited about the opportunities IPE brings to our students and we are looking forward to even greater expansion of these efforts.



CalSWEC
California Social Work Education Center

DEI Initiatives in CHHS

By: Dr. Michelle Hampton

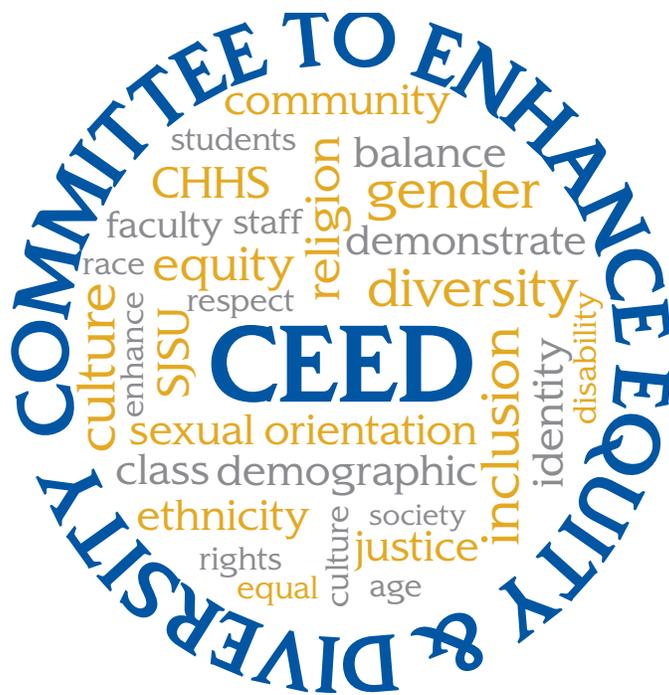
The first CHHS Diversity, Equity and Inclusion (DEI) Needs Assessment was conducted between September and October of 2021. More than 190 students, faculty and staff participated in the survey or focus groups to share experiences and identify needs and priorities for action in the College. The results, as detailed in the [full report](#), indicate that while many experience the College as diverse and inclusive, this experience is not universal. In order to promote a climate in which all of our community members can thrive, it is our goal to improve that experience for those who are underrepresented and underserved through a variety of initiatives.

The Action Plan includes 7 goals (see [CHHS Action Plan](#)) based upon the needs, interests, and priorities identified in the Needs Assessment. The goal is to: build relationships and the structures to support actions that advance DEI in the College, evaluate their efficacy, and apply a cycle of continuous quality improvement going forward. The goals for the remainder of this academic year include:

1. Institute DEI committees in CHHS departments (where they do not currently exist).
2. Routinely schedule professional development opportunities and for individual consultation regarding DEI for faculty, staff, and students.
3. Develop a sustainable resource for health professional advising for students.
4. Routinely schedule development activities for underrepresented faculty mentorship.
5. Integrate staff in department and College operations and increase access to professional development opportunities.
6. Provide tools and establish channels for DEI-related communication.
7. Create processes for data collection and ongoing evaluation of representation among students, faculty, staff, and administration in CHHS.

CEED members will be sharing the results of the needs assessment within their departments in December and in Spring 2022, you can be on the alert for:

- Inclusive teaching checklists, an effort led by Dr. David Daum, Assistant Professor, Department of Kinesiology and Dr. Denise Dawkins, Assistant Professor, The Valley Foundation School of Nursing and new CEED Committee Chair.
- Student-focused sessions to share the needs assessment findings and continued data collection regarding student needs.
- Early learning opportunities will include an introduction to [Courageous Conversations About Race](#) and discussion groups to apply teaching strategies in Cornell University's free MOOC, [Inclusive Teaching: Supporting All Students in the College Classroom](#).
- There will also be opportunities for real-time problem-solving through CHHS DEI Office Hours. Anyone can register or sign up using the links below for the:
 - [2nd Thursday of the month](#) beginning 1/13/22
 - [4th Tuesday of the month](#) beginning 1/25/22
 - OR [by appointment](#)
- Finally, a RSCA Strategizing and Mentorship group for SJSU's Black faculty will begin meeting monthly on January 26, 2022. For other faculty in need of this mentorship, Dr. Robin Whitney (TVFSON) established a similar group (open to faculty who are not nurses too!), and has extended the invitation to join this group for assistance with developing a plan for successfully achieving tenure and promotion. For more information or to join, contact michelle.hampton@sjsu.edu. The form for 1:1 appointments can also be used for [general requests or suggestions](#).



CHHS Advisor Spotlight: Hugo Mora-Torres

By: Itzel Medina

Reading through newsletters we tend to read about students, professors, or even the deans, but we rarely get to read stories about the academic advisors. Academic advisors are the people that are very involved in the students' college career. "I have advised many students who have graduated from health career programs as MD's, dentists, physician assistants, nurses, etc. and are helping to keep our community healthy. Many still send me Christmas cards with pictures of their families and that is very fulfilling," said Hugo Mora-Torres, an academic advisor in the Department of Public Health and Recreation. A fun fact about him is he likes to garden. He is currently working on a "Salsa Garden" which contains 3 varieties of tomatoes, chilies, and herbs.



Hugo's educational background is a Bachelor's Degree in Anthropology with Specialization in Medical Anthropology and received a Masters Degree in Educational Counseling. "After careers in Medical School admissions Health Care Administration, and Managing Health Promotion programs I decided that my most fulfilling career has been helping students achieve their academic and career potential. So I went back to school to get my Masters degree, to be able to work in my current role." said Hugo. He enjoys helping students get to where they need to be in order to succeed.



He mentioned that he still receives Christmas cards from his former students which is very fulfilling. It is important for students to meet with their academic advisors, to have that "continuity of advising". Students do not have to visit their advisor everyday or every month, rather, he suggests meeting with an advisor at least once a semester or however often the student feels the need to meet.

One note of advice that Hugo wanted to share with current students is a quote that has a deep meaning for him from Louis Pasteur, "Chance favors the prepared mind."

Hugo thinks of it as, "Enjoy learning and keep your mind open to new experiences and knowledge." Something Hugo wanted to add is, "We are experiencing a remarkable period in human history. COVID-19, Global Warming and the political climate challenging the future of this world. However, as an optimist, I feel that we will make the best of it and we will, with a concerted human effort, make it a better place than we found it."

Say Hello to Our New CHHS Faculty!



Dr. Yoli Anyon
Social Work



Dr. Karen Bell
Audiology



Dr. Rachel Berkowitz
Public Health &
Recreation



Dr. Susan Chen
Nutrition, Food Science
& Packaging



Dr. Ruvani Fonseka
Social Work



Dr. Laura Senn
Nursing



Dr. Lamont Williams
Kinesiology



Dr. Anusha Yellamsetty
Audiology



Dr. Nicole Zhang
Nursing

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AND HUMAN SCIENCES

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**Congratulations
Class of 2021!**



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Thank You to Our Contributors!

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