

WellNest

A Publication of the College of Health and Human Services at Salisbury University • 2019

Salisbury
UNIVERSITY



CHHS Points of Distinction

APPLIED HEALTH PHYSIOLOGY

Accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) since 2017 and with programs at both SU and Shady Grove campuses, AHPH boasts:

- 300+ internship site agreements, ranging from hospitals to Division I universities, across the nation
- ≥ 92% are employed in the field or pursuing an advanced degree within 3 months of graduation
- 100% annual employer satisfaction rating

ATHLETIC TRAINING

M.S.A.T. students prepare for careers as health care professionals and lifelong learners by:

- Engaging in a combination of didactic coursework, clinical education and problem-based learning within a CAATE-accredited program
- Participating in clinical education experiences at traditional collegiate and secondary school athletics settings as well as in clinics and hospitals
- Serving the community by providing first aid care for recreational and Special Olympics athletes at local endurance events such as Sea Gull Century and state tournaments

COMMUNITY HEALTH

Community health is gaining national and international recognition:

- 2 student presidents of SU's Eta Sigma Gamma, the National Health Education Honor Society, have received the national Founders' Award for excellence; and 1 – Julia Morrison – received the 2017 Gamman of the Year award, the most prestigious honor
- Students practice abroad, including global seminars in Portugal and Belize, and internship semesters abroad in Ireland and Australia
- The program completed the final self-study and site visit in pursuit of initial accreditation as a standalone baccalaureate program by the Council on Education for Public Health

EXERCISE SCIENCE

As one of SU's largest undergraduate majors, the exercise science program is leading the way in the profession:

- 1st undergraduate program (national or international) to earn accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for the exercise science profession
- Recognized by the National Strength and Conditioning Association (NSCA) as an educational program that has an approved strength and conditioning curricula that prepares students for NSCA certification exams
- Allied Health Track prepares students for future careers in allied health professions

FITNESS & WELLNESS

SU's General Education Lifelong Fitness and Wellness course is for all SU students, including those in Honors and satellite programs, and features:

- Use of technology that includes GPS watches and heart rate monitors
- Activity component that includes self-directed options and in-person activities such as yoga, walk/jog, weight training, circuit training and swimming
- Lecture component that includes multiple dimensions of wellness

MEDICAL LABORATORY SCIENCE

The results for MLS graduates speak for themselves:

- 100% pass board certification exams for MLS
- 100% employment in profession or admission to graduate schools
- 100% satisfaction of employers with SU graduates – and SU graduates with the education provided in MLS

NURSING

With students at the undergraduate, master's and doctoral level, SU nursing is among the nation's best:

- Consistently the highest student NCLEX scores in Maryland for B.S.N.-granting institutions
- Family Nurse Practitioner board certification rate consistently remains at 100%
- U.S. News & World Report recognized SU among its Best Nursing Schools for Master's and Doctor of Nursing Practice Programs

RESPIRATORY THERAPY

Respiratory therapy stands at the forefront of its field:

- Only baccalaureate program in Maryland
- SU graduates the most baccalaureate degree students in the United States
- Over 90% pass rate on all entry into practice board exams

SOCIAL WORK

SU's largest graduate program and one of the nation's oldest accredited undergraduate programs, social work has a lot to celebrate:

- Students study in 5 locations across Maryland, online in 5 states and D.C., and in Europe (through a partnership to educate active military, DOD contractors and their dependents)
- Over 210,000 hours of nonprofit and public agency community service is done annually – equivalent to \$4,995,900 contributed to the economy (using the U.S. Department of Labor's medium hourly wage)
- Licensure exam pass rates routinely exceed the national average

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Salisbury University has a strong institutional commitment to diversity and equal educational opportunities. To that end, the University prohibits discrimination on the basis of sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, genetic information, religion, sexual orientation, gender identity or expression, veteran status, or other legally protected characteristics. Direct all inquiries regarding the nondiscrimination policy to the Office of Institutional Equity/Title IX Coordinator, Holloway Hall 100, 410-543-6426. Qualified students with disabilities should contact the Office of Student Disability Support Services at 410-677-6536.

CHHS Leadership

Dr. Kelly Fiala, Transitional Dean

SCHOOL OF HEALTH SCIENCES

Dr. Diane Davis & Dr. Lisa Marquette,
School Co-Directors

Dr. Thomas Pellingier, Applied Health
Physiology Program Chair

Dr. Laura Marinaro, Athletic Training Program Chair

Dr. Brandye Nobiling, Community
Health Program Chair

Dr. Brent Fedorko, Exercise Science Program Chair

Dr. Diane Davis, Medical Laboratory Science
Program Chair

Lisa Joyner, Respiratory Therapy Program Chair

SCHOOL OF NURSING

Dr. Jeffrey Willey, School Director

Dr. Debra Webster, Undergraduate Program Chair

Dr. Dorothea McDowell Winter, Graduate
Program Chair

SCHOOL OF SOCIAL WORK

Dr. Jennifer Jewell, School Director

Dr. Victoria Venable, Undergraduate Program Chair

Dr. Mary Hylton, Graduate Program Chair

Dear Alumni and Friends



Over the course of the past year, the College of Health and Human Services' faculty and staff have been extremely productive with the continued development of the College. Along with delivering exceptional instruction and providing comprehensive student support, we continued to expand community relationships and

increase scholarly engagement. I am excited to introduce our first edition of *WellNest*, highlighting some of the many efforts and achievements in the College.

As you flip through these pages, you will be reminded of our exceptional programs and the outstanding student outcomes, and you will be updated on current student internships and study abroad opportunities. Within the magazine, we showcase other points of pride for the College, including our community

engagement, grant activities and state-of-the-art Henson Medical Simulation Center. Most notably, you will see spotlights focusing on students, graduates and donors. We are proud of all our accomplishments, but we are most proud of our graduates and their contributions to addressing the health and human service needs of our communities.

In the upcoming year, we look forward to finalizing our strategic plan and gathering insights and ideas from our inaugural Advisory Board composed of community members, alumni and practitioners with specific interest in health and human services. Please stay tuned as we continue to forge this new path.

Best regards,

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

Creating Connections

In 2018, SU officials excitedly announced the creation of a new College of Health and Human Services (CHHS) – a dramatic restructuring of academic programs to reflect the growing importance of those fields. Now in operation for more than a year, the CHHS is one of the largest academic units on campus, with over 2,100 students.

“This new college more strongly connects programs that have natural affinities, similar processes such as clinical and certification requirements, and shared goals,” said Dr. Karen Olmstead, SU’s provost and senior vice president of academic affairs. It also supports workforce demands as the state and nation try to address the opioid epidemic, the rapidly aging Boomer Generation and distinct rural health care needs.

The unique combination of programs also positions SU as a leader in interprofessional education for students, connecting focuses on daily health maintenance with frontline medical care. The change places SU in line with administrative structures across the country, and more importantly, it creates synergy between programs, said Dr. Kelly Fiala, who has been leading the CHHS as transitional dean.

“Students have the opportunity to interact in a way that is an expectation for them as they graduate and pursue careers in health and human service fields,” she said.

The CHHS houses three schools: Nursing, Social Work and Health Sciences. The latter includes such programs as applied health physiology, athletic training, community health, exercise science, fitness and wellness, medical laboratory science, and respiratory therapy. SU’s Richard A. Henson Medical Simulation Center also is a part of the new college.

When the CHHS was first announced, nursing student Seth McKeown told Salisbury’s *Daily Times* that when he and his fellow students graduated, coming from the College of Health and Human Services would make them stand out better as job candidates.

“The nursing program here is already well known,” he explained. “But I think this will help it even more, especially now that it’s linked to [other] health and human services majors. It will help put us on the map even more than we already are once we’re trying to find a job.”

The first cohorts of students graduated from the CHHS in December 2018 and May 2019, and they are successfully employed in hospitals, medical facilities, schools, other health care settings, community organizations, nonprofit agencies and government offices across the nation.





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School of Health Sciences

PROGRAM OVERVIEW

Undergraduate

- Community Health (B.S.)
- Exercise Science (B.S.)
- Fitness and Wellness (General Education Program)
- Medical Laboratory Science (B.S.)
- Respiratory Therapy (B.S.)

Graduate

- Applied Health Physiology (M.S.)
- Athletic Training (M.S.A.T.)



The unique combination of programs in the School of Health Sciences connects daily health maintenance with frontline medical care, positioning SU as a leader in interprofessional education for students interested in health and wellness professions.

COMMUNITY HEALTH

Program Chair: Dr. Brandye Nobiling

The Community Health Program facilitates students to be successful public health educators. Throughout the required coursework, students plan, implement and evaluate health programs that are based on assessed needs of target populations and theories of health behavior in the effort to promote and maintain individual and community health. Students complete a semester-long internship where they apply course material to a practical experience in a variety of settings, including hospitals, nonprofit organizations, corporations and government departments. The program is aligned with the 7 Areas of Responsibility of a Health Education Specialist developed by the National Commission for Health Education Credentialing. Upon completion of the program, students are eligible and prepared to become Certified Health Education Specialists.



SCHOOL CO-DIRECTORS:

Dr. Diane Davis

Dr. Lisa Marquette



Our program is designed to prepare students for professional certifications through the American College of Sports Medicine and the National Strength and Conditioning Association.

*Dr. Brent Fedorko
Exercise Science Program Chair*

EXERCISE SCIENCE

Program Chair: Dr. Brent Fedorko

The Exercise Science Program primes students to work in the health/fitness industry as personal trainers, strength and conditioning coaches, fitness instructors, and wellness program directors. Students wishing to pursue careers in allied health fields may elect to complete additional courses in preparation for graduate education in exercise science or other pre-professional, health-related disciplines such as physical therapy, physician assistant, occupational therapy and medicine. The program is accredited by the Committee on the Accreditations for the Exercise Sciences under the auspices of the Commission on Accreditation of Allied Health Education Programs. The program also is recognized by the National Strength and Conditioning Association as having met the criteria for acceptance into their Education Recognition Program for Strength and Conditioning.

FITNESS AND WELLNESS

Program Coordinator: Zachary Townsend

Fitness and Wellness is a core class that all students must take as part of Salisbury University's General Education requirements. The goal of this course – through lecture and activity – is to teach students lifelong fitness and wellness that will ideally stay with them throughout not just their higher education, but their entire lives as well. Students have the opportunity to select from a variety of physical activity options, such as circuit training, yoga, swimming, weight training, self-directed activities and much more. The activity sessions can be completed through in-person group classes or through self-directed, independent sessions.





MEDICAL LABORATORY SCIENCE

Program Chair: Dr. Diane Davis

Medical laboratory science is a branch of medicine dealing with laboratory analyses used in health maintenance as well as diagnosis, prognosis and treatment of disease. Medical laboratory scientists, also called clinical laboratory scientists or medical technologists, receive education in chemical and biological testing for health and human disease and complete clinical internships in hospital laboratories. Graduates can take national certification examinations, needed for employment in most clinical laboratory settings, but many graduates use the degree as a foundation for graduate study in health care, science and related fields. The program is accredited by the National Accrediting Agency for Clinical Laboratory Science.

RESPIRATORY THERAPY

Program Chair: Lisa Joyner

Respiratory care is a diagnostic and therapeutic health care specialty utilizing advanced technology medical procedures to assess and treat patients suffering from acute and chronic cardiopulmonary disease and dysfunction. By applying broad knowledge of cardiopulmonary pathophysiology, respiratory care practitioners provide and assist in complex procedures required to properly diagnose and treat patients, from the very young to the very old. SU's Respiratory Therapy Program is nationally accredited by the Commission on Accreditation for Respiratory Care, and SU's courses help students practice under the guidance and supervision of professionals during internships in real-world environments.



I've seen a statistic that at least 70% of clinical decisions are made using data from a laboratory. That is a huge percentage and I want to help make those discoveries for doctors and patients, possibly even saving a life.

*Garrett Gordy,
Medical Laboratory Science, Class of 2019*

Upon completing a highly competitive internship at the Mayo Clinic, Gordy accepted a job offer from the organization.



MASTER OF SCIENCE IN APPLIED HEALTH PHYSIOLOGY

Program Chair:

Dr. Thomas Pellingner

The Master of Science in Applied Health Physiology (AHPH) Program prepares students for a wide range of professional careers from clinical physiology, to community and corporate wellness, to university-based strength and conditioning. The comprehensive AHPH curriculum includes individualized student experiences, including focused internships, responsive to the changing demands of the applied health care and sports performance fields. The program also fosters a commitment for every student to earn an appropriate professional credential from the American College of Sports Medicine (ACSM) and/or the National Strength and Conditioning Association (NSCA). The AHPH program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the Committee on the Accreditation for the Exercise Sciences (CoAES). It is also recognized by the National Strength and Conditioning Association (NSCA) at the graduate level by their Education Recognition Program.

MASTER OF SCIENCE IN ATHLETIC TRAINING

Program Chair: Dr. Laura Marinaro

The first and only professional graduate athletic training program in Maryland, SU's Master of Science in Athletic Training Program prepares students for a career as an athletic trainer – a health care profession that involves the prevention, diagnosis and management of active individuals who sustain traumatic or lingering injuries, or develop acute illness or other medical conditions that impair normal function. A diverse and immersive clinical education experience provides students with an opportunity to apply their skills to patients of varying ages and abilities. Upon graduation, students are eligible for the Board of Certification examination. SU's program is accredited by the Commission on Accreditation of Athletic Training Education.



School of Nursing

“Our nursing programs are known for high-quality outcomes. Our pass rate on the licensure examination for registered nurses is consistently high (98% this year), and we have the highest 10-year average of all University System of Maryland campuses.”

*Dr. Jeffrey Willey,
School of Nursing Director*

Through close faculty supervision in clinical courses, expert faculty who practice what they teach, excellent clinical facilities and knowledgeable advisors in the fields of study, the School of Nursing is preparing new primary-care providers to meet the burgeoning need for health care services. The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program and post-graduate APRN certificate program at Salisbury University are accredited by the Commission on Collegiate Nursing Education (www.ccnaccreditation.org).

40 YEARS: A NURSING EVOLUTION

In 2019, SU celebrated 40 years of nursing education, producing some 3,000 graduates who work all over the nation. Through the years, the program has evolved to expand education at the master's and doctoral level and incorporate new technologies. Most notable is the creation of the Henson Medical Simulation Center (see page 20) where students engage in realistic clinical scenarios with high-fidelity manikins with life-like features and responses.

STUDENT AND FACULTY EXCELLENCE

SU's Student Nurses Association has been nationally recognized for community service and has a 21-year record of success with passage of its resolutions at the annual NSNA Convention. Nursing faculty engage in research and clinical practice, publishing their work in such esteemed journals as *Journal of Nursing Education*, *Nurse Educator* and *Journal of Professional Nursing* and practicing at area hospitals and clinics. They also lend their expertise to national and regional health organizations and advisory boards.

A COMMITMENT TO THE PROFESSION

With a lack of qualified nursing faculty, especially those from racially and culturally diverse backgrounds, the School of Nursing created the Eastern Shore Faculty Academy and Mentorship Initiative (ES-FAMI) to train experienced B.S.N., M.S.N. and D.N.P.-prepared registered nurses for new roles as part-time clinical nursing faculty (see page 24). With 11 partner schools, institutions and hospitals across Maryland, there have been some 150 graduates of the program. More than half have teaching assignments at one of the partner schools and over one-third are from an underrepresented group in nursing.

PROGRAM OVERVIEW

Undergraduate

- Traditional B.S.N.
- Second Degree B.S.N.
- RN to B.S.N. for Registered Nurses

Graduate

- Post-Baccalaureate Certificate: Health Care Management
- M.S.N. (With an RN - No Previous Bachelor's Option)
 - Health Care Leadership Track
 - Nurse Educator Track
- Doctor of Nursing Practice
 - Post-Baccalaureate to D.N.P.
 - Post-Master's to D.N.P.
- Post-Doctorate of Nursing Practice Certificate of Completion: Family Nurse Practitioner



SCHOOL DIRECTOR:

Dr. Jeffrey Willey

UNDERGRADUATE PROGRAM CHAIR:

Dr. Debra Webster

GRADUATE PROGRAM CHAIR:

Dr. Dorothea McDowell Winter

PROGRAM OVERVIEW

Undergraduate

- Bachelor of Arts in Social Work (B.A.S.W.)

Graduate

- Master of Social Work (M.S.W.)

SCHOOL DIRECTOR:

Dr. Jennifer Jewell

UNDERGRADUATE PROGRAM CHAIR:

Dr. Victoria Venable

GRADUATE PROGRAM CHAIR:

Dr. Mary Hylton



Danesha Owens-Harrell, B.S.W. 2015 and M.S.W. 2018, is the first U.S. Fulbright Student Award winner from the College of Health and Human Services, earning an English Teaching Assistantship to the Netherlands, learning about Dutch social programs and working with teens and young adults.

School of Social Work





The School of Social Work is dedicated to excellence in the education of professional social workers at the baccalaureate and master's levels. Both programs are committed to student centeredness and active community engagement in the pursuit of social, economic and environmental justice. All programs are fully accredited by the Council on Social Work Education, a must for earning licensure.

A FOCUS ON SOCIAL JUSTICE AND WELL-BEING

Social workers strive to promote social justice and advance the well-being of individuals, communities and organizations. Grounded in the liberal arts and the ethics and values of the social work profession, the mission of SU's programs is to inspire and educate competent and culturally responsive social work professionals. The school prepares students for generalist practice through a combination of innovative, hands-on classroom study and practical field experience. Human services agencies that serve a variety of populations provide opportunities to apply knowledge that are invaluable to developing skills.

QUALITY WHEREVER YOU ARE

Recognizing the need for quality social work education across the state, programs are offered at four satellite locations in Maryland and through online options. The school's programs are ranked as one of the 10 best value colleges for online social work degrees. Field education, which is critical to social work education, is provided in human service agencies in students' own area and may be tailored to meet their personal professional goals.

A COMMITMENT TO CHILDREN

Through grants and community collaborations, the School of Social Work is home to several programs that support area families, children and adolescents, and child-serving systems. The Child and Adolescent Behavioral Health Education Initiative (CABHEI) seeks to enhance the capacity of professionals from multiple disciplines to promote the mental health and resiliency of children and adolescents residing in rural locales. Two long-standing programs of CABHEI are the Lower Shore Early Childhood Mental Health Consultation Program, a program that provides behavioral consultation services for children birth to five, their families and childcare professionals, and Behavioral Health Integration in Pediatric Primary Care (BHIPP), a statewide partnership that trains, places and supervises master's-level social work interns in pediatric primary care offices throughout Maryland's rural regions.

ALUMNI SPOTLIGHT

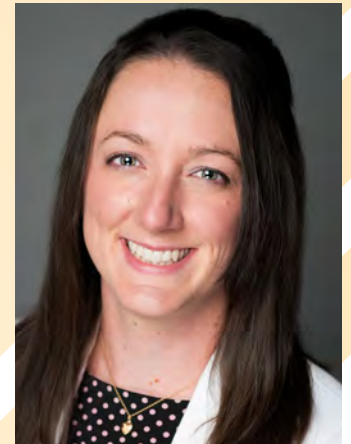
ALICIA CANZANESE

OWNER, GORDON PODIATRY, LLC

"I worked best under pressure and thrived in a bit of chaos," explained Alicia Canzanese reflecting on her time as an undergraduate student at Salisbury University. Alicia was on the SU track and field team, a member of the Environmental Club, joined the Institute for Public Affairs and Civic Engagement (PACE), performed in several theatre productions and served as president of the Athletic Training Club. She chose to attend SU because of its size, which she describes as a perfect fit, the outstanding Athletic Training (AT) Program and the track and field team. SU allowed her to create supportive relationships with her advisors and professors, which she attributes in large part to her academic success.

Alicia came to study podiatry partly out of necessity. She has flat feet, and as an athlete, she was prone to injury. While a college student in the AT Program, she met a podiatrist and realized that her AT experience was a perfect segue to pursue her doctorate in the field.

Shortly after completing her residency, Alicia purchased a practice in Pennsylvania where she serves on the executive board of the Pennsylvania Podiatric Medical Association, American Academy of Podiatric Sports Medicine, American College of Foot and Ankle Surgeons, and American Association of Women Podiatrists. She also is adjunct attending for the Chestnut Hill Residency Program and is team podiatrist for Arcadia University Athletics. In her practice, she has been able to apply her athletic training education to podiatry sports medicine. She regularly calls upon her SU training where she learned how to collaboratively work with other health care professionals on patient care.



JENNIFER L. FITZPATRICK

PROFESSIONAL SPEAKER, PUBLISHED AUTHOR AND ENTREPRENEUR

Jennifer L. FitzPatrick started working at a nursing home during high school to earn spending money. Little did she know that this part-time job would take her down a path that would eventually lead to a career as a professional speaker, published author and entrepreneur.

Jennifer transferred to Salisbury University during her sophomore year after visiting a friend. She realized that at SU she had "for the first time found instructors who cared about me and were invested in my success." After completing a Bachelor of Arts in Social Work, she went on to earn a master's degree in the field and eventually founded Jenerations Health Education, Inc.

Jennifer is one of less than 800 Certified Public Speakers worldwide. In 2016, Jennifer wrote *Cruising Through Caregiving: Reducing the Stress of Caring for Your Loved One*, which is a compilation of more than 20

years of experience working in health care. In her words, the book is "everything I wanted to say to someone who is a family caregiver to reduce their stress." Her work has led to interviews by media outlets including *The Wall Street Journal*, *Forbes*, *The Washington Post*, HLN, ABC, Fox News and Sirius XM.

Jennifer is known for her down-to-earth approach and travels the country empowering health care and corporate audiences. When she is not traveling, Jennifer spends her time teaching as an adjunct instructor at Johns Hopkins University's Certificate on Aging Program and with her husband at their home on Kent Island, MD.



DONOR SPOTLIGHT

DONNA PARKS

MEMBER OF THE FIRST GRADUATING NURSING CLASS OF 1979

When you meet Donna Parks for the first time, you are immediately struck by her positive energy, infectious smile and kind manner. These memorable qualities served Donna well during her 32-year career as a critical care nurse. Like so many of us, however, Donna's path was not a straight one. She started her career in the medical field as an EKG technician. She returned to college and initially decided to pursue a degree in pharmacy. After a frustrating chemistry course, Donna began questioning her choice. It was serendipity that this coincided with then Salisbury State College launching a Bachelor of Science in Nursing. At the advice of a trusted friend, Donna entered the program and soon realized that she had found her

true calling through a career in nursing. The program has always been rigorous, and through it, Donna grew to develop enduring friendships with instructors and classmates that she treasures to this day.

It was this appreciation for her education and pride in being a member of the first graduating nursing Class of 1979 that inspired Donna to name the Nursing Station in SU's Richard A. Henson Medical Simulation Center in honor of her class. Her gift impacts students and community professionals across diverse health care and non-health care fields by creating opportunities to advance their skills and abilities.



My education at Salisbury University changed my life and afforded me the opportunity to live a life that I have truly enjoyed!

Donna Parks, RN, B.S.N.

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

Become a part of The Campaign for Salisbury University as we fund the resources needed for the extraordinary people – students, faculty, staff and others – who are woven into the fabric of our campus. Together, We Are SU.

For more information contact: Stefanie Gordy at skgordy@salisbury.edu or 410-251-0902.

WE ARE SU
THE CAMPAIGN FOR SALISBURY UNIVERSITY
campaign.salisbury.edu

Serving the Needs of the

HEALING FUN WITH COASTAL HOSPICE

"I'm really sad my dad died," said one young boy quietly to the camera filming him inside SU's high-definition studio. He and his fellow campers at Camp Safe Harbor were making a video about words associated with loss. Other videos answered questions about grief and shared comforting messages.

That activity was just one over the past five years that has given children participating in Camp Safe Harbor an outlet for expression after losing loved ones. Since 2015, Coastal Hospice staff and volunteers, and SU social work faculty and students, have collaboratively run the summer bereavement camp on campus, providing children ages 6-12 with a "safe space" for four days of healing fun.

This camp is an amazing partnership between Coastal Hospice and SU. The connections between the children and the staff are what makes Camp Safe Harbor so helpful. The children can arrive each day knowing that everyone there understands their story. They no longer have to feel different.

*Dr. Kimberly Van Vulpen,
School of Social Work*

Through arts and crafts, games, support circles, music, and sports, counselors help the children gain coping skills and explore emotions in their own unique way.

In conjunction with the camp, SU's School of Social Work offers a course on children's grief and bereavement, open to all students in the "helping" professions. As part of their experiential learning, the graduate and undergraduate students volunteer as camp counselors.



Community

STEPPING UP AND VOLUNTEERING

The Athletic Training Program has provided volunteer medical coverage for a number of local athletic events, including SU's Sea Gull Century bike ride, the Special Olympics State Soccer Tournament, Salisbury Marathon and Tim Kennard 5K/10-mile run. Faculty from the program also have organized a "Wellness Week" for clients of Dove Pointe and Lower Shore Enterprises, Inc. Events included a 1-mile fun walk, a field day and a basketball tournament.

The **community health** program and its faculty and students have hosted the Operation Christmas Child donation drive, taught middle school students at St. Francis de Sales Catholic School about sustainable nutrition and provided educational outreach on the public health topic of sexually transmitted infections.

Social work students from Dr. Alessia Owens-King's Macro Practice course have delivered trainings on recognizing financial exploitation of elders, paying for housing and managing student loan debt to over 100 community members. They were trained in Money Smart financial literacy education program.

"The social work profession is committed to addressing 12 Grand Challenges that impact our world, including building financial capability for all and reducing extreme economic inequality," Owens-King explained. "I designed my course to focus on the impact of economic inequality on communities. It is essential that social workers understand the intersection of financial hardships, community functioning and vulnerability to economic exploitation, as they prepare to work in marginalized communities."



Helping Others, Even Before Graduation

Every student who graduates from the College of Health and Human Services has the opportunity for experiences outside the classroom. From clinical rotations to field placements to professional internships, SU students spend thousands of hours helping others and applying their skills in real-world settings. Here's a snapshot of their efforts:

As an **applied health physiology** graduate student, Dustin Dailey was competitively selected for a summer coaching internship at the National Strength and Conditioning Association headquarters in Colorado. While a **medical laboratory science** major, Kaylie Dunbar served as both an EMT and a medical scribe, and after graduation, she went on to medical school. Other MLS majors have interned at the National Institutes of Health, Novartis Pharmaceuticals and Peninsula Regional Medical Center – and two recently were hired at Johns Hopkins labs, following their internships.

In the **nursing** program, clinicals require students to spend nine hours per week providing direct or indirect care in placements including hospitals, health care organizations, schools and through simulations. **Athletic training** requires four placements, which occur both on the Eastern Shore and in the Baltimore-Washington metropolitan area. Under the supervision of certified preceptors, students treat patients participating in a variety of sports at multiple levels to become proficient in clinical skills. Master's student Alessandro Ciarla, for example, interned in sports medicine with the Portland Thorns, an Oregon-based National Women's Soccer League team. Working with the head athletic trainer, he assisted with injury treatments, on-field rehabilitation, player workload tracking and day-to-day clinic operations.

Exercise science students complete a professional internship totaling 375 hours. In line with the diverse field, internship sites range from community-based fitness and wellness to specific clinical settings such as physical therapy, occupational therapy and cardiac rehabilitation in placements from Maryland to California, and beyond. Currently, two exercise science students are completing their internship experience in Sydney, Australia, gaining a once-in-a-lifetime experience.

In addition to hands-on, hospital-based clinical education, the **respiratory therapy** offers specialized rotations at many hospitals in Maryland to provide one-on-one interactions with practicing professionals during the winter and summer sessions. Tiffany Benton shared that her experience at Anne Arundel Medical Center was "incomparable to any other I have encountered. The therapists are kind, brilliant and help each other. One concept that I learned quickly at AAMC was the art of prioritizing; this was especially useful in the Emergency Department."

Community health students complete 450-hour internships in the U.S. or abroad in settings including health departments, hospitals, corporate wellness, nonprofits and rehabilitation programs. Student projects have focused on senior wellness, including home safety and healthy eating, hospital discharge education for patients, outreach on breast cancer and sexually transmitted infection prevention, culturally appropriate diabetes education, cardiovascular disease workshops, preschool hygiene activities, and a Lower Shore nutrition program.

Bachelor's and master's **social work** students complete two-semester field placements. Recently, they've managed cases for Family Partnership of Frederick County, published blogs for Sheppard Pratt's Center for Eating Disorders, coordinated intakes and service plans for Bay Area Center for Independent Living, conducted community visits for the Veteran Affairs Maryland Health Care System, built awareness about Teen Dating Violence for the U.S. Army Family Advocacy Program, and integrated social work services at the Washington County Free Library.



It is an excellent learning environment and I quickly integrated with the sports medicine staff. I also had the opportunity to shadow strength and conditioning.

SU graduate student Alessandro Ciarla on interning with the National Women's Soccer League's Portland Thorns.

Perspectives on Global Health

SU students study, intern and research all over the world. Through CHHS programs, they recently have explored the globe from Europe to South America.

DRUG POLICY IN PORTUGAL

The **community health** program offers four study abroad opportunities and is looking to expand its international sites in coming years. During the fall and spring semesters, students may intern in Ireland and Australia. During winter term, two global seminars focus on public health in Belize and drug policy in Portugal. Last January, 12 students spent two weeks exploring Portugal's unique approach to drug use/abuse, allowing them to see the issue from a global perspective.

"We experienced a treatment facility in Evora, attended lectures at Hospital Egas Moniz and toured the non-government agency CresCer," said Dr. Sherry Maykrantz. "We heard a powerful and emotional story from a client at Nova Vida recovery center, and we sat in on meetings at the European Monitoring Center for Drugs and Drug Addiction and the Service for Intervention Center on Addictive Dependency. We will be going again!" And they are – Maykrantz is taking 12 students to Portugal in January 2020.

INTERPROFESSIONAL EXPLORATIONS IN ECUADOR

Last January, seven **nursing** students, seven **social work** students (undergraduate and graduate) and their faculty mentors traveled to Ecuador for an interprofessional global seminar (which was an expansion of a decade-old nursing course, Cultural Considerations in Health and Wellness). The social work group examined the impact of migration and immigration on social problems in Ecuador. Prior to their departure, they collectively raised \$300 and donations for three organizations that they visited. They also prepared and served a meal to individuals who had recently migrated from Venezuela.

"Given the social and political turmoil that surrounds immigration and migration currently, it was wonderful that we could aid those who need to leave their country of origin for a variety of reasons," said Kathleen Arban (Social Work). "Students also were able to experience first-hand the benefit of interdisciplinary collaboration." In addition to classes in Spanish and their discipline, they accompanied the nursing students to activities including a public health lecture and agency visit reaching individuals living with HIV.



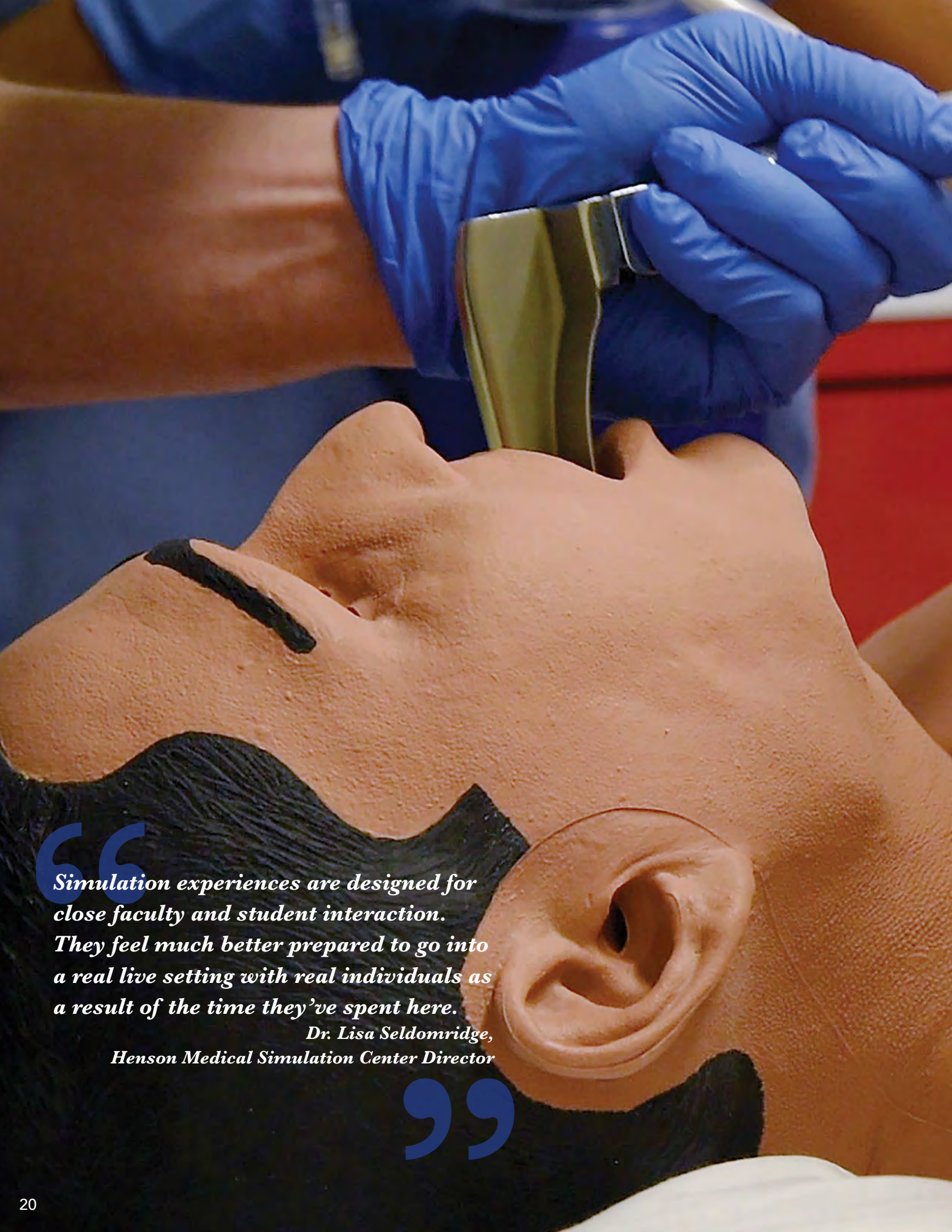


OTHER OPPORTUNITIES

In January 2020, Dr. Tina Reid (**Nursing**) and Dr. Becky Anthony (**Social Work**) again plan to take students to South Africa for interdisciplinary research and immersion focused on global health and health care systems. Engaging with professionals and patients, students may explore social contexts of diseases, as well as health disparities. **Social work** also is developing new opportunities in New Zealand and South Korea.

Previously, on a La Merced Mission Trip to Nicaragua, **nursing** majors gained intensive operating room experience with reconstructive and orthopedic surgeries in a public hospital, and learned about the socio-cultural and political contexts of health care through the church-based community clinic.





“

Simulation experiences are designed for close faculty and student interaction. They feel much better prepared to go into a real live setting with real individuals as a result of the time they've spent here.

*Dr. Lisa Seldomridge,
Henson Medical Simulation Center Director*

”



Henson Medical Simulation Center

The Richard A. Henson Medical Simulation Center is designed to be a “safe space” for students in the College of Health and Human Services to practice, make mistakes and master new skills as they learn how to think like health professionals. Interprofessional learning opportunities are another unique feature of the center. Students from different professions are able to interact side by side and on teams because that is how they are going to practice in the real world.

EXPANDING OPPORTUNITIES

When a \$1 million gift from the Richard A. Henson Foundation helped launch the Simulation Center in 2011, it had one robotic child patient, “Chuckie.” The center since has grown its roster of manikins to address various health care scenarios, recently adding a brand-new SuperTory newborn, adult male and additional child manikins. All are wireless and tetherless, and much easier to use. The Sim Center also expanded its physical space by more than a third with a 2017 renovation. SU has some 7,500 square feet to provide high-quality clinical simulation and training for students across health care fields, as well as community professionals.

REAL EXPERIENCE MATTERS

SU students use four specialized labs for neonatal, pediatric and adult care, and labor and delivery. They make real-time decisions about injuries, diseases and births. A mental health wing features “standardized patients” or trained actors who also have roles in some manikin simulations. Everything is video recorded for later review with professors. The center is home to the Eastern Shore’s first Certified Healthcare Simulation Educator; SU alumna Catherine Neighbors, Sim Center assistant director, earned the advanced CHSE credential from the Society for Simulation in Healthcare. This positions the University and its Simulation Center at the forefront of simulation-enhanced health care education.

PARTNERS FOR THE COMMUNITY

Community groups that have trained at the Simulation Center include Peninsula Regional Medical Center pediatric hospitalists, area school nurses, the Wicomico County Health Department’s Drug Action Response Team and the Eastern Shore Collaborative for Interprofessional Education of health care professionals. Other users include Bay Shore Services, Worcester Technical High School, Leadership Maryland, the SU Women’s Circle, Girl Scouts of the Chesapeake Bay, Eastern Shore legislators and Delaware Technical Community College’s Upward Bound program. In addition, the Sim Center houses SU’s Eastern Shore Faculty Academy and Mentoring Initiative (ES-FAMI), a grant-funded educational program for clinical nurses who want to teach at SU or regional community colleges. Built-in video conferencing technology better links the academy to regional partners.

Grant-Funded Programs

COMBATING THE NATION'S OPIOID CRISIS

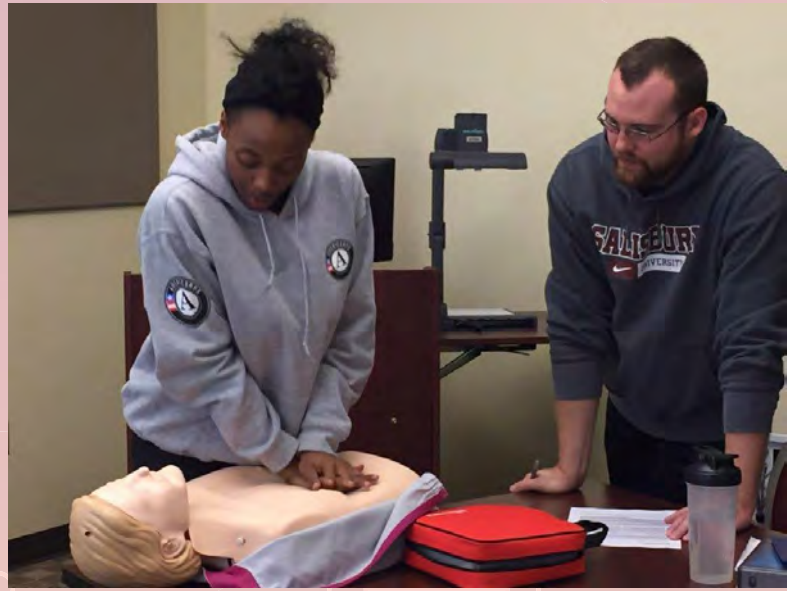
In the mid-2000s, Wilkes County, NC, had a drug overdose fatality rate four times the national average. The death rate peaked in 2009, but there was still hope.

During this time, Project Lazarus was formed to prevent overdose fatalities by providing assistance for communities responding to their opiate epidemics. Wilkes' death rate was almost halved by 2010 and continues to drop to this day. It is based on this model that the Heroin and Opioid Prevention and Education program (HOPECorps) was formed.

In August 2017, Dr. Aaron Willis of SU's School of Social Work was awarded a three-year grant totaling \$159,678 through the Corporation for National and Community Service AmeriCorps program. With the collaboration of the Maryland Governor's Office on Service and Volunteerism, HOPECorps has strengthened the capacity of communities fighting the heroin and opioid epidemic on the Eastern Shore.

Since its creation, HOPECorps members have been stationed to support their communities in three domains: training, education and capacity building.

In 2018, two other SU faculty, Drs. Sherry Maykrantz (Community Health) and Deborah Mathews (Social Work), also earned \$200,000 from the U.S. Department of Health and Human Services to create the Stepping Stones to Progress Consortium. The consortium hopes to reduce opioid overdoses and deaths through growing partnerships with other organizations.





STUDENTS KISS SILENCE GOODBYE

Most adolescents feel a little awkward about “the talk.” But Dr. Deneen Long-White (Community Health) has found the perfect formula for raising awareness about sexually transmitted infections and pregnancy prevention: putting it in the hands of students.

“Research has shown that people are more likely to listen to their own age group, especially adolescents,” Long-White said. “The [KISS] program is student-driven. The message comes from them.”

KISS is a collaboration between SU and University of Maryland Eastern Shore, funded by the state health department. Members have been at the forefront of events such as the Rubber Runway Fashion Show, showing off ensembles designed with condoms. Students also give out health promotion materials to their peers with popcorn each month and host classroom presentations.



SU PARTNERSHIP TACKLES BEHAVIORAL HEALTH

Efforts at Salisbury University ensure the topic of behavioral health isn’t swept under the rug.

Maryland Behavioral Health Integration in Pediatric Primary Care (BHIPP) is a partnership between SU, the University of Maryland School of Medicine and Johns Hopkins School of Medicine. Through BHIPP, SU provides social work co-location to support primary care providers in the management of the behavioral health needs of their patients.



LEADING THE FUTURE GENERATION OF NURSES

In recent years, SU's nursing faculty has received more than \$8.5 million from the Maryland Higher Education Commission Nurse Support Program-II.

The latest \$149,998 grant goes to develop the Maryland Advanced Faculty Academy and Mentorship Initiative to prepare experienced nurses for clinical teaching positions. The project was among "the most highly recommended" of the 17 proposals funded by MHEC and the Maryland Health Services Cost Review Commission.

In another project, SU has helped develop LeadNursingForward.org, a free resource for visitors to learn more about the nurse faculty shortage in Maryland and be part of the solution.

Using the website, nurses continuing their education can find information on financial aid and interactive maps with locations for nursing programs, hospitals and health care organizations. A searchable Career Portal, launched in September 2019, connects users with open positions and nursing education events.

"LeadNursingForward.org is an important website to assist Maryland colleges and universities by easily connecting with individuals who aspire to teach in nursing," said Dr. Jeffrey Willey, director of SU's School of Nursing.

Another \$2 million MHEC grant helped create toolkits to encourage students to develop leadership skills through training and role-playing exercises. Such exercises have been successful in helping students learn about conflict management, working with diverse populations and mental health issues.

"This is absolutely tremendous because of the important work these grants will allow us to do," said Dr. Karen Olmstead, SU's provost and senior vice president of academic affairs. "I am proud of our nursing faculty and the impact they are having on nursing education throughout Maryland and nationally."



Exercise is Medicine



Salisbury University's Exercise is Medicine (EIM) program encourages faculty, staff and students to work together toward improving the health and well-being of the campus. This initiative enhances the campus' healthy academic environment and emphasizes the University's commitment to using exercise as a form of medicine to improve the health and wellness of the campus community.



THE GOLD STANDARD

SU and its Exercise Science Program were recognized for the fourth consecutive year as a Gold Level Campus by the American College of Sports Medicine (ACSM) at its annual meeting during the session "Exercise is Medicine (EIM) on Campus®: A Recognition of Outstanding Programs." This celebration recognized distinguished achievement in campus involvement and engagement of EIM's mission of making physical activity a regular part of the campus environment. SU earned gold status, the highest honor that can be achieved for focusing its efforts on the promotion of physical activity as a vital sign of health.



PROGRAM HIGHLIGHTS

Some campuswide EIM initiatives offered by the Exercise Science Program include Ride or Stride Across America, T25, EIM Week, Move to Improve 5K, scavenger hunts, Zumba, movement challenges, bi-weekly "Commit to Be Fit" newsletters, free fitness assessments and Student Health Center referrals for personal training sessions.

Opportunities for Continuing

SUPPORTING COMMUNITIES

At Salisbury University, it's all about moving forward. The School of Social Work has been hard at work on providing continuing education opportunities and facilitating community development.

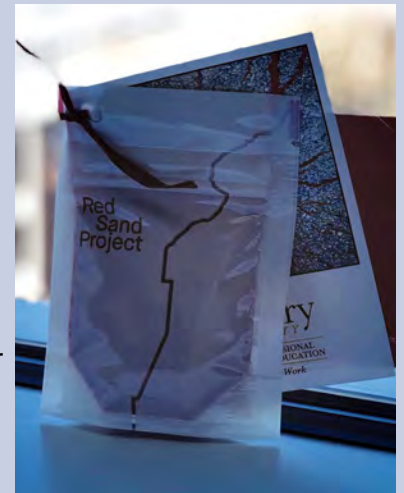
During the spring 2019 semester, the school offered nine continuing education events, including a Human Trafficking Conference, and engaged more than 600 area professionals. In addition to highlighting local talent, the school also brought in experts such as Frank Kros, president of the Upside Down Organization. Topics included brain development, family engagement, suicide, immigration, macro engagement and transgender clients.

In fall 2019, social work offers seven courses with topics including ethics, addiction and academic engagement. These courses are available both by the School of Social Work and in collaboration with satellite sites. The first will be a new supervision course hosted by social work's own internship coordinator Janet McIntyre.

Looking forward, the school hopes to establish internal certifications such as train-the-trainer programs and provide educational opportunities that build the community's interaction with SU.

"We want to build on the value of giving back to our community that is important to SU core values," said Degan Allen of the school's Office of Professional and Continuing Education. "This will allow us to offer online certifications in various therapy methods as well."

Past community contributions include the school's community conversations. For several continuing education courses, social work offered an open community forum for residents to become better educated on the region's needs and challenges ahead. In the future, the team will attend various trainings to obtain certifications to reach out to educators and care providers in the area.



Education Abound



TRAINING THE HEALTH CARE PROVIDERS

The Richard A. Henson **Medical Simulation Center** provides clinical learning experiences for health professions and human services students. The center offers courses through the American Heart Association and Academy of Pediatrics for lifesaving training. Through these courses, participants have access to state-of-the-science technology and equipment to help gain the experience, knowledge, skills and confidence necessary to respond in emergency situations.

The AHA courses offered include Basic Life Support, Pediatric Advanced Life Support, Advanced

Cardiovascular Life Support, First Aid, CPR and AED, and Bloodborne Pathogens. The Neonatal Resuscitation Program through the Academy of Pediatrics is also offered.

For nearly two decades the **Respiratory Therapy** Program has hosted the Partners in Respiratory Care Excellence Symposium. Its purpose is to bring highly influential practitioners from the arena of respiratory and critical care medicine to the area so that they may interact with respiratory care students, practicing respiratory therapists, physicians and nurses who would not otherwise have the opportunity.

SCHOLARSHIP SPOTLIGHT

AVERY HALL

AVERY HALL NURSING SCHOLARSHIP



Avery Hall came from very humble beginnings. As a boy, Avery worked in a saw mill for five cents an hour and picked strawberries for a penny and a half per quart. He was blessed with parents who valued education and were determined to see their son educated. At 16, young Avery entered business school

in Salisbury. After graduation, Avery worked in a shipyard before selling maritime insurance, which eventually led him to build the Avery W. Hall Insurance Agency.

Avery was always quick to share his time, money and compassion. Nowhere was this felt more than by his family. Avery adopted his son, Donnie, when he was 2 years old. Later when Donnie died, leaving behind a wife and two

young children, Avery stepped in to fill the void. Gayle Widdowson remembers her grandfather lovingly: "Pop Pop always had me with him. He regularly paid for people's groceries when we went to the store. He empowered me to want to give back. I remember sitting in his office and listening to him call associates to raise money for the organizations he loved." These included Peninsula General Hospital (now Peninsula Regional Medical Center), where his beloved first wife worked as a nurse, numerous churches and then Salisbury State College. "My grandfather was always helping people. He was so full of joy and love for people. I miss him every day."

The Avery Hall Nursing Scholarship was created to honor Avery's philanthropic spirit. Since its inception in 1991, the scholarship has helped over 75 students achieve their dreams of becoming nurses. The effect of Avery's philanthropy lives on through the students he has helped and the innumerable patients who benefit from their care.

PATTI MANNION

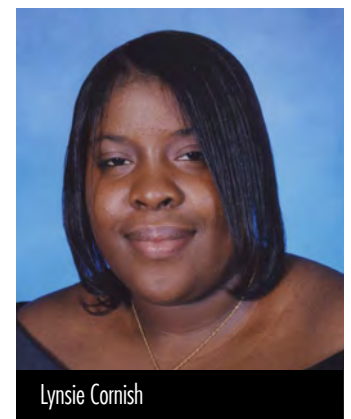
MANNION GRADUATE SOCIAL WORK SCHOLARSHIP

Patti Mannion has had a long-lasting relationship with the SU School of Social Work. As the director of a public social services agency, she saw the value of providing student internships: "I always tried to ensure that our agency participated in providing internships for students." Several of the agency's master-level social workers as well as supervisors participated in the supervision of social work interns. Mannion remarked, "It created a rising tide that increased the morale of all staff."

Over time, Mannion became aware that there were numerous financial aid opportunities for undergraduate level students, but far fewer at the graduate level. "When I retired, I hoped to establish a scholarship for a graduate level social worker at Salisbury University," explained Mannion. The Mannion Scholarship was established in 2018

and Lysie Cornish is the first recipient of this honor.

Cornish feels fortunate to continue her education with the financial support of the Mannion Scholarship. Enrolled full time in SU's Master of Social Work Program, Cornish is completing her second-year internship while raising a family. "A graduate program can be intense and many enter a graduate program at different stages in their life," Cornish shared. "This scholarship gives students the support and hope that it's never too late to pursue a higher education."



Lysie Cornish

PROFESSORSHIP SPOTLIGHT

MARY DIBARTOLO

FULTON ENDOWED PROFESSORSHIP IN GERIATRIC NURSING



With more than 10,000 baby boomers turning 65 every day, Dr. Mary DiBartolo of Salisbury University's School of Nursing says there is a crisis facing the nation's health care system.

Doing her part to help educate and prepare students and the greater

community about this issue, DiBartolo received SU's first Fulton Endowed Professorship in Geriatric Nursing.

"Given the changing demographics, I saw a need to focus on the gerontology aspect of the nursing profession," she said.

DiBartolo has long been involved with research, teaching and outreach related to the care of older adults, and the three-year appointment has allowed her to continue her work.

With the help of the professorship, DiBartolo developed a program to educate nurses on caring for patients with Parkinson's. As a former long-time consultant to the renowned Integrate Institute at Copper Ridge, she provided training on Alzheimer's/dementia care to various Eastern Shore facilities. She has also offered free programs on dementia care to support

Our society must change its attitudes about the aging population and how we provide care and services.

*Dr. Mary DiBartolo,
RN-BC, CNE, FGSA*

groups in the area, as well as continues to collaborate with the Johns Hopkins Geriatric Workforce Enhancement Program and MAC, Inc. Area Agency on Aging to bring expert speakers on aging-related topics to Salisbury. Her PAC 14 *Focus on Health* series has covered such topics as strokes, fall prevention, elder abuse, immunizations and in-home independence. She is launching SU's first massive open online course (MOOC) to educate health care professionals about Parkinson's disease. It is set to open later this year for a global audience on the University System of Maryland's edX platform.

"We are grateful for the Fulton family establishing this professorship to recognize the important role geriatric nursing plays with today's aging population," said Jason Curtin, executive director of the SU Foundation, Inc. "I know the family was so appreciative of the care that both Mr. and Mrs. Fulton received during the latter part of their lives. The hope was that nursing students and others would benefit from working with highly trained and skilled faculty in these issues."

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

Become a part of The Campaign for Salisbury University as we fund the resources needed for the extraordinary people – students, faculty, staff and others – who are woven into the fabric of our campus. Together, We Are SU.

For more information contact: Stefanie Gordy at skgordy@salisbury.edu or 410-251-0902.

WE ARE SU
THE CAMPAIGN FOR SALISBURY UNIVERSITY
campaign.salisbury.edu

Honors Goes Above and Beyond



The Honors College has much to offer CHHS students who are serious about intellectual growth.

Recognizing a need for Honors courses tailored to nursing students, Dr. William Campbell created a unique history course with a focus on war as a catalyst for changes in nursing. First offered in 2014, the course returns in fall 2019, covering the rapid growth in health care during the Civil War, and World Wars I and II.

Dr. Mary DiBartolo (**Nursing**) received funding for an aging simulation. She took students to the adaptive technology center at MAC, Inc. to attend a presentation on devices to keep seniors independent in their homes.

"I asked them to do a video where they interview a senior," DiBartolo said. "It gives them a positive perspective of active seniors in the community."

Dr. Diane Davis (**Medical Laboratory Science**) worked with Honors student Meghan Nalesnik on an extensive research project. The project examined how long clinically significant organisms like E. coli survive on blood glucose testing strips, which are used for monitoring diabetes.

Outside of these individual opportunities, the number of specialized courses in the Honors College that CHHS students benefit from is as boundless as knowledge itself.



RECENT CHHS HONORS COURSES

- Caring About Health Care
- Culture and Health in Medicine (with Communication Arts)
- Philosophy of Mental Illness (with Philosophy)
- Lifelong Fitness and Wellness (a special Honors section)



Health Professions Advising Program



Health care career choices are plentiful, and the Health Professions Advising Program (HPAP) helps students find the best career for them and develop their knowledge and talents to gain acceptance into their desired program or school.

PROGRAM POSSIBILITIES

The undergraduate majors at SU leading directly to health care employment are medical lab science, nursing and respiratory therapy. Some additional health-related undergraduate majors include community health, exercise science and social work. SU also offers graduate programs leading to health care careers, including applied health physiology, athletic training, nursing and social work. Students can go on to health professions schools after any of these majors if they also take the school prerequisites. Should students select a non-health care major, the HPAP director will help them select prerequisites for various professional schools.

THE SU ADVANTAGE

With SU's focus on undergraduate research, SU graduates have an advantage when pursuing graduate programs because they frequently already have completed original research and faculty mentors have encouraged them to pursue presentation and publication of their findings. Because GPA and extracurricular activities can be important components in graduate health program entrance requirement, the HPAP connects students with tutoring and academic resources, including the Center for Student Achievement and the Writing Center, and organizes off-campus experiences, such as a physician-shadowing program.

HPAP DIRECTOR:

Dr. John Lee

College of Health and Human Services students are active beyond the classrooms. Through clubs and honor societies, they explore their discipline, engage with their peers and have experiences that enrich their academic career.

ETA SIGMA GAMMA HONOR SOCIETY is the only national health education honorary. Its mission is to promote the highest possible standards in education, research and service within the discipline of health education to SU's community health majors and health minors.

The **EXERCISE SCIENCE CLUB** provides a venue for exercise science majors to collaborate with others within the same field. The club is involved in many volunteer and service opportunities, as well as social events for members.

LAMBDA BETA SOCIETY, the National Respiratory Care Honor Society, promotes, recognizes and honors students, graduates and faculty of the profession. Its name is based on the goals of the profession: sustaining "life and breath" for all mankind – lambda is the Greek letter L and beta is the Greek letter B.

LAMBDA TAU SOCIETY is the national honor society for medical laboratory science students. Its purpose is to develop a spirit of cooperation and unity among students entering the profession, to stimulate a higher scholastic effort, to develop the professional character of a medical laboratory scientist, to encourage research, to interest other students in this profession, and to receive the benefit of mutual discussions and associations with others with common interests.

The **MEDICAL CAREERS SOCIETY** provides guidance and activities for students interested in careers in the health professions.

The **PHI ALPHA HONOR SOCIETY** promotes high academic achievement within the School of Social Work. Supporting high educational and ethical standards among social workers, membership is open to undergraduate and graduate social work students.

The **RESPIRATORY THERAPY CLUB** provides knowledge of what respiratory therapy is all about to students expressing interest in a health care career.

Members of the **SOCIAL WORK STUDENT ASSOCIATION** develop effective and meaningful service and fundraising activities that benefit the larger community and participate in activities to foster a strong connection among social work students.

The **SIGMA THETA TAU NURSING HONOR SOCIETY** recognizes nursing majors who demonstrate superior achievement, leadership qualities and creative work. The society fosters high professional standards and endeavors to strengthen commitment to the ideals and purposes of the nursing profession.

The **STUDENT NURSES' ASSOCIATION** offers opportunities for self-governance and leadership, and it provides an official means for channeling student views and concerns to the faculty. It also offers opportunities for students to become involved in professional and community service.

Clubs and



Honoraria



SU's community health honorary Eta Sigma Gamma was recognized by the Society for Public Health Education. In 2019, Lauren St. Pierre '18 received the Founder's Award for excellence in teaching, research and service, and Emily Paterson '18 was named the Health Education Major of the Year. SU's chapter received the Chapter Achievement Award and the Teaching Activity of the Year Award.



**College of
Health & Human Services**

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www.salisbury.edu/CHHS

COLLEGE OF HEALTH AND HUMAN SERVICES

Our Programs

SCHOOL OF HEALTH SCIENCES

Undergraduate Programs

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

Graduate Programs

- Applied Health Physiology (M.S.)
- Athletic Training (M.S.A.T.)

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 Programs

(B.A.S.W.)

Graduate Programs

(M.S.W.)

SALISBURY UNIVERSITY SATELLITE PROGRAMS

Same Excellent SU Education Available Near You

School of Health Sciences

Applied Health Physiology (M.S.)

- Universities at Shady Grove

Exercise Science (B.S.)

- Universities at Shady Grove

Community Health (B.S.)

- University System of Maryland at Hagerstown

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