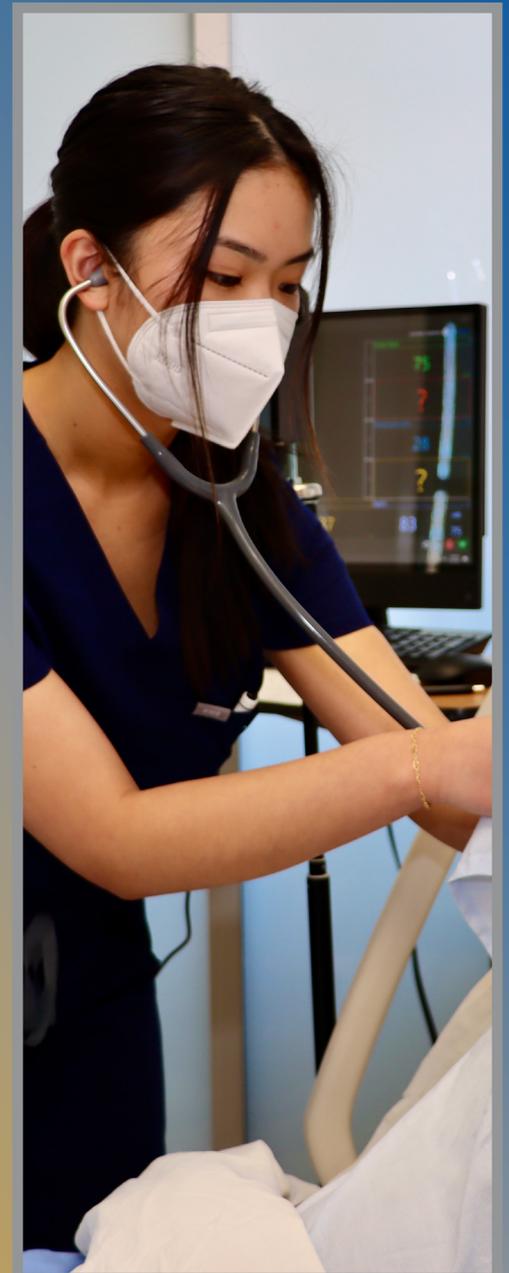


IMPACT REPORT

2022-2023



DEAN'S MESSAGE

I stand amazed by what the College of Health and Human Sciences at San Jose State University has achieved in the past five years, and I am excited to see where we go next! CHHS students, staff, and faculty are innovating new solutions to achieve our mission of health equity and opportunity for all!

We are Silicon Valley's Public University, and we are the place of opportunity—a place of hope. Nearly 50% of CHHS's students are first generation and we have one of the nation's most diverse student populations. We are making an indelible mark on our students, their families and communities. In this report you will find just a sampling of the ways in which our students, in partnership with faculty, are taking the classroom into the community. All students have internship and practicum requirements for graduation in which they practice, and demonstrate the knowledge and skills acquired to impact our world. We could not graduate our students without the generous collaborations we have with hundreds of industry, governmental, and not-for-profit partners. Incredibly, together we have contributed over \$16 million worth of health-related service to the local communities.

The College is preparing health industry leaders and is home to three burgeoning doctoral programs. Our Department of Occupational Therapy is the first of California public universities to offer the Occupational Therapy Doctorate and the inaugural class started this past spring. The Doctorate in Audiology program just accepted its fourth cohort and as a four-year program will be fully enrolled this fall. The third doctoral training program is the Doctorate in Nurse Practitioner program and will be admitting its fifth group of nurses.

Our deeply committed faculty work closely with students in the classroom and labs preparing empathetic and effective practitioners prepared to meet the needs of diverse populations. We are generators of translational and community-partnered research that informs policy and practice. Our faculty are winning highly competitive extramurally funded research funding to support their vital work. Discovery is leading to advances in health technology, psychosocial care of cancer survivors and the elderly, improving the lives of children with autism, and addressing the impact of behavioral health problems on families—just to name a few.



I am proud of the new college we are building, our impact, and innovation. I invite you to join me in seeing what the next five years brings, and how we shape the future. On behalf of all of us at CHHS, thank you for your partnership and support.

Sincerely

Audrey M. Shillington

Audrey M. Shillington,
Dean

College of Health and Human Sciences
Connecting Passion to Purpose

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Graduation Rates

71%

First Time Freshmen
6-Year Rates

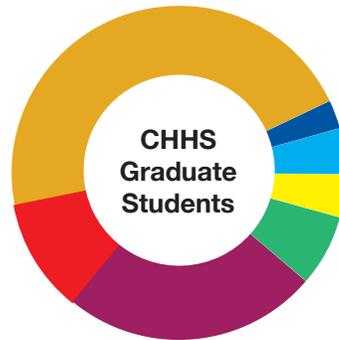
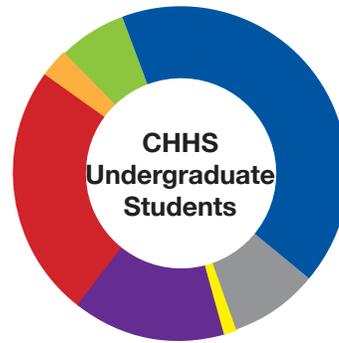
82%

Transfer Students
4-Year Rates

88%

Graduate Students
3-Year Rates

CHHS AT A GLANCE



Top Employers



Student Demographics



- American Indian or Alaskan Native - 0.3%
- Asian - 36.4%
- Black or African American - 4.5%
- Hispanic/Latinx - 33.4%
- Native Hawaiian or Other Pacific Islander - 0.5%
- White - 14.8%
- Two or More Races - 5%
- International Students - 2.4%
- Unknown - 2.7%

First Generation Students

45.9%



CHHS Program Rankings



#3

Health Professions Undergraduate Program
Among Public Universities, Regional West

#1 Occupational Therapy

#4 Social Work

#7 Public Health

#9 Nursing

Graduate Programs Ranked Among Public Universities in California

Community Impact

510,310

Total Number of Practicum & Volunteer Hours Completed by CHHS Students



\$16,227,858

Total Value of Volunteer Hours by CHHS Students

Value of Volunteer Hour in California is \$31.80 per hour



Philanthropic Impact

74

Total Named Scholarships in CHHS

113

Total CHHS Students Received Scholarships

\$315,609

Total Scholarship Money Awarded in CHHS



Research Impact

111

Total Peer Review Publications by CHHS Faculty

\$80,462

Total Amount of Intramural Grants Funded to CHHS Faculty

\$2,468,695

Total Amount of Extramural Grants Funded to CHHS Faculty



Student Success Impact

91.6%

Recent CHHS Graduates are Employed or in Graduate School

279

Number of Organizations Employing Recent CHHS Graduates

\$76,752

Average CHHS Graduates Salary



REFLECTIONS FROM CHHS DEPARTMENT CHAIRS

Department of Aerospace Studies



LTC Joshua Sullivan

The SPARTAN AIRMEN of Air Force Reserve Officer Training Corps (AFROTC) Detachment 045 and Aerospace Studies (AS) are among the top SJSU students and graduate to become immediate global SJSU ambassadors. Although enrollment is small, program standards are elite and prioritize producing quality over quantity. AFROTC and the AS Department have been an integral part of SJSU since 1947 and recently celebrated their 75th anniversary at SJSU detailed on page 22. SJSU and AS are in lockstep creating an atmosphere to, "...educate future leaders through learning and character development." The women and men in our program are diverse and majoring in programs from every college campus and they acquire core values of: Integrity First, Service Before Self, and Excellence in All We Do. AS students are held to the highest academic, physical fitness, professional, and conduct standards. Ten percent of AS students are "participating" students with no intention to join the Air Force. Two AS courses are leadership specific and have very little to do with military topics, and as such, AS is currently working to increase its student population by offering these two courses as general education Area S electives. This immediate increase in enrollment and professional instruction for SJSU students comes at zero cost as all AS instructors are classified as SJSU volunteers.

Department of Audiology



Dr. Wendy Quach

Audiology welcomes our fourth cohort of new doctoral students this fall in our ongoing quest to create new clinical leaders from diverse backgrounds. The success of our theoretically-informed and practically-minded training will start materializing as the members of our first cohort of doctoral students graduate this year and put their training to work. With this new group, we will be at full capacity and look forward to graduating our first group of excellent audiologists soon. As we have been developing our curriculum we've assured that our graduates will be ethical; culturally sensitive; committed to evidence-based practices; prepared to assume leadership roles; and experienced in, and appreciative of an interprofessional team approach to patient care. We are also focused on making sure we prepare our students to have a strong background in the scientific basis of audiology, evidence-based practice, and clinical competencies. We are also excited about the funded research being conducted by our faculty in the area of hearing aids and ensuring equitable access to them.



REFLECTIONS FROM CHHS DEPARTMENT CHAIRS

Department of Kinesiology

This fall the Department of Kinesiology will implement components of the strategic plan developed last year. We are especially excited about our plan to support student success by assessing our core curriculum to ensure overall class consistency and to create a staff position focused on student advising, and strengthening our commitment to diversity, equity and inclusion by introducing, developing and implementing inclusive syllabi in our major courses. We look forward to executing further initiatives to ensure that the department continues to stay ahead of trends and prepares our students to be exceptional as they enter the workforce or pursue graduate level education. In preparing our students for their future careers, an Exercise Technology course is being developed and will be offered in Spring 2024. The course reflects the need to educate our students on how technology is incorporated into exercise and health, and how to best leverage these developments in meaningful ways.



Dr. Tamar Semerjian

Department of Nutrition, Food Science and Packaging

Spring 2023 marked an exciting milestone for the Nutrition, Food Science, and Packaging (NUFS) Department as it welcomed its inaugural SAGE (Spartan Accelerated Graduate Education) cohort. The NUFS SAGE program opens up a fast-track pathway (BS+MS) to a graduate degree in nutritional science for undergraduate students pursuing the Nutritional Science program. Offering three specialized concentrations—Food Management, Applied Nutrition and Food Sciences, and Dietetics—that prepare students for careers in a rapidly evolving environment. Currently there are 23 students from diverse backgrounds enrolled in the NUFS SAGE programs. The department also solidified its pioneering position in SAGE initiatives by adding a new pathway within the packaging program. This innovative program empowers students to thrive in the industry as package design engineers, sustainability engineers, and other related roles, equipping them with the expertise and abilities essential for success. The SAGE programs allow the department to expand its offerings to enrich students' education and career prospects. By completing both their bachelor's and master's degrees in less time and with reduced expenses, participants gain a competitive edge in the job market. The future holds immense promise for the SAGE programs and the exceptional students who embark on this transformative journey.



Dr. Ashwini Wagle



REFLECTIONS FROM CHHS DEPARTMENT CHAIRS

Department of Occupational Therapy



Dr. Gigi Smith

This Spring 2023, the Occupational Therapy Department was thrilled to admit the first Occupational Therapy Entry Level Doctoral (OTD) cohort of students. We are extremely proud to offer the first Occupational Therapy Doctorate program at a public institution in California. The OTD students along with our Master's students will be the future generation of occupational therapists for our community, our state, and beyond. We continue to form strong partnerships with clinical and community sites where our students complete internships with many going on to accept job offers at the site. Our department has an active and dynamic faculty who are involved in clinical practice, research, and service to the profession and to the community. Several are authors in well respected occupational therapy textbooks that are used in OT curriculum locally, nationally and internationally. Several have received national recognition and have been awarded the title of Fellow of the American Occupational Therapy Association (FAOTA). They are all extremely dedicated to educating our students using the most current best practice.

Department of Public Health and Recreation



Dr. Monica Allen

As we move out of a global pandemic, there has been a spotlight shown on the significant shortages of public health workers. Public Health focuses on how environmental, social, economic, behavioral, biological and political factors influence human health. We teach our students how to limit health disparities, promoting health care equity, quality and accessibility. The Public Health and Recreation Department is excited to be initiating our undergraduate Public Health completion program in the Spring 2024 semester! This is an affordable pathway to transfer credits and complete a bachelor's degree online. Our Public Health degree completion program is among the first offered here at SJSU. This year, the Masters in Public Health Program received a record breaking number of applications this year and so we will be welcoming our largest cohort yet. We are incredibly proud of our PHR faculty and students. They simply are exceptional evidenced by one of our lecturers being named as the University's Lecturer of the Year. Also, at CHHS's Awards Ceremony, one of our students was recognized as the College's Outstanding Senior and another of our faculty was awarded as the Outstanding Teacher. We also have many community partnerships for stellar research that is changing policy and practice to improve lives.



REFLECTIONS FROM CHHS DEPARTMENT CHAIRS

The Valley Foundation School of Nursing

The Valley Foundation School of Nursing (TVFSON) at SJSU provides a wide range of nursing programs. Graduates of TVFSON practice in a wide variety of healthcare settings throughout the Greater Bay Area and beyond to all populations. Our 5,000+ alumni from diverse backgrounds serve as nursing faculty at area community colleges and universities, chief nursing officers in hospitals, unit managers, nurse educators, and dedicated nurse clinicians. Consistent with regional and national initiatives, baccalaureate prepared nurses remain in high demand. Some of our recent highlights include a thriving Family Nurse Practitioner Program, our highly in demand Doctor of Nursing Practice program, and our nationwide Wound and Ostomy program. The newest addition to our portfolio is the Concurrent Education Program, which integrates a local partnership with Evergreen Community College nursing students with our existing Advanced practice students for a smooth and timely transition to a bachelor's degree. Our School is distinctive in Santa Clara County for our dynamic Community Health clinical programs including our Nurse Managed Centers, which provide community-based nursing services to underserved, at-risk populations and our partnership with the Santa Clara County Public Health Department. Symptom management, health education, and early intervention are provided to hundreds of community clients weekly during the academic year.



Dr. Lisa Rauch

School of Social Work

The School of Social Work has successful programming and community relationships advancing well-being. We are the largest Bay Area social work program with over 500 undergraduate, graduate and post-masters students, and hundreds of agency internship opportunities across California. Our diversity model, the Transcultural Perspective, remains at the heart of our mission. Our excellent faculty, staff, and professional partners prepare students for generalist and advanced generalist practice, and specializations in mental and behavioral health, child welfare, health and aging, school social work, and Spanish-language counseling.

The School is thrilled to offer several student-focused grant opportunities to ensure students are financially supported and able to focus on success. The Title IV-E Child Welfare Training and Stipend Program prepares students for careers in public child welfare. Highlighted within IV-E is a strong collaboration with Santa Clara County's Department of Family and Children's Services where many students intern and become employees. Partnered research in IV-E benefits the county and our students, as they investigate problems and topics through mentored and applied scientific inquiry. The Mentored Internship Program (MIP) has several agency partners offering stipends. The Integrated Behavioral Health (IBH) project, and the undergraduate social work scholarship sponsored by County of Santa Clara Behavioral Health Services provides funding for students to train in those areas. Projects like these ensure students are career-ready with direct and relevant experience, while also creating potential for grants in Adult Protective Services (APS), Public Behavioral Health (PBH), and Pupil Personnel Services Credential (PPSC) program expansion preparing social workers to serve in K-12 public schools.



Dr. Peter Lee

DOCTORAL PROGRAMS



Doctor of Nursing Practice Program

The Doctor of Nursing Practice (DNP) Program prepares future leaders in nursing practice and education. In the DNP program, nurses gain the knowledge and skills to evaluate research, translate evidence into clinical practice, lead organizational change, and drive quality improvement efforts in healthcare organizations. This program is geared towards experienced working nurses who have completed a master's degree and have a current area of nursing specialization.

Graduates of the program often work in healthcare leadership and administration, advanced clinical practice specialties, or in academic nursing. Each student develops and implements a scholarly DNP project in partnership with a clinical practice or community organization, typically where they are practicing. Each project reflects an evidence-based improvement to clinical practice or policy. These projects often benefit vulnerable populations served by the partner organizations.

Examples of recent projects have included:

- evidence-based educational counseling to increase PrEP uptake at a community health clinic
- trauma-informed sexual behavior risk reduction for justice-involved women
- implementing best-practices for use of interpreter services in the inpatient setting
- nurse-practitioner-led hepatitis-C education to improve screening and treatment uptake in an opioid treatment program.

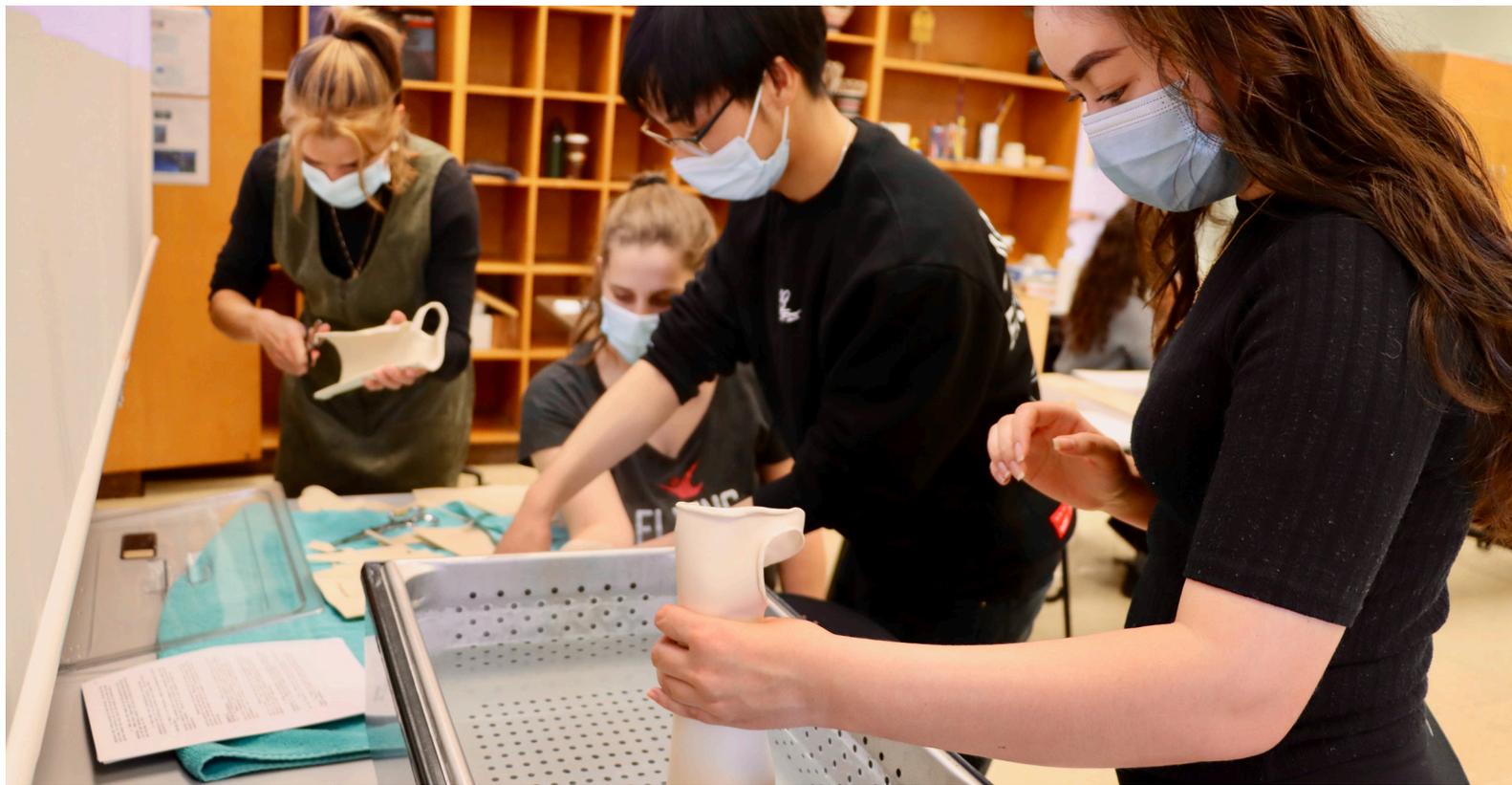




Doctorate in Audiology Program

Audiology is an allied health profession that is concerned with 1) the science of the hearing and balance mechanisms and 2) the clinical identification, diagnosis, and treatment of individuals with hearing and balance disorders. A professional doctoral degree (the AuD) is required for new practitioners applying for a license in the state of California. Our program is a 4-year, 110-unit course of study that includes academic courses, clinical rotations, and a doctoral research project. The Audiology program is a full-time program designed to be completed in 11 semesters, including summer session. The faculty is committed to student success. With 8-12 students in each cohort, class sizes are small to facilitate faculty-student interaction.

At our newly constructed on-campus clinic with sophisticated technology, Audiology students will work with graduate students in other healthcare fields to provide coordinated care and support to adults with hearing loss. Our off-campus clinical rotations, where students have the opportunity to have hands-on practice, will take place in a variety of public and private clinical settings to allow students to train under experienced audiologists in our community. Students are in a clinical rotation during their entire program except the first semester. Graduates of our program will be ethical, culturally sensitive, prepared to assume leadership roles, and experienced in an interprofessional team approach to patient care among infants, toddlers, children, adults, and elders.



Occupational Therapy Doctoral Program

The profession of occupational therapy has two points of entry – a Master’s degree and a Doctoral degree. We are dedicated to preparing culturally diverse occupational therapy leaders who promote health and participation in life for individuals, organizations, and populations through engagement in occupation. The SJSU Occupational Therapy Department is proud to offer the first entry level OTD degree in the CSU system. We welcomed our first cohort of OTD students in Spring 2023.

The SJSU Entry Level OTD program prepares graduates to provide service in a wide variety of settings. Our students are educated with a focus on effectively using current evidence, creating new professional knowledge through research, and contributing to program development in both traditional and emerging areas of practice. The SJSU Occupational Therapy program prides itself on emphasizing authentic practice experience through faculty-run clinics and community partnerships typically working with underserved populations. Students have many opportunities to go into the community and directly interact with clinicians, individuals and community programs. They will develop partnerships with community agencies to explore ways that occupational therapy may benefit individuals in their agencies and conduct actual groups to do this.

Capstone projects may take place within community programs providing further opportunities for both the student and the community agency to collaborate on meeting an identified unmet need. This hands-on approach with an emphasis on community interaction and involvement is key in preparing our OTD students to be better able to meet the needs of the clients and the communities they will serve. The goal of the OTD program is to develop occupational therapy leaders, advocates, and innovators with a clear focus on community engagement, health equity, and social justice for underserved populations. Our program is a 9 semester (year-round) program which includes two internships, a student directed capstone project and a capstone presentation.



COMMUNITY ENGAGEMENT





Diversifying the Workforce with High Impact Learning: Dr. Lamont Williams Brings Students and National Sports Leaders Together

Fall 2022 marked the launch of a valuable sport-centric professional development workshop series programmed specifically for SJSU students interested in pursuing a career in the world of sport. Siempre Sports Academy, founded by Dr. Lamont Williams (Department of Kinesiology - Sport Management & Culture), connects students with professionals from every major sport team in the Bay Area. Workshops prepare students with the skills necessary to compete in the job market. They also provide a space to network with other underrepresented students and professionals to gain insight on utilizing their 'diversity' as an asset. Each workshop features a different contemporary focus, thoughtfully curated to support students from diverse backgrounds and provide an avenue for real-world knowledge acquisition directly from industry professionals who are scouting for tomorrow's leaders. In a nutshell, Siempre Sports Academy is focused on closing the knowledge gap AND giving SJSU students an edge in the job market, one workshop at a time.

Dr. Williams began developing the Siempre Sports Academy as a part of the Assigned Time for Exceptional Levels of Service to Students Program. The first event, titled, "So, You Want to Work in Sports?" was completed in partnership with the National Football League's San Francisco 49ers in September 2022. The event was hosted at the Black Oak Casino Resort Club in Levi's Stadium, where students were invited to attend a panel on the various opportunities available for working in the world of sport. The speakers for the first event included Sara Salam (Director of Diversity, Inclusion, and Belonging – National Hockey League's San José Sharks), Austin Moss II (Director of Player Engagement – San Francisco 49ers), and Corry Rush (Vice President of Football Communication – San Francisco 49ers). Dr. Williams moderated the discussion, which featured topical questions for the panelists and a Q&A portion for students to ask the panelists questions of their own. Following the event, students were invited to join the panelists in further discussions related to their particular interests during the post-event mixer! The Siempre Sports Academy is looking forward to organizing multiple events in the fall. For example we will be hosting "South Bay Sports Day" at SJSU, featuring presentations from various sports teams and, later in the fall, we will have a Sales Academy at Levi's Stadium in partnership with the 49ers and the San José Earthquakes.



CHHS's Commitment to Equitable Health Services Delivery

The College of Health and Human Sciences has a history of commitment to serving the greater San José community and a track record of community partnerships. The Valley Foundation School of Nursing's Nurse Managed Centers has a 40-year history of serving largely low-income areas and a vulnerable population on the fringe of the healthcare system. Nursing students in the community health clinical rotation provide hundreds of hours of home visitation and telehealth services to people without access to care. During the visits the students learn to advocate, they deliver health education, and they learn

case management including working with social services and other community resources.

Almost 90% of older adults in the Nurse Managed Centers have serious life-limiting illness. Nursing students are taught how to communicate with the elderly about their serious illness, clarify goals of care, and assess values and preferences to align care with stated preferences, and provide assessment of primary palliative care needs. Additionally, in partnership with the Sue and Charles Berghoff Foundation and Dr. Dudley and Dr. Canham, students in community health are provided education - Dementia Management and Response - by an interdisciplinary team (neurologist, palliative care physician and nurse, and social worker) to better serve those in our community living with dementia.

Another impressive example of the College's commitment to partnering with the community is the Occupational Therapy Department's faculty-led clinics. One of the first OT programs to have an on-campus clinic, they were introduced into the SJSU occupational therapy program in 1944. There are currently four faculty-led clinics which are held during the fall and spring semesters. Two of the clinics are held on campus, one is held off campus in a low-income senior apartment living complex, and one is held one day on campus and one day at a local elementary school. All of the clinics are led by faculty who are experienced, licensed clinicians. Graduate student therapists are assigned to one or two clients for the semester. Under the close supervision and mentorship of the clinic instructor, the student has primary responsibility for evaluation of the client, development of an intervention plan, carrying out of the intervention program and documentation of services. Clients are seen twice per week for approximately 12 weeks. Treatment takes place individually and in groups depending on the needs of the client.



The four clinics include the Mental Health Clinic (Psychosocial Occupational Therapy Clinic) for adults with mental health challenges; the Physical Disabilities Clinic for individuals who have been affected by injury, disease, aging, developmental delay or psychological disabilities; the Pediatric Clinic for children between ages 2.9 years to 13 years; and the Older Adult Clinic for older adults who are living independently, but often struggling, in a low-income senior apartment complex. Clients are individuals of all ages from the community. Referrals to the clinics can be made by an outside agency, or by self-referral.

The clinic faculty is committed to providing excellent, evidence-based services for the clients. They are always looking for ways to upgrade the clinic equipment, supplies and services to do this and to explore new and innovative locations and methods of service delivery.

The impact of the clinics on people within our community is enormous. Individuals who might not otherwise have access to therapy services, are able to receive individualized occupational therapy skilled interventions on a biweekly basis. The majority of clients attending the clinic make noticeable progress in identified areas of need. Clients and their families continuously express gratitude for the services. The experience of working directly with individuals with a variety of conditions under the close direction of a skilled clinician/faculty member and reflecting on and discussing these experiences in seminar, provide students with invaluable learning opportunities.

More information about the clinics and the referral process can be found on our website at <https://www.sjsu.edu/occupationaltherapy/ot-clinics.php>





University/County Partnership for Equitable and Inclusive Access

In a partnership with Santa Clara County, the Timpany Center caters to a vast array of community members. The aquatic and land-based programs target under-represented and vulnerable populations who are more susceptible to being unfit with low-physical activity opportunities. Our interventions are designed for individuals with health conditions or impairments and/or advanced age by providing affordable fitness programs where clients are individually supported and educated in the health-related benefits of physical activity. Our clients include people with economic challenges, Veterans, and over half are over age 65. With a newly acquired partnership with the SJSU Alumni Association we also have a growing percentage of past and present SJSU staff and students.

Approximately 350 clients pass through the doors each day participating in programs such as land and water based fitness classes, personal training, open swim, fitness center, swim lessons, physical therapy (outsourced), rental groups and health and safety classes. Through two grants sponsored by Sourcewise (\$107, 448), the center delivers free aquatics classes and scholarships to older adults with insufficient resources to access disease prevention alternatives. This grant also allows classes to be taught offsite at a neighboring senior living facility.

In a continued partnership with the CHHS, Timpany Center sponsors internships and service learning. In the 2022-2023 academic year, the center hosted 16 internships and 15-25 students from Kinesiology, Recreation, Occupational therapy, Nutrition and Public Health with approximately 2400 student service hours. From the internship program 5 students were hired in various part time positions at the center. This past April an intern from the Fall 2021 internship program was hired as a full time Fitness Specialist.

The center hosts a Kinesiology class called Adapted Aquatics, which teaches theory, techniques and practices in the instruction of persons with health concerns or impairments as they function in the aquatic environment. Thirty plus SJSU students are hosted each semester, allowing the center to provide lower cost swim lessons for 15-20 youth with economic challenges. Currently Timpany Center partners with Valley Health Plan providing land and aquatic fitness classes to plan members as well as County employees. Other partners include Northern California Spinal Cord Injury and the Special Olympics. The center is currently working with San Andreas Regional Center to become a service provider and ASH Fitness to begin offering the Silver and Fit program. Lastly, the Program and Operations Director services on the advisory board for the Silicon Valley Healthy Aging Partnership.

ACHIEVING HEALTH EQUITY THROUGH INNOVATION & ACTION



Paid Social Work Internships to Grow Workforce and Meet the Rising Mental Health Demand

Insuring health equity starts with equitable educational opportunities for students from under-represented communities, who eventually will become health professionals in communities experiencing disadvantage. CHHS was proud to launch the Mentored Internship Program (MIP) with support from the Community Services Division of the California Department of Health Care Services. MIP works with four community agency partners (i.e., Community Solutions, Gardner Health Services, Momentum for Health, and Rebekah Children's Services) which provides a financial stipend for delivering needed services while training. Compensating emerging professionals for their services is a critical step: most social work internships are unpaid, exaggerating student debt while creating unnecessary financial stressors that impede student learning and professional growth. We are very thankful to the four community partners that helped to launch the MIP, and thrilled that more agencies are joining MIP because of its innovation and ability to attract the best and brightest leaders of tomorrow.

BASW and MSW students, as well as other Spartans at SJSU, are remarkable for their talent, abilities, and passion for education. Indeed, as the #1 Transformative College (according to Money Magazine in 2020), SJSU and CHHS provide students with life-changing opportunities to earn a university degree and shape a successful professional and personal journey. Most of our students come to school with financial problems and some even experience fiscal crises while in school. Many of our students are the first in their families to attend university, and often care for family and work part-time or even full-time in addition to going to school. We are very thankful to these four community agency partners for pursuing these opportunities to support student interns financially. They represent the hundreds of dedicated agency partners networking with our School of Social Work who provide internship placements for our social work students in field education locally and across California. The internship historically has been the cornerstone of educational and practical training. As educational and financial landscapes change, paid internships will help students succeed, especially in cases where students already have a difficult time affording college and managing numerous responsibilities outside of school. Hopefully, grants and partnered opportunities such as these will lead to more paid internships or models to provide resources to enable students to focus on their professional preparation, and relieve the financial pressures so that our students may thrive.

Interprofessional Innovation to Address Culturally Diverse Patient Needs

The program was funded by the 2022 CHHS mini-grants for Diversity, Equity, and Inclusion and supported the development of a Standardized Simulated Patient (SP)/Interprofessional Education (IPE) Program to support diversity, equity, and inclusion in clinical patient programs at CHHS. The interdisciplinary faculty members are from Occupational Therapy, Nursing, Communication Disorders & Sciences, Counselor Education, Film and Theater. This innovative program was designed to train healthcare professionals to provide quality patient care and education to underserved populations. To ensure the highest standards of care and education, each faculty member was an expert in their respective field. The Interprofessional Team was led by Denise Dawkins, Assistant Professor of The Valley Foundation School of Nursing and Melisa Kaye from the Department of Occupational Therapy. Others on the research team included: Christine Haworth from the Department of Occupational Therapy; Zachary McNiece from the Department of Counselor Education; Marcella McCollum from the Department of Communicative Disorders and Science; Amy Glazer from the Department of Film and Theater; and Anita Schaack from the Department of Communicative Disorders and Science.

The project gave a human element to simulation by increasing unique learning opportunities for simultaneously training students in healthcare skills and diversity, equity, and inclusion principles. Based on anecdotal class feedback and survey results, the healthcare students appreciated the simulated patient approach to an interprofessional collaborative curriculum for healthcare education. Due to the success of this project, the team is discussing how to make the experience a permanent part of the curriculum.

Adding a Simulated Participant Program should be considered as an alternative to be built into the interprofessional simulation curriculum. Creating immersive simulation scenarios that focus on effective competency skills, such as compassion, communication, and critical thinking can ensure students have a challenging and rewarding experience in simulation. Adding Diversity, Equity and Inclusion content facilitates training of healthcare practitioners who are empathetic, culturally relevant, effective and prepared to meet the needs of diverse patient/client populations.

Nutrition Students Battling Food Insecurity with Peer-to-Peer Action



“WHISK” or Wellness & Health Inspired Student Kitchens was created to provide a vetted resource for hands-on nutrition programming for the SJSU campus community. Encouraging people to take “WHISKS” in the kitchen, the program aims to give members of the community the tools needed to promote healthy food behaviors and establish healthy relationships with food. SJSU nutrition students are recruited and trained to lead the programming, providing additional practical application opportunities to complement required academic coursework. Utilizing the peer-to-peer model, WHISK emphasizes budget-friendly plant-forward recipes that are quick and easy to prepare in order to reduce barriers to cooking and encourage fruit and vegetable intake.

Developing relationships with campus community partners has been key to the development and implementation of WHISK programming. WHISK Ambassadors could be found leading demonstrations at the SJSU Campus Community Garden, hosting nutrition education presentations at the Timpany Center, running cooking classes in the residence halls in collaboration with Faculty in Residence, providing recipes and samples of food prepared from pantry ingredients for Spartan Food Pantry participants, tabling with Fresh Approach on the Paseo, among other activities. One of the most popular activities for WHISK is to provide SJSU students with ingredients and food supplies and leading Zoom cooking sessions to demonstrate meal preparation with the ingredients provided. Nutrition education is also shared through social media and consists of simple recipes that take into consideration equipment, access to ingredients, and cultural preferences in order to make cooking more accessible to college students. For more information or to request a cooking/nutrition education demonstration, visit the WHISK website at <https://sites.google.com/sjsu.edu/whisksjsu> or follow WHISK on Instagram at @WHISK_SJSU for current events, recipes, and cooking tips.



ACHIEVING HEALTH EQUITY WITH LEADERSHIP



Public Health Graduating Leaders for Health Equity



Jasmine Pettis Marquez has recently been named as the Executive Director of the California Breastfeeding Coalition. Marquez received her Masters in Public Health from SJSU and is an International Board Certified Lactation Consultant (IBCLC).

As announced by the California Breastfeeding Coalition on June 26, 2023, “Having worked for the California WIC Association, WIC program, and as a private practice and clinical lactation consultant, Marquez has seen firsthand the conflicts families face when trying to feed their children. ‘Jasmine is decisive, fair, and committed to dismantling the racist systems and structures that prevent California families from making truly informed infant-feeding decisions,’ Cavins said. Since 2011, the California Breastfeeding Coalition (CBC) has worked collaboratively to bolster the infant feeding landscape in California by protecting, promoting and supporting chest, breast and human milk feeding across all populations. Through a comprehensive and coordinated approach, the CBC convenes partners from across the continuum of care to enact sustainable and effective systems change while amplifying the voices and experiences of those who have been historically ignored. For information, visit www.californiabreastfeeding.org.”

San José State ROTC: 75 Years of Leadership Development



For 75 years, SJSU College of Health and Human Sciences, its Aerospace Department, and the United States Air Force have worked in close partnership to develop leaders of character who are equipped to lead our nation’s military. The Air Force Reserve Officer Training Corps (AFROTC) at SJSU was established shortly after the inception of the U.S. Air Force in 1947 and has since seen its graduates lead across the private and public sector. The rigorous curriculum at SJSU’s AFROTC Detachment 045 has produced Air Force Senior Leaders, Air Force Wing Commanders, leaders in academia and industry, and U.S. Representatives committed to serving American interests both domestic and abroad.

On Thursday, May 4, SJSU’s President Dr. Cynthia Teniente-Matson joined Air Force Senior Leaders to celebrate 75 years of committed partnership. They collectively highlighted the countless benefits shared by SJSU, CHHS, AFROTC, and the local community even in the honest light of historical challenges. Lieutenant Colonel Sullivan echoed this with, “Our Student population is small, but they are mighty, and will become immediate ambassadors carrying the values they learn at SJSU and Air Force ROTC across the world.”

CHHS and its AFROTC program continue to prepare future leaders with the requisite critical-thinking skills, leadership experience and preparation, and the core values needed to navigate wicked problems and to ethically and morally command our nation’s military. “The society that separates its scholars from its warriors will have its thinking done by cowards and its fighting by fools.” – Thucydides

PHILANTHROPY



*Susan Jacobs Nasoff
RN*





Generous Gift Strengthens Health Technology to Train Tomorrow's Workforce

One example of impactful philanthropy came from a family honoring a CHHS alumna. This past spring we celebrated with the Vlasoff family as the first named room in the CHHS Valley Foundation School of Nursing was dedicated: the Susan Vlasoff Memorial Pediatric Nursing Simulation Lab. The lab is on the third floor of the Health Building, home to our donor-named department, The Valley Foundation School of Nursing. This new name honors an endowment which will provide support for supplies and equipment to the simulation lab, a vital immersive tool used to train tomorrow's nurses.

The Susan Vlasoff Memorial Pediatric Nursing Simulation Lab is home to tools, interactive human-simulation mannequins, and hospital-like equipment which allow student nurses to hone the skills needed to caretake the health of our smallest and youngest community members. Susan 'Suzy' Jacobs Vlasoff grew up in the Bay Area and attended SJSU for her undergraduate degree. She graduated with a Bachelor's of Science in Nursing in 1970. Seven years after starting her nursing career, she married Dan, and they raised their daughter Elizabeth in Campbell. Suzy worked at Lucile Packard Children's Hospital, first in oncology and then moved over to pediatrics and the NICU (neonatal intensive care unit) where she spent the rest of her 30+ year career. She was a woman's rights supporter and interested in helping other young nurses become successful.

When asked to talk about her mother, Elizabeth described her as a "spitfire." Dan added that she was a very outspoken, opinionated person - perfect for a nurse advocating for her patients, as well as her fellow and future nurses. This generous gift will enable future nurses to receive cutting-edge skills training using state of the art simulation technology and complex case studies.

RESEARCH HIGHLIGHTS



Areum Jensen, Ph.D.
Department of Kinesiology

Areum Jensen, Ph.D. earned a highly competitive grant from the National Institute of General Medical Sciences, entitled: “The Role of Sympathetic Nervous System Activity on Blood Pressure Regulation in Individuals with Autism Spectrum Disorder.” Dr. Jensen’s research will create capacity for developing and delivering blood pressure related clinical services to reduce inequalities in hypertension experienced by people with autism.



Robin Whitney, Ph.D.
The Valley Foundation School of Nursing

Robin Whitney, Ph.D. – Dr. Whitney’s research focuses on improving health and wellbeing for individuals with serious and life-limiting illness and their family caregivers, with an emphasis on psychosocial care needs for individuals with cancer or supports and services for family caregivers of older adults. Furthermore, her research is focused on the disproportionate financial distress experienced by cancer survivors including having to make work modification, heavier financial burden related to treatments and unexpected rehospitalizations. Such financial distress is disproportionately experienced by survivors by underrepresented and low SES populations.



Megan Chang, Ph.D.
Department of Occupational Therapy

Megan Chang, Ph.D., supported by funding from the American Occupational Therapy Foundation, is engaging in cutting-edge translational clinical research focused on diverse parents of children with autism. Her project investigates the utility of mindfulness-based telehealth programs in reducing chronic stress experienced by parents of children with autism. Dr. Chang’s implementation research provides a tool to overcome the stress, stigma, and isolation frequently reported by parents of children with autism.



Miranda Worthen, Ph.D.
Department of Public Health and Recreation

Miranda Worthen, Ph.D. was awarded a \$1M grant by the National Science Foundation. Dr. Worthen and her interdisciplinary team of researchers, students, and community partners will implement “Strengthening Community Paramedicine Services through Action Research” in San Francisco county. The project will use equity-oriented, community-engaged practices to improve the delivery of critical services to vulnerable community members experiencing homelessness, mental health crises, and addiction. Dr. Worthen is working with her Co-Investigator Dr. Soma de Bourbon and the San Francisco Fire Department for this project.



Jennifer Price Wolf, Ph.D.
School of Social Work

Jennifer Price Wolf, Ph.D. – continued her research through a grant funded by the National Institute on Alcohol Abuse and Alcoholism. Her innovative and timely research in collaboration with investigators from the Ohio State University focuses on alcohol use during and after the pandemic and their implications for parenting and child rearing. In the short-term, the project aims to identify how drinking behaviors and use of aggressive and punitive discipline changed over the course of the pandemic. In the longer term, insights gained from this study will help to identify strategies to help reduce problematic alcohol-related parenting, particularly when parents are under extreme forms of stress due to natural or worldwide disasters.



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