Dear Friends of the WellStar College,

This is the first edition of the WellStar College’s of Health and Human Services annual magazine. The year, 2014, was the end of an era for the WellStar College (WCHHS). Dean Richard Sowell stepped down after serving the College for 13 years. The search for a permanent dean will occur in 2015, with a start date in July, 2016.

The College is home to five academic units—the WellStar School of Nursing, the Department of Social Work and Human Services, the Department of Exercise Science and Sport Management, the Department of Health Promotion and Physical Education, and the Department of Culinary Sustainability and Hospitality which was added in 2014. Also residing in the College are the Academy for Inclusive Learning and Social Growth, the Center for Health Promotion and Wellness, and the Division of Continuing Education.

Each year, the College graduates approximately 600 students from 10 undergraduate and graduate programs. Kennesaw State University grew from 26,000+ to almost 32,000 students when it officially merged with Southern Polytechnic State University on January 6, 2015; 5,000 of these students are in the WellStar College.

The College contributes almost $5 million to the region’s economic and social development through community engagement. Much of this contribution is through the hundreds of internships that our students engage in each semester. WellStar College students can be found in the public schools, senior residential centers, social services organizations, non-profits, health care centers, and large health systems.

The WellStar College is fortunate to have many programs of excellence. The Department of Health Promotion and Physical Education has received recognition in several areas. The Bachelor of Science in Health and Physical Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and one of only three programs in Georgia that is nationally recognized by the National Association for Sport and Physical Education (NASPE). The Department of Exercise Science and Sport Management is home to one of the country’s premier human performance laboratories and boasts strong partnerships within Georgia’s vast health, recreation, sports, and fitness industries. The Department of Social Work and Human Services has high job placement rates among Social Work alumni and high demand for its Human Services intern students and graduates. The WellStar School of Nursing, offering nationally-reputed programs, produces more new nursing graduates than any other program in Georgia. The Institute for Culinary Sustainability and Hospitality hosted the Coca-Cola Sustainability Summit and the International Corporate Chefs Association. Finally, the Academy for Inclusive Learning and Social Growth is the only program in Georgia providing students with intellectual and developmental disabilities a college experience. The students live on campus and develop social skills that enable them to live more independent lives.

Please visit us at wellstarcollege.kennesaw.edu and enjoy the articles and photographs from around the world in this issue.

Monica Nandan
Interim Dean

Dr. Monica Nandan
Interim Dean, WCHHS
The WellStar College of Health and Human Services is home to five academic units—the WellStar School of Nursing, the Department of Social Work and Human Services, the Department of Exercise Science and Sport Management, the Department of Health Promotion and Physical Education, and the Department of Culinary Sustainability and Hospitality which was added in 2014. Also residing in the College are the Academy for Inclusive Learning and Social Growth, the Center for Health Promotion and Wellness, and the Division of Continuing Education.
With the arrival of a new year, many people again have considered changes they’d like to make in efforts to improve various facets of their lives, and for a good number of people exercise behaviors are one factor considered. It seems that leisure time is becoming more and more limited with each passing year, and determination of how one might make the biggest impact with the least amount of time is a common and reasonable consideration. What can one do that will result in the greatest improvement in health in the least time?

There is no easy, one-size-fits-all answer to that question, as people have widely varying levels of different elements of fitness, presence of varying levels of risk factors and disease, etc. However, a large epidemiological study published this past year suggests that running is remarkably effective at providing protection from mortality related to chronic disease and all causes. That’s probably not news to you, but you may be surprised to learn just how little running it takes to markedly improve health. Lee et al. (2014) examined the running behaviors of over 55,000 adults between the ages of 18 and 100 yrs, and followed them for an average of 15 yrs. They divided running into quintiles of duration, distance, frequency, and energy expenditure, and reported that, compared with nonrunners, those that ran even very little (e.g., 5-10 min per day, 2-3 days per week) acquired an approximately 50% reduction in the risk of dying from cardiovascular disease, and an approximately 29% reduction in the risk of any cause. Interestingly, their analysis showed that there was little difference in the benefits derived by those in the lowest quintile of running compared with those who ran more miles, or more frequently, or expended more energy running.

So, how can 5-10 minutes of running 2-3 days per week be so protective? There are numerous adaptations in many tissues and organs that are involved, but it may well be explained in large measure by the improved capacity to deal with oxidative activity that is, to some extent, a mere byproduct of being oxygen-consuming creatures. Molecules called free radicals are produced constantly in our bodies, and the capacity to quickly “neutralize” these molecules dramatically reduces the likelihood that those molecules will be able to damage cells or tissues and lead to the development of any number of chronic conditions or ageing. Walking is certainly healthful too, but as yet there haven’t been studies showing such sizeable reductions in mortality with so little walking each week. One reason is likely that running is vigorous and results in a large increase in free radical production by the involved muscle fibers, sufficient to induce a significant increase in the number and activity of antioxidants that our bodies make in response to the increased presence of radicals. This response in various tissues in the body (e.g., muscle, brain, liver, blood) results in all of these tissues being better prepared to neutralize future bouts of oxidative stress. The increased activity of antioxidants appears to be sustained for two or three days, and exercise has to be performed again to reactivate the protection it provides.

Yes, we’re all very busy, but it’s probably true that even the busiest among us can squeeze two or three 5-min jogs into each of our weeks. Recent studies suggest that those who do so can expect to harvest impressive health benefits in this year.

One cautionary note – running is a vigorous activity, so it’s definitely a good idea to consult your doctor before beginning a running program. This can often be done with a brief phone call, but your doctor may want to see you first.

Contributed by Dr. Bob Buresh, Associate Professor of Exercise Science at the WellStar College of Health and Human Services, Kennesaw State University. Dr. Buresh has written Buresh’s Blurb columns for the WellStar College’s publications since 2008.
The Center for Health Promotion and Wellness offers a wonderful new opportunity that allows Kennesaw State University to become a worksite wellness leader in the community and establish new partnerships.

Thanks to the high recommendations of the American Heart Association and Cobb & Douglas Public Health Department, Farrah Spellman, Assistant Director in the Center for Health Promotion and Wellness and Part-Time Instructor of Exercise Science, has participated in the Work@HealthTM Train-the-Trainer Training Model sponsored by the Centers for Disease Control and Prevention (CDC), and is now certified.

Farrah has the knowledge and tools necessary to train local employers on how to develop, implement, and sustain worksite wellness in their work place by preventing and/or reducing chronic illness and disability. The training includes assessing existing resources and programs, planning a suite of interventions to address specific needs, managing the day-to-day operations of putting into action their wellness program, and ensuring that tools are in place to accurately measure which interventions are effective in changing behavior.

The curriculum reinforces best practices critical to the program’s success, such as leadership support, building a program infrastructure, and communications. In addition, the curriculum includes key topics such as primary and secondary prevention activities, incentives, return on investment, and applicable laws and regulations that affect the design and delivery of comprehensive workplace health programs.

Contributed by Farrah Spellman, Assistant Director in the Center for Health Promotion and Wellness and Part-Time Instructor of Exercise Science.

Farrah Spellman
Assistant Director in the Center for Health Promotion and Wellness & Part-Time Instructor of Exercise Science.

Certified Trainer Certificate

This certificate is presented to
Farrah Spellman
Kennesaw State University

for successfully completing the Work@Health® Train-the-Trainer and Technical Assistance Program.

Date: 5/20/04

Jennifer Long, MPA
Supervisor, Worksite Health Programs
Centers for Disease Control and Prevention
Dr. Beverly Maddox joined Kennesaw State University in 2006 as Associate Dean for Grant and Contracts. In 2010, she joined the WellStar College as Administrative Director of the Community Clinic and Director of Research for the College. Dr. Maddox works extensively with the Academy for Inclusive Learning and Social Growth in securing funds for their program. She has assumed the position of Interim Associate Dean at the WellStar College of Health and Human Services. Dr. David Mitchell, who has served in this role, is visiting Israel on a Fulbright Scholarship. While serving as the Interim Associate Dean, Dr. Maddox will continue to serve as the Director of Research Administration at the WellStar College.

Dr. David B. Mitchell, Interim Associate Dean of the WellStar College of Health and Human Services, is also Professor of Exercise Science and Sport Management and Distinguished Scholar in Gerontology. Previously, he was the Director of the Center for Aging Studies and a Professor of Psychology at Loyola University Chicago, as well as a Psychology Professor at Southern Methodist University, Dallas, Texas. He has been a Visiting Professor at The Hebrew University of Jerusalem, Israel, and a Visiting Scientist at the Georgia Institute of Technology, Atlanta. After receiving his BA at Furman University, MA, at Wake Forest University, and PhD at the University of Minnesota, he conducted postdoctoral work at Duke University’s Center for the Study of Aging and Human Development. He enjoys teaching courses in Memory and Aging, Research Methods and Statistics, and Gerontological Nursing. His research interests are centered around multiple memory systems theory, and how these systems function differentially in healthy older adults, individuals with Alzheimer’s disease, and varying levels of consciousness. Currently, he is conducting a 15-year longitudinal study of memory in adults.
Dr. David Bennett retired from Kennesaw State on June 30, 2014, after 28 years of service. Dr. Bennett came to what was then Kennesaw College in 1986, as an Assistant Professor of Nursing.

He completed his PhD later that year and saw the graduation of the first class of BSN students in Spring 1987. During his time at Kennesaw State University, Dr. Bennett served as Coordinator of the BSN Program, Chair of the Department of Baccalaureate Degree Nursing, Chair of the School of Nursing, and Associate Dean of the College of Health and Human Services. He was one of those participating in the founding of Mu Phi Chapter of Sigma Theta Tau International Nursing Honor Society and he worked with the faculty to complete many accreditation visits from the National League for Nursing, the Commission on Collegiate Nursing Education and the Georgia Board of Nursing. Dr. Bennett held many leadership roles in nursing organizations such as the Georgia League of Nursing and the local chapter of the Georgia Nurses Association. He was a site visitor for the Commission on Collegiate Nursing Education. During his time at KSU, he also led the establishment of a clinic at MUST Ministries for the homeless and disadvantaged in Cobb County. The clinic was founded in 1989 and continued operations until 2013.

Dr. Bennett’s love was working with students and making a difference in their lives by encouraging them and sharing with them his sense of humor and his many stories about patient care experiences. Although he taught many of the courses in the nursing curriculum, teaching students history taking and physical exam techniques was his favorite course. Dr. Bennett also participated in several study abroad programs to Mexico. His abilities in speaking Spanish enabled him to lead students in learning about the Mexican culture. For at least 15 years, he led programs to Xalapa and Oaxaca, Mexico, both as course leader and a team member with other faculty members. Dr. Bennett also developed and led a study abroad program to the University of Leeds in the United Kingdom. Bennett says “working with the students and faculty of Kennesaw State University has been a privilege and has made me feel that I made a difference in many lives.” Dr. Bennett is married to Patricia Bennett and has two sons, Michael and Lyosha.

He has four dogs and plans to spend his time caring for them and traveling.
Outstanding Student Teacher for P-12 Programs for Fall 2014

Courtney Hatchett was the recipient of the Outstanding Student Teacher for P-12 Programs for Fall 2014. This award is presented each semester by the Bagwell College of Education at KSU to recognize the accomplishments of outstanding students in the P-12 areas of Art, Music, Foreign Language, and Health and Physical Education. Courtney student taught in Health and Physical Education at Etowah High School in Woodstock, GA. She was nominated by her collaborating teacher, Mr. Rob Graner. Courtney was a major in Health and Physical Education.

Next Generation Nonprofit Leaders Program Award

Congratulations to Nonprofit Leadership Alliance and Human Services major Emily Brown on receiving the 2015 Nonprofit Leadership Alliance’s Next Generation Nonprofit Leaders Program Award. Emily was one of ten students across the country to receive this honor. The NextGen program provides internship stipends to students seeking the Certified Nonprofit Professional (CNP) credential. The program seeks to support the completion of the CNP credential by eliminating the barrier of an unpaid internship. Emily will receive $1,500 from the Alliance to support her 300-hour internship. She will be interning with Corporate Community Outsourcing as a Community Engagement Intern. Founded in 2003, Corporate Community Outsourcing is a consulting agency specializing in corporate social investment programs, fundraising, and community-focused projects in Atlanta, Georgia. Emily will primarily support the Atlanta Food & Wine Festival and the Atlanta Food & Wine Festival Foundation this spring. Corporate Community Outsourcing will provide a funding match to Emily’s NextGen Award.
Dr. Yuri Feito is an Assistant Professor of Exercise Science at Kennesaw State University. Dr. Feito obtained his PhD from the University of Tennessee, Knoxville, and his current research interests include adaptations to high-intensity training, particularly related to CrossFit®, as well as the study of injuries within this training modality. In addition, he has studied the use of objective measures to promote and measure physical activity among individuals of all ages.

Dr. Feito has been involved with the medical fitness industry over the last 10 years, working with a variety of clinical population, and has served on various committees within the American College of Sports Medicine (ACSM), American Association of Cardiovascular and Pulmonary Rehabilitation (AACVPR), Medical Fitness Association (MFA) and the Clinical Exercise Physiology Association (CEPA).

Prior to entering academia, Dr. Feito spent seven years in the private sector working in a clinical setting as an exercise physiologist and administrator at Broward Health’s Wellness Center in Fort Lauderdale, FL. In addition to his work at Broward Health, Dr. Feito has been actively involved in professional and community organizations. He was one of the original members of Broward County’s Nutrition and Fitness Task Force and was actively involved until his departure in 2007. While on the task force, Dr. Feito served as evaluator and consultant for physical activity programs throughout Broward County, the largest county in Florida. He has been a member of the Committee on Certification and Registry Boards for the American College of Sports Medicine for more than seven years, serving on the exam development team, and currently is the chair of the CEPA Continuing Education committee and co-editor of ACSM’s Certified News Newsletter.

Prior to Kennesaw State, Dr. Feito help faculty appointments at Barry University and Nova Southeastern University, teaching graduate and undergraduate level courses. In addition, he has been an invited speaker at numerous professional and community events at the international, national, regional, state and local levels. Most recently, he attended the XX International Symposium in Sport Sciences, Exercise and Health in San Jose, Costa Rica and the 5th International Seminar on Physical Activity and Health in Medellin, Colombia. In the US, his CrossFit research has been cited in TIME, Men’s Journal, Health, Outside magazine and the WallStreet Journal.

Dr. Feito’s education is well rounded in the clinical and public health arena. In addition to his PhD in exercise physiology, he also obtained a Masters degree in Movement Science with a concentration in clinical exercise physiology from Barry University and a Masters degree in public health, with a concentration in community health, from Nova Southeastern University. He is certified by the American College of Sports Medicine as a Registered Clinical Exercise Physiologist (RCEP) and Certified Exercise Specialist (CES) and holds a level III credential in Exercise is Medicine® and Clinical Exercise Physiologist National Provider Identification Number.
The Health Promotion and Physical Education Department (HPE) was privileged to have one of the most recognizable national figures to ever speak on the Kennesaw University State Campus on October 9th - Coach Dan Reeves. Reeves, an iconic National Football League (NFL) player and coach, was an active participant in an NFL record nine Super Bowls, including four as a head coach. Additionally, Reeves is only the seventh head coach to ever reach 200 career victories.

In his lecture, Reeves drew upon anecdotes from both his days as player for the Dallas Cowboys under Coach Tom Landry as well as his seventeen years of head coaching experiences with the Denver Broncos, New York Giants, and Atlanta Falcons. Among his many insights relative to effective coaching, one of the most profound was how Reeves emphasized the importance of listening to and making sure players believed that their input was valued. To illustrate this key concept, Reeves discussed how in the practices prior to games, he would elicit players' opinions concerning what they believed were their favorite and most effective plays. Reeves would then incorporate these plays into his situational game planning as far as down and distance, and the plays he would send in to be executed.

Furthermore, Reeves stressed the importance of teaching the fundamental skills of sports properly, and he referred to his Coach Tom Landry, who once told Reeves not to assume that just because players had made it to the professional ranks that they knew how to perform basic fundamental skills in the best manner possible. In others words, Reeves indicated that the role of the coach as a teacher of the sport was essential to the success of any team. To bolster his point, Reeves cited the great college basketball coach John Wooden, who he witnessed coach young boys at his basketball camps as well his college players at UCLA in the same manner, with the same fundamental drills, with a complete focus upon execution of fundamental skills properly.

Reeves also shared other essential elements for successful coaching such as the importance of creating an atmosphere where work ethic and self-discipline are fostered among the team. He indicated that planning practices to the minute, a lesson he learned from his Coach Tom Landry, and this type of careful preparation is a key to success. Reeves also shared that coaches can continue to learn and analyze what is going on with their teams; he shared a story about one of his teams that was turnover prone and how he made sure the following season the offense spent a few minutes on tackling and forcing subsequent turnovers to regain possession of the football. The following season, his team’s offense was able to significantly reduce the number of times they were scored upon during turnovers, and actually regain possession in some instances. This anecdote illuminated the importance of effective practice planning and attention to detail. A final key element of success in coaching and life in general delineated by Reeves was treating everyone with respect, including people who can do nothing for you, such as spectators. Reeves stated that it was a true indication of character when players would go out of their way after grueling pre-season practices to sign autographs for kids before heading to the locker room. In summary, there is little doubt that the approximate 200 in attendance at this event gained insights to effective coaching and leadership.

Contributed by Dr. Kandice Porter, Chair of the Department of Health Promotion and Physical Education and Associate Professor of Health Promotion and Physical Education.
On the afternoon of November 3, 2014, more than 200 KSU students participated in Walking Home, the kickoff activity for Homelessness Awareness Week. This experiential event, held on Campus Green, planned and organized entirely by students, was part of a collaborative assignment for a THRIVE learning community. As part of THRIVE, a transition and retention initiative for first-year students, these learning community students were enrolled in Fitness for Living and First-Year Seminar: Leadership. The students worked together throughout the semester to plan every detail of Walking Home. Committees sought sponsorships, designed and ordered t-shirts, marketed the event on campus and developed an event layout. With the intent to raise awareness of homelessness, the students related each of the five laps of the walk to the homeless experience:

**Lap 1: NO SHOES** - to signify the lack of proper footwear.

**Lap 2: RUB DIRT ON HANDS** - to signify the inability to find regular hygiene stations and proper washing areas.

**Lap 3: CARRY ICE CUBES or REMOVE JACKET** - to signify the inability to generate funds required to buy weather appropriate clothing.

**Lap 4: BLINDFOLD** (one partner was blindfolded and guided by their partner and then roles reversed) - to signify the struggle for families, especially the parents who have the burden of taking care of their children while also worrying about the many aspects of homelessness.

**Lap 5: CARRY AMERICAN FLAG** - to signify the homeless Veteran population that have fought for our country and returned from fighting with no place to live.

Students also researched and gave a class presentation on a health topic associated with homelessness, such as nutrition, mental health, drug abuse, teen pregnancy and personal hygiene. During the event, health display boards were set up around Campus Green to educate participants as they walked.

Lives were touched in the months leading up to the walk and lives were certainly affected that afternoon. The students learned to build leadership and communication skills. They experienced what it takes to plan a major event. They learned about fellow students on this campus who are homeless. They studied the effects of homelessness locally, nationally and worldwide. They proved the impact they can make on the community both in raising awareness and helping those in need. Most importantly, they learned to show compassion. Compassion for a friend. Compassion for a neighbor. Compassion for a stranger.

*Contributed by
Monica Gerda
Instructor in the Health Promotion and Physical Education Department.*
Summer 2014 marked the 7th anniversary of the Master of Social Work International Special Olympics Internship and Study Abroad in Thailand. The internship to one of the state schools for intellectually-disabled children is sponsored by the Special Olympics of Southeast Asia. The organization provides room and board for participating students. To offset the airline ticket cost, Kennesaw State University’s financial aid is available.

The 2014 internship (July 11 – August 28) took place at the Kalasin Special School located in the Kalasin Province in Northeast Thailand. The school offers education and housing to about 500 children, grades 1-12.

Tanya Eden and Season Helms, both MSW majors, arrived in Bangkok, Thailand, accompanied by Dr. Alan Kirk, Professor of Social Work in the Department of Social Work and Human Services at the WellStar College.

Their first encounter with the Thai culture began with a three-day sightseeing tour of Bangkok and Bang Rak, a Bangkok district. Bangkok is the capital and the most populous city of Thailand. The city occupies 975 square miles in the Chao Phraya River delta in Central Thailand and has a population of more than 8 million.

Tanya and Season lived on their own in apartments on the school
Internship - Thailand

Making a fire pit to heat water in order to dye bed sheets to sell at a local market.

Trying out bugs at a local outdoor food court.

A break from class.

grounds and participated in daily activities as staffers and special coaches. The Kalasin School students and faculty, curious about the United States and Americans in particular, especially appreciated the English lessons they received.

Likewise, Tanya and Season enjoyed the emersion into the Thai culture where there is very little American influence. Several days into their stay, Tanya Eden emailed Dr. Kirk with a short update: “We are doing great. We have tried bugs; we have learned several Thai words and are really enjoying ourselves. Here are some pictures.”

According to Dr. Kirk, this year has been especially interesting: “Due to an ongoing unrest, mainly in Bangkok, the Thai military declared martial law, suspending the national constitution. After receiving assurances of safety from our partners in Thailand, the trip was not cancelled. Our students have been able to see first-hand the interaction of culture with politics. They have learned that international media often distorts events to sensationalize the news. Our students have seen first-hand how Thai people interact to maintain a strong sense of national pride that binds disparate groups together. More than a few people have come to our students to explain Thailand’s political culture, assuring them that Thailand will be stronger after the turmoil.”

Back at home, Tanya shared her experience: “My trip to Thailand was amazing! For the first five weeks, I was immersed in a school with children diagnosed with intellectual disabilities. Daily, we interacted with the children and learned basic Lao. Very few people spoke English, giving me the opportunity to learn the language. We got to experience the culture of the Thai people in Northeast Esan. The people were warm and comforting to us. We also participated in a monk day, took part in meditations and visited several sanctuaries where Buddhists prayed. We swam in the Lam Pao Dam and learned that most things are edible. We learned that kids could be taught many things, regardless of their disabilities, through structure and hands-on learning. The principle in Thailand is that everyone has a place, even people with disabilities. I have forged life-long relationships with many people. After the fifth week stay at the school, we attended and volunteered at the national Special Olympics and interacted with athletes who came from various regions of Thailand. We had the opportunity to speak with other university students in Thailand about the importance of engaging and volunteering for the Special Olympics organization.”

Contributed by: Tanya Eden, MSW Student; Dr. Alan Kirk, Professor of Social Work in the Department of Social Work and Human Services; Jana Mitchell, Editor.
This year marks the 20th consecutive study abroad trip for student nurses to Oaxaca, Mexico. Students will go Maymester for two weeks, with permission and great enthusiasm of the Minister of Health of Oaxaca, Mexico. Faculty and students work in two different hospitals, giving direct patient care. In one hospital, an inner city hospital for indigent people (similar to Grady Hospital in Atlanta), students work giving direct patient care under the supervision of Dr. Carol Holtz, Professor of Nursing, and assigned Oaxacan staff nurses in labor and delivery, post-partum, pediatrics, neonatal ICU, ER, and adult ICU. During a second week, students work with Dr. Astrid Wilson, Professor of Nursing, and staff nurses in a nearby pediatric hospital, working in ER, ICU, general surgery, oncology, and general medicine. Students live with local host families, attend group Spanish classes in the evenings, go to the folkloric ballet at the hotel Camino Real, and go on several weekend excursions including the ancient pyramids of Monte Alban, the wood carvings of Arrazola, the black ceramics of San Bartolo, and the rug weavers of Teotitlan. After returning to KSU, students write journal summary papers, health issue term papers/presentations, and recall the numerous occasions when they utilized their newfound knowledge of language and culture for caring for their local Latino patients.

Contributed by Dr. Beverly Maddox, Interim Associate Dean, WCHHS.

Dr. Carol Holtz, Professor of Nursing (1st on left), with the WellStar School of Nursing Oaxaca study abroad cohort, Maymester, 2014.

WellStar College of Health and Human Services

ENDOWED RESEARCH FELLOWS 2014

Four WellStar College’s faculty members were recognized as Endowed Research Fellows in their respective areas of research and were awarded “At-Risk Vulnerable Population Faculty Fellowship” during the WellStar College’s fellowship meeting on December 8.

Dr. Bob Buresh, Associate Professor of Exercise Science, explores the influence of variations in the work/recovery ratio during interval walking on glucose controls in persons with Type 2 diabetes.

Dr. Ping Hu Johnson, Professor of Health Promotion and Physical Education, conducts research on the weight loss/maintenance intervention among female college students with obesity, and plans to submit a NIH R01 grant proposal.

Dr. Nicole Mareno, Assistant Professor of Nursing, collaborates with the YMCA of Metro Atlanta, the Department of Health Promotion and Physical Education, and Children’s Healthcare of Atlanta to develop and submit external grant proposals to explore the impact of sociocultural and psychosocial factors on the sustainability of weight management.

Dr. Irene McClatchey, Assistant Professor of Human Services, focuses on traumatic grief and positive post-traumatic growth among children, and how this post-traumatic growth can be fostered and nurtured.
Innovation in the Classroom

Textbook Transformation Project

This project seeks to promote student success at the Kennesaw State University (KSU) WellStar School of Nursing (WSON) through the adoption and use of no-cost learning materials in NURS 4402 - Nursing Research for Evidence-Based Practice, a required course in the Baccalaureate of Science in Nursing (BSN) Program. This project is supported by a grant from Affordable Learning Georgia. The two current required textbooks have been replaced with no-cost digital alternatives. This project has been initiated in the online section of NURS 4402 in Spring 2015. Following evaluation of outcomes, team members will make applicable revisions, and implement the Textbook Transformation Project in a traditional in-class section of NURS 4402 in Summer 2015. Looking ahead, the goal is for this initiative to serve as the impetus for exploration and adoption of other no-cost and low-cost textbook alternatives in the WSON and other KSU departments and colleges. This will help reduce the overall cost of education and its associated burdens, ultimately promoting student retention, progression, and graduation.

These course transformations may be associated with several key benefits to the KSU WSON students, and may have related secondary gains to their families, such as reduced costs, decreased stress, increased access to up-to-date course materials with 24/7 availability, and improved satisfaction. Faculty members will benefit as they will be encouraged to engage in critical reflection of educational resources. This in turn can lead to improved performance and promote higher retention, progression, and graduation rates. The ultimate goal of this project is to help decrease Georgia’s nursing shortage and contribute to the overall health and wellness of our state and nation.

Contributed by:

Camille Payne, Phd, RN  
Professor  
WellStar School of Nursing

Rachel Myers, Phd, RN  
Associate Professor  
WellStar School of Nursing

Faculty Attend Atlanta Press Club Luncheon with Dr. Thomas Frieden, Director of Centers for Disease Control and Prevention

Faculty members from the Department of Health Promotion and Physical Education (HPE) and the WellStar School of Nursing (WSON), both part of the WellStar College of Health and Human Services, attended the Atlanta Press Club luncheon on December 10, to hear Dr. Thomas Frieden, Director of Centers for Disease Control and Prevention, speak about the U.S. response to the Ebola outbreak in Africa. The event was a part of a luncheon series hosted by the Atlanta Press Club featuring speakers from around Atlanta and the country.

In his remarks, Dr. Frieden reiterated that the risk of Ebola and other infectious diseases to citizens of the U.S. will not be minimized until the diseases are eradicated around the world. Mutually, HPE and WSON have coursework designed to encourage students to examine global health issues.

The WellStar College of Health and Human Services, a sponsor of the event, had the opportunity to showcase and distribute materials about the College’s programs to all in attendance which included representation from major media outlets from the region. In particular, many of the news outlets had just heard that TIME Magazine named the 2014 Person of the Year the “Ebola Fighters.”

Contributed by Dr. Kandice Porter, Chair and Associate Professor in the Department of Health Promotion and Physical Education, and Carla Barnes, Marketing Specialist from Kennesaw State University Relations.

WCHHS faculty members attending the Atlanta Press Club event – starting from left: Christie Emerson, Faculty Coordinator and Clinical Agency Liaison and Senior Lecturer of Nursing; Dr. Ping Hu Johnson, Professor of Health Promotion and Physical Education; Dr. Jane Petrillo, Associate Professor of Health Promotion and Physical Education; Dr. Kandice Porter, Chair and Associate Professor in the Department of Health Promotion and Physical Education; Pamela Ogubitz, Clinical Assistant Professor of Nursing; Jessica Ellis, Limited Term Assistant Professor of Nursing; Dr. Jackie Jones, Interim Director of Institutional Accreditation and Associate Professor of Nursing; Dr. Rebecca Slabo, Assistant Director of BSN Programs and Associate Professor of Nursing; Carla Barnes, Marketing Specialist-KSU Relations; Dr. Monica Nandan, Interim Dean of WellStar College of Health and Human Services and Professor of Social Work and Human Services.

Aggie – April 2015
FOSTERING
CRITICAL THINKING
THROUGH
SIMULATION

SIMULATION OVERVIEW

The nurse steps into the room…the patient is awake, but is confused, asking about the “people dancing in the corner of the room”…the nurse must begin the physical assessment, identify the issue, notify the doctor for orders, and give the much-needed dextrose before the patient begins to deteriorate…all that is required to make this situation plausible is a shared suspension of disbelief…and a high-tech manikin to assist in that process…

SIMULATION SPACE

Simulation study in Nursing at KSU began in 2000 when the school purchased its first high fidelity human patient simulator, “Ned” from Medical Education Technology, Inc. (METI). Two new high-fidelity simulation manikins joined Ned in 2008, and today’s cutting-edge simulation laboratory was born. With careful strategic planning, faculty commitment, financial partnering, and administrative support, the simulation program has grown: one 12-bed and two 16-bed skills labs full of manikins, two 12-bed physical assessment suites, 5 private assessment rooms, six simulation suites, a room for SimMom (who delivers babies), and an entire pediatric suite (complete with baby manikins). Four debriefing rooms – safe and private locations where students can reflect on the simulation and solidify their learnings – round out the facility offerings.

COURSES

Simulation is working its way into every course in the undergraduate curriculum. Students participate in their first two simulations before moving into clinical practice during their first nursing course. These simulations are designed to provide them some exposure to the manikins and the simulation environment. In their first medical-surgical nursing course (Adult Health), students spend two full days in activities that include computer-driven virtual scenarios. Students in Mental Health engage with a patient who is actively going through alcohol withdrawal; while students in Obstetrics manage a patient with a post-partum hemorrhage who bleeds the equivalent of two cans of soda each simulation. Students in Pediatrics encounter manikins that allow them to practice counting 140 heartbeats a minute, manage the pain of a child, and recognize respiratory distress in a baby. In their final medical-surgical course (Complex Health), students manage a patient in septic shock. And it won’t stop there…more simulations are on the way.

STUDENT EXPERIENCE

Although these simulations are all designed to challenge students, students do receive preparatory work and guidance designed to allow them to prepare as much as they would like for a simulation. Targeted reading and access to the simulated patient’s electronic medical record can prepare them for a simulation experience. The simulation experience shows that, despite preparation, knowing something is quite different from recognizing a situation and acting. The little things like having to locate and communicate the doctor’s name to the secretary on the other end of the intercom, or manage a medication dispense machine that requires a log-in and password, or independently hang a bag of IV fluid force students to actively apply their knowledge and develop safe clinical practice habits. In the simulation environment, the student becomes the nurse who is ultimately responsible for managing the care of the "patient."
SIMULATION COORDINATOR ROLE

As part of the development of the simulation program at WSON, a tenure-track faculty member was hired as the Simulation Coordinator. Although the graduate program currently uses simulation, particularly through the use of standardized/simulated patients in the nurse practitioner track, the coordinator is currently focused on simulation development and implementation in the undergraduate nursing program. The role involves everything from building and running the simulations on the technical side, through developing educationally-sound experiences and training faculty in the art of debriefing. The simulation coordinator works closely with the skills lab team to ensure consistency across the program. Data collection processes and several research studies are well underway for the 2014-2015 academic year.

Simulation allows nurse educators to foster critical thinking, demand psychomotor performance, and evoke emotion all with the simple goal of providing students the opportunity to care for a myriad of patients in an environment designed to be safe for nursing students and their “patients.”

SIDEBAR

Seminal work done by National Council of State Boards of Nursing (NCSBN; Hayden, Smiley, Alexander, Kardong-Edgren, Jeffries, 2014) explored whether simulated clinical experiences could substitute effectively for traditional clinical experiences in 10 nursing programs that represented geographically-diverse areas. The study used several assessment tools focused on assessing knowledge, clinical competency, critical thinking, learning needs, and performance on the required National Council Licensure Examination (NCLEX). After careful data analysis, it was determined that all of the measures supported the same conclusion: Up to 50% of traditional pre-licensure clinical experience could be replaced by simulation and provide equivalent educational outcomes. This does not mean that nursing educators are forgoing the cultivation of partnerships with local clinical agencies, but does provide evidence and support for the continued development and integration of simulation into the nursing curriculum. Hayden, J. K., Smiley, R. A., Alexander, M., Kardong-Edgren, S., Jeffries, P. R. (2014). The NCSBN National Simulation Study: A longitudinal, randomized, controlled study replacing clinical hours with simulation in prelicensure nursing education. Journal of Nursing Regulation, 5(2), p. 1-66. Retrieved from https://www.ncsbn.org/JNR_Simulation_Supplement.pdf.

Contributed by

Dr. Jennifer L. Bartlett
Assistant Professor of Nursing, Simulation Coordinator.
The Academy for Inclusive Learning and Social Growth at the WellStar College of Health and Human Services at KSU is a college program designed specifically for students with intellectual and developmental learning disabilities.

Founded in 2009, with an initial cohort of three students supported by two part-time staff members, the Academy has grown to 24 students, supported by six staff members and 23 student mentors. The Academy graduates earn a two-year Certificate in Social Growth and Development.

The Academy offers a balanced educational experience in academic, career, and social development. Throughout their studies, students are supported by their mentors and audit classes along with their KSU student body peers. Academy students attempt all assignments, with mentors supporting them and advocating for meaningful modifications, if needed. In addition to auditing two University courses per semester, students take classes taught at the Academy - a career skills class, a social skills class, and a class on global issues and civic engagement.

In addition, Academy students are fully immersed in the campus experience and may elect to participate in intramurals, concerts, career fairs, community awareness and service events, and wellness & recreation activities.

Launched in fall 2014, in response to continued requests for the opportunity of a four-year college experience, a pilot Enrichment program gives completers of the initial two-year program the opportunity to take more classes, participate in off-campus internships, and continue to grow in independence.

2014 has also been a year of travel for the Academy students. In spring, students visited Washington, DC, and met with advocacy leaders and legislators. Another trip took the Academy students to New York City, to the UN, giving students the opportunity to enhance their Global class lessons with real life experience. As 2014 academic year came to an end, the Academy students were not only busy preparing for their fall finals, but have already began to learn about United Arab Emirates, in order to prepare for their study abroad to the Emirates in spring 2015.

Contributed by: Katherine Rigsby, Operations Coordinator, and Dr. Karla Wade, Advanced Leadership and Career Development Coordinator. Academy for Inclusive Learning and Social Growth.
A Day in the Life of an Academy for Inclusive Learning and Social Growth Student

Names are pseudo names.

Ellen lives in the dorm with her roommate Jennifer. Both are first-year Academy students, and live in the freshman dorm. Next year, Ellen may decide to move to an Upperclassmen’s dorm and take her chances with a random roommate assignment, but for now, she is happy rooming with Jennifer. Their Resident Assistant, Laurie, is very friendly, and makes sure they are included in all the activities she plans for her floor of University freshmen. Laurie attends the regular training that is offered to all the Residence Life Staff by the Academy, and knows that she can text or call the program coordinator; although, the Academy offices close at 5. One thing Laurie is good at—getting freshmen to participate in On-Campus activities. Laurie doesn’t beg Ellen and Jennifer to get out of bed, go to eat at the Commons, or get themselves to class. They have to manage that themselves, but they are getting really good about setting alarms on their phones to remind them about important schedule events.

Sam is helpful, too. Sam is a Student Mentor who works with Academy Students. He checks to make sure that Ellen makes it to her KSU 1101 class, and takes notes. After class, Sam and Ellen have a study session, where he compares Ellen’s notes to his, helps her check her email, and strategizes for the next quiz. He began the semester sitting next to Ellen in class, but after just a few weeks, she let him know that she didn’t need him to hover. She is worried about the next assignment, which is a 10-page paper. Sam talked with the professor; though, and Ellen only needs to do two pages.

After her study session, Ellen likes to go to the Student Recreation Center. There’s a rock climbing wall and exercise machines, but Ellen prefers the pool. She talks to some of her friends from class, and makes plans to meet them later for dinner.

Back in her dorm, Ellen changes and works on her assignment for her Career class. She is making a list of her references. Her parents worried that she would be too distracted, living in the dorm, to keep up with her assignments, but they are posted on the Campus internet, and Sam reminds her, too. She isn’t behind yet. Next semester, she will job shadow in the Athletic Department, so she will have to be more careful in managing her time.

Soon it is time to head out for dinner with her friends. Everybody is walking to the Commons, and Ellen feels like she fits right in.

Contributed by Dr. Karla Wade, Advanced Leadership and Career Development Coordinator, Academy for Inclusive Learning and Social Growth.
Eight Kennesaw State University Nonprofit Leadership Alliance (NLA) undergraduate and graduate students attended the 2015 Alliance Management Institute in Salt Lake City, Utah, from January 4 - 7, 2015. The group was accompanied by NLA Campus Executive Director, Jennifer A. Wade-Berg, PhD, CNP. This year’s conference theme was “Strategic Partnerships.” The conference affords students with the opportunity to explore how innovative nonprofits were creating strategic alliances that help their organizations to meet their missions with greater efficiency, effectiveness and accountability.

One highlight of the conference was the Poster Session. This event is designed to allow students to showcase either a best practice from their campus Nonprofit Leadership Alliance Student Association or research conducted in one or more of the Alliance competency areas. Students share their best practices or research with poster session judges, students, faculty and nonprofit professionals, as part of the conference program. Human Service majors, Jacob Allmon and Emily Brown won 2nd place in Undergraduate Research for their poster entitled “The Edge Connection’s Advisory Board Manual.” Human Service majors, Jung-Chin “Mei” Shih and Petra Kornicer also presented their undergraduate research entitled “The Edge Connection’s Code of Ethics: An Applied Research Project.”

The mission of the Nonprofit Leadership Alliance is to strengthen the social sector with a talented and prepared workforce. The organization was founded as American Humanics in 1948 by H. Roe Bartle. Students enrolled in the certificate program upon graduation also receive the Certified Nonprofit Practitioner Credential (CNP).

Contributed by Jennifer A. Wade-Berg, PhD, CNP, Campus Executive Director of the Nonprofit Leadership Alliance and Primary Investigator and Program Administrator of the Goizueta Foundation Grant and Assistant Professor of Human Services.
Culinary Sustainability and Hospitality Department recognized for creating online student resources under the Affordable Learning Textbook Transformation Grant program

The Culinary Sustainability and Hospitality department, under the direction of Dr. Christian Hardigree, is pleased to announce that three members of the part-time faculty, Dr. John Isenhour, Ophelia Santos and Charles Marvil have been awarded a $10,000 grant to create an online learning resource under the Affordable Learning Textbook Transformation Grant program.

The grant will allow these instructors to develop online resources that will be used in several classes starting with CSH 4630 Spirits, Beers and Brews. Future development will include resources to be used in CSH 4620 Viticulture and Vinification as well as CSH 4490 Beer Culture.

According to project lead, Dr. John Isenhour, “this online resource will be a tremendous support for the teachers of these courses and will be a fluid project that will continue to develop and change as events occur in the food and beverage world.”

Dr. Hardigree added, “in a program dedicated to implementing sustainable business practices, it is imperative that we model the behaviors we seek from the industry. Going to an online resource model is more sustainable, as well as providing faculty the opportunity to provide up-to-date materials in class. I am so proud to have such exceptional faculty members teaching in our program.”

About the Affordable Learning Textbook Transformation Grant program:

The State of Georgia’s FY 2015 budget includes funding to support a new USG initiative Affordable Learning Georgia (ALG), which focuses on reducing the costs of textbooks and the enhancement of GALILEO, Georgia’s Virtual Library and ALG’s parent initiative. A key strategy is to provide grant supported opportunities for USG faculty, libraries, and institutions to transform their use of textbooks and other learning materials into lower cost options.

Affordable Learning Georgia Textbook Transformation Grants are intended to:

- Pilot different approaches in USG courses for textbook transformation including adoption, adaptation, and creation of Open Educational Resources (OER) and/or identification and adoption of materials already available in GALILEO and USG libraries.
- Provide support to faculty, libraries, and their institutions to implement these approaches.
- Lower the cost of college for students and contribute to their retention, progression, and graduation.

Professors Isenhour, Santos and Marvil have led a series of beverage education events for the community, which included food pairings by Certified Master Chef, Thorir Erlingsson, who joined the faculty as an instructor in Fall, 2014. These education seminars have included food pairings with bourbon, scotch, beer, and a variety of wines, including Bordeaux, Chablis and Vino Nobile. More than 300 people have attended these various food pairings. Student volunteers assist Chef Thor in the kitchen, and work with our guest beverage experts in program set-up and design. Keep an eye out for future community food and beverage events by the ICSH. If you would like to be added to our mailing list, please contact chardigr@kennesaw.edu.

Dr. Christian Hardigree

Dr. John Isenhour

Ophelia Santos

Charles Marvil

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– Johnathan Steppe
MSN KSU Alumnus, WellStar School of Nursing Nursing Education Leadership Program, Class of 2013

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health.kennesaw.edu
Serving the Community by Offering Free Health Screenings

Every semester, Donna Chambers, NP (Nursing Faculty), and Dr. Vanessa Robinson-Dooley, LCSW, offer free health screenings in the local community. All services, supplies, and staffing are done through volunteers and donations. On Saturday, October 11, 2014, a free health screening was held at Caswyck Trail Apartments in Marietta. Welcomed by the property’s activity director, Ms. Barbara Johnson, Wellstar College’s faculty, student, and community volunteers were able to assist 30 families with screenings for blood pressure, glucose, HIV, and mental health. THANK YOU to the Social Work Club and Human Service Club coordinated by students Nancy Acevedo (SW Club President) and Sandra Hayes (HS Club President). These students and other student volunteers provided educational information and community referrals. MSW 2nd year graduate students provided brief screenings for depression under the supervision of Dr. Robinson-Dooley. Events like these can be difficult to pull together, but we are so grateful to the KSU faculty, staff, students and community volunteers who readily give of their time and resources for this event. Additional thanks to: The Student Nurses Association, Sandra Rodriguez (Dietetic Educator), Dr. Barbara Blake (nursing faculty), Someone Cares (John Ferrell), Chiropracto Services - Life University (Dr. Kerith Powell and students), Piedmont Well Street, Dr. Emma Guice, NP, (Wellstar KSU School Clinic), Maggie Diaz (volunteer/interpreter), Naretsi Rosas (volunteer/interpreter), Brenda Munoz, RN (volunteer), Sandy Lee, RN (volunteer) Fortis Dental School (dental hygienists students), and Wal-Mart- Pharmacist Jayne Rohling (Chastain Meadows).

Funding

Kennesaw State University Awarded $3.2 Million

Kennesaw State University received its second largest grant this year! KSU received $3.2 million to fund a new project to increase transfer rates and to shorten time to degree attainment for underrepresented, underserved, and low-income students who transfer to the university from two-year partner institutions. The U.S. Department of Education awarded $75 million in “First in the World” grants to 24 colleges and universities in this highly-competitive request.

The PI/Project Director for the grant is Jennifer A. Wade-Berg, PhD, CNP, Assistant Professor of Human Services and Campus Executive Director of The Nonprofit Leadership Alliance. Wade-Berg stated that the grant will support the development of the Transfer Advocacy Gateway (TAG), a new program that combines enrollment services, advising, and academic support for transfer students from two-year colleges to KSU. She is excited about this opportunity for KSU as it builds upon the work of the RRPG Program for Hispanic and Latino Students, the Foundations of Excellence Report on the Transfer Experience and the institution’s commitment to Complete College Georgia. Other members listed as CoPI’s of the project are Ralph Rascati, Associate Vice President for Advising, Retention, and Graduation Initiatives and Dean of Honors College; Stephanie Foote, Associate Professor of Education in University College and Carolee Larsen, Assessment Director in University College.

Dr. Larsen will serve as the project’s evaluator.

Jennifer A. Wade-Berg, PhD, CNP
Assistant Professor of Human Services and Campus Executive Director of The Nonprofit Leadership Alliance.
The Give back page provides you, the reader, with an opportunity to sustain the types of programs that have been highlighted in this edition of Give. It’s your choice! Your donation can be directed to a specific program, as mentioned in this publication, or you may choose to support the overall mission of the College.

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- Provide outreach to the surrounding community in matters of health and human service.
- Promote interdisciplinary collaboration among the units of the College as related to curriculum, scholarship, and special initiatives, in keeping with the health and human services focus.