

Health Pulse

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Awesome Family with CSU in their DNA

HLC Reaffirms CSU's Accreditation

Re-Accreditation in Full Gear

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Health Pulse is dedicated to providing alumni, staff, administrators, students and their families and friends with news and highlights that celebrate our achievements. For more information on how you can contribute to the success of *Health Pulse*, and for our environmentally friendly readers to receive *Health Pulse* electronically, please contact the managing editor at 773/995-3989.

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Come Celebrate our 40th Anniversary with us at CSU

Dear colleagues and friends:

I am excited to present this edition of the *Health Pulse* Newsletter. Next year, 2011, will mark the 40th anniversary of the first health science discipline to be offered at Chicago State University (CSU). We plan to mark this major milestone in the life of our college through several activities that will bring alumni, retirees, faculty, staff and students together. It will be a great opportunity for our stakeholders to reminisce on their experience at CSU.



Dean Joseph A. Balogun

The College of Health Sciences as we know it today began in 1992, as a result of the merger between the College of Nursing and the College of Allied Health. Through the years, CSU has produced over two thousand baccalaureate degree prepared health care professionals, including nurses, occupational therapists, physical therapists, dietitians, radiological technologists, health information administrators and community health educators. Our students graduate as responsible, discerning, and informed global citizens with a commitment to lifelong learning and service. I am particularly proud of the many years of service that our graduates have provided to the nation and the world.

Over the years, we have played a unique role in public higher education in Illinois. Our commitment to the economically disadvantaged and ethnic minority students sets us apart from other public universities in Illinois. Of all the 12 public universities in the state, CSU ranks #1 for educating African American health care professionals. Our graduates contribute to the diversification of the health care workforce in Illinois. Our students, faculty members and administrators

Come Celebrate CONTINUED

continue to engage in cutting edge research in their disciplines and we continue to develop innovative service programs and academic curricula that emphasize interdisciplinary education. We are not resting on our laurels. We will continue to break new ground and open up more opportunities for our students.

In the area of program development, the 2009/2010 academic year was a successfully and productive year for the College of Health Sciences. At its meeting on April 6, 2010, our HIV/AIDS Research and Policy Institute was officially recognized by the Illinois Board of Higher Education (IBHE) as a center for HIV/AIDS behavioral research. Currently, no other Illinois public university operates a center with a mission focusing on preventing the HIV epidemic. Also, the IBHE approved our proposal for the development of a Master of Public Health degree program on June 21, 2010.

This edition of *Health Pulse* contains the usual features:

- The “Cover Story” features the newly approved Master of Public Health degree program in the Department of Health Studies.
- “Scholarship” reports on the collaborative \$1.6 million grant from the National Institutes of Health.
- The “Community Impact” presents an interview with Dr. Patricia Prendergast, who led the Department of Nursing to another successful year with the 2009 graduates recording one of the highest pass rates in the nation on the National Council Licensure Examination for Registered Nurses.
- The “Faculty Spotlight” highlights the service accomplishments of Dr. Linda Hureston, professor of nursing.
- The “Student Spotlight” presents an awesome family with CSU in their DNA.
- The “Alumni Spotlight” features Dr. Kelli Williams Gary, Class of 1995 from the Department of Occupational Therapy.
- “Pedagogy” features the research activities of the faculty and graduate students in the Department of Occupational Therapy.
- “Service Award” shed light on the national recognition of Dr. Rachelle Stewart by the American Health Information Management Association.
- “Campus News” features a press release from the university announcing the reconfirmation of CSU’s accreditation by the Higher Learning Commission.
- An extract from my speech at the 13th Induction Ceremony is reproduced in the “Public Square: Ask the Dean” column, at the request of many graduating students.
- The “Taking the Pulse” contains recent scholarship and service activities of faculty members and administrators.

Overall, this production of *Health Pulse* is another must read edition. Enjoy it and stay tuned.

Sincerely,



Joseph A. Balogun, PT, Ph.D., FACSM
Distinguished University Professor and
Dean, College of Health Sciences

Minority Health is the Focus of CSU's MPH Program

The Illinois Board of Higher Education (IBHE) at its Board meeting held on June 21, 2010, approved the Master of Public Health (MPH) program application submitted by the College of Health Sciences at Chicago State University (CSU).

Dean Balogun described this news as a “monumental achievement for CSU; our goal is to provide a top notch quality education, and we plan to seek accreditation from the Council on Education for Public Health.”

When asked to comment on the process involved in getting the MPH program approved and the anticipated benefits of the program

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to CSU and the State of Illinois, Dean Balogun responded, “Getting a graduate program approved by IBHE is a big deal because of the protracted and rigorous review process involved in the application process. The MPH program will open new markets and allow us to attract

highly qualified professionals such as physicians, pharmacists, nutritionists and engineers to the university. The MPH program supports The Illinois Public Agenda for College and

Career Success by increasing the number of high-quality graduate degrees and educational attainment of Illinois residents, particularly African Americans, who will enroll in this program and who will earn the graduate degree. Also, the program will address the economic development needs of the state, particularly in the African American communities of Chicago which have comparatively very high rates of illness and death from diseases such as AIDS, heart disease, stroke, and cancer, as well as low economic productivity and an inadequate number of graduate degrees in public health and related professions.”

Curriculum

The MPH program has a minority health practice centered focus and it will be housed in the Department of Health Studies. It will be a model curriculum in the state since none of the MPH programs in Illinois has a minority health emphasis. Commenting on the emphasis on minority health, Dean Balogun said, “Given the population of students and communities which we serve, this is a natural niche for us. The value-added minority health issues are covered

in four major courses which all the students must take irrespective of their concentration.” The minority health courses developed are: Behavioral, Social and Cultural Aspects of Health

prevention, control of diseases, and untimely deaths in minority populations. Students will be trained to identify community health problems through classroom coursework, field internships, research experiences, and by working with communities to assess health needs and problems, in addition to planning and implementing solutions, and monitoring and appraising outcomes.

The curriculum for the MPH program has been designed to require 48 semester hours of graduate level courses consisting of 15 hours for the required core public health courses, 24 hours for each of the two concentrations, six hours for the thesis or the non-thesis option, and three to six hours of elective courses. The MPH program has two concentrations: one in Public Health and one in Health Services Management, from which a student will select one. The eight courses for the concentration in Public Health are: Behavioral, Social, and Cultural Aspects of Health Disparities; Community Health Risk Assessment; Research Methods in Health Sciences; Health Education and Community Advocacy; Health Issues in Minority Populations; Principles, Theories, and Practice in Behavioral Change; Health Services and Programming in Minority Populations; and HIV/AIDS in People of Color: Evidence-Based Interventions. The eight courses for the concentration in Health Services Management consist of the following: Management of Health Care Organizations; Health Program Design, Planning, and Evaluation; Legal and Regulatory Aspects of Public Health Practice; Health Economics and Financial Management; Behavioral, Social, and Cultural Aspects of Health Disparities; HIV/AIDS in People of Color: Evidence-Based Interventions; Health Services Programming in Minority Populations; and Research Methods in Health Sciences.

At the completion of the MPH program, graduates will be able to apply knowledge and theoretical constructs from related social and behavioral sciences needed to plan and implement acceptable evidence-based intervention strategies for disease prevention practices, and



Dr. William Ebomoyi demonstrating the *Bod Pod* anthropometric device to community health student Tomara Russell and Cynthia Lemoine.

Disparities, Health Issues in Minority Populations, Health Services and Programming in Minority Populations, and HIV/AIDS in People of Color: Evidence-Based Interventions.

The chair of the Department of Health Studies, Dr. Thomas Britt explained that “the MPH program is designed to prepare its students for the health problems of the 21st century by focusing on the core functions of public health: health status assessment, environmental health quality assurance, behavior change strategies, health disparities, health policy development and research.” The curriculum will emphasize the social and behavioral scientific strategies for understanding the causality, consequences,

demonstrate skills and competencies needed to define the human health effects of exposure to hazardous and toxic substances, and to integrate these results with engineering, social,



Community health student, Jamie Page, is using a microscope in the Department of Health Studies Research Laboratory.

economic, and political concerns to reach effective decisions. Additionally, the program's graduates will be able to demonstrate recognition of community health indicators and evaluation of factors in the home and the workplace that may cause disease, dysfunction, human suffering, and premature deaths, and demonstrate skills and competencies needed to distinguish the relative effectiveness of different public health interventions utilizing appropriate principles and methods from health, social, and behavioral sciences. They will also be able to demonstrate skills and the capacity to effectively plan, manage, implement, and evaluate health promotion and disease prevention programs as well as advocacy strategies related to behavioral, social, environmental, and cultural factors that affect health and health-related behaviors, and apply instructional and research skills in the technical and scientific disciplines that have

direct or indirect impact on the prevention of disease and the promotion of health and wellness through the control of the environment.

What kind of jobs would the graduates of the program be employed? Dean Balogun explained, "As an entry-level professional degree, graduates of the MPH program will enter the job market as health care managers/administrators, health educators/behavioral scientists, epidemiologists, environmental and occupational health scientists, biostatisticians, public health practitioners, international health specialists and biomedical scientists."

Admission Requirements

The multi-faceted nature of public health education necessitates that students admitted to the MPH program come from diverse backgrounds, including nursing, nutrition sciences, pharmacy, social sciences and liberal arts, social work, psychology, engineering, and medicine. Admission into the program requires a baccalaureate degree from an accredited college or university with a minimum cumulative grade point average of 3.0 on a 4.0 scale; a minimum combined Graduate Record Examination score of 1,000 in the verbal and quantitative sections; submission of three letters of recommendation, curriculum vitae or resume, and a personal statement describing the student's past education, experiences, and current professional objectives related to the proposed program. Applicants' academic background and life experiences will be considered in the admission process. Those who do not have a strong background in the health sciences will be

The multi-faceted nature of public health education necessitates that students admitted to the MPH program come from diverse backgrounds, including nursing, nutrition sciences, pharmacy, social sciences and liberal arts, social work, psychology, engineering, and medicine.

required to successfully complete the Biological Basis of Public Health course during the first semester.



Community health student, Rukiyat Lawal is reviewing a DNA model in the Research Laboratory of the Department of Health Studies.

Comparable Programs in Illinois

Currently, one doctoral program and eight Master's degree programs are offered in Illinois by seven universities, of which four are public universities (Northern Illinois University, University of Illinois at Chicago, University of Illinois at Springfield, and University of Illinois at Urbana-Champaign) and four are not-for-profit independent institutions (Benedictine University, DePaul

University, Northwestern University, and St. Xavier University). Five of the eight institutions are located in the Chicago area. However, it is expected that the proposed program, with its emphasis on minority health, will not negatively affect the five programs offered in the Chicago area because most of the population of the state is located in the Chicago area. The CSU's MPH program is expected to draw students who reside primarily in the area of the City of Chicago which the university serves.

Information about the MPH program, including a detailed description of the curriculum and admission requirements, is published on the university webpage at www.csu.edu/collegeofhealthsciences/. Students will enroll in the MPH program beginning January 2011. **HP**

IBHE Recognizes HIV/AIDS Research and Policy Institute

The College of Health Sciences' HIV/AIDS Research and Policy Institute (HARPI) is nationally recognized as a center of excellence for HIV behavioral research. The Institute's staff publishes their research in the most prestigious journals in medicine and public health.

Their publications can be accessed at www.csu.edu/collegeofhealthsciences/hivaidsinstitute/

At its Board meeting on April 6, 2010, the Institute received an

official stamp of approval from the Illinois Board of Higher Education (IBHE). It is the first re-

“no other Illinois public university operates a center with a mission focusing on preventing the HIV epidemic.”



HIV testing and health education information are provided on campus inside the Institute van.

search or service center at Chicago State to be recognized by IBHE. In its review of the Institute's application, IBHE noted the importance and uniqueness of the programs offered at the Institute. It states that “no other Illinois public university operates a center with a mission focusing on preventing the HIV epidemic.” **HP**

HARPI's Collaborative Project Receives \$1.6 Million from NIH

Prevalence of HIV/AIDS in Chicago

Large urban areas, including Chicago, are disproportionately affected by the AIDS epidemic. Nearly 67% of the state's AIDS cases are from the City of Chicago, which is 23% of Illinois' population. As of 2004, Illinois ranked 6th overall in reported AIDS cases. As of December 2004, 21,867 individuals have been diagnosed with AIDS in Chicago; 11,851 of whom have died and 10,015 are currently

living with AIDS. On average, more than 1,200 HIV cases and 1000 AIDS cases are diagnosed every year in Chicago. Approximately 450 individuals with AIDS die each year, and the number of people living with HIV and AIDS increases by 1,750 each year.

Consistent with national figures, racial and ethnic minorities are disproportionately affected by HIV/

AIDS in Chicago. Blacks represent the majority of both new HIV and AIDS diagnoses. While Blacks represent only 36% of Chicago's

population, they account for 58% of recent HIV diagnoses and 55% of all people living with HIV and AIDS. Of the 20,388 people living with HIV/AIDS in Chicago, 11,275 (55%) are Black, 5,433 (27%) are White, 3,179 (16%) are Hispanic and 501 (2%) are Asian/Pacific Islander. The HIV diagnosis rate in Blacks is twice the rate of Whites. In 2005, 78 out of every 100,000 Blacks aged 13 and over were diagnosed with HIV, as compared to 33 per 100,000 Whites and 25 per 100,000 Hispanics. Black males accounted for the largest number of HIV diagnoses in 2005 and have the highest HIV diagnosis rate of any group. The HIV diagnoses rate in adult and adolescent Black males was 123 per 100,000, close to twice the rate for White males and close to three times the rate for Black females. The average annual HIV rate in Black males was 1.5 times the rate in White males and 2.6 times higher than the rate in Hispanic males.

Heterosexual transmission has increased dramatically over the past ten years in the City of Chicago. For the first time since HIV surveillance began in 1999, heterosexual contact is poised to become the second leading mode of transmission for HIV, replacing injection drug use. Nearly 150 heterosexually-acquired HIV cases are diagnosed each year, accounting for 13% of all recent HIV diagnoses. Between 1993 and 1994 and 2003 and 2004, the proportion of AIDS cases resulting from hetero-

Consistent with national figures, racial and ethnic minorities are disproportionately affected by HIV/AIDS in Chicago...While Blacks represent only 36% of Chicago's population, they account for 58% of recent HIV diagnoses and 55% of all people living with HIV and AIDS.



Dr. Adedeji Adefuye

sexual contact has increased from 7% to 17%. In 2003-2004, there were 294 heterosexually-acquired HIV cases and 266 AIDS cases.

Young adults ages 18–25 years account for the highest rates of sexually transmitted diseases (STDs) among all age groups, especially for African Americans (CDC, 2000, 2001). Although newly diagnosed AIDS cases are declining, a comparable decline has not been observed among young adults (CDC, 2000), especially those between the ages of 18 and 25 years.

Making a Difference

The HIV/AIDS Research and Policy Institute (HARPI) at Chicago State University (CSU) in collaboration with the Pacific Institute for Research and Evaluation (PIRE), and the University of Illinois at Chicago (UIC) has received a \$1.6 million RO1 grant from the National Center on Minority Health and Health Disparities of the National Institutes of Health (NIH) to develop an HIV prevention educational program that will increase condom usage among young African American men. This collaborative project is a call to action needed to address the disparate HIV/AIDS prevalence among African Americans in Chicago. The research investigators are Dr. Adedeji Adefuye, immediate past director of HARPI, Dr. Stephen Kennedy, research scientist at PIRE, and Dr. Geri Donenberg, Professor, Director, Healthy Youths Program and Director, Community Outreach Intervention Projects at UIC. Dr. Shakirudeen Amuwo, research scientist at HARPI, will provide oversight for the implementation of the project at CSU.



Dr. Geri Donenberg



Dr. Stephen Kennedy

Research Design

The proposed four-year study is an HIV prevention (behavior modification) project that will evaluate the efficacy of a condom promotion program in a two-arm randomized trial. This collaborative project builds on a previously funded R21 NIH grant and will focus on African American males ages 18-24 years from 12 community centers on Chicago's South Side. The study has two specific objectives. The



Dr. Shakirudeen Amuwo

first objective is to implement and assess the effectiveness of a condom promotion program for African American males. The outcome variables include: frequency of condom use, frequency of unprotected sex, and condom use self-efficacy. The second objective is to assess the characteristics of program implementation and its relationship with changes in behavioral outcomes, specifically on the level of implementation fidelity and its relationship to changes in primary outcomes.

The study will be conducted in three phases. In phase one, the investigators will conduct a series of qualitative interviews with key informants over a nine-month period on the target population to modify the existing program developed at the Project Brotherhood—the all African American male clinic outreach program at the Woodlawn Health Center. Phase two will recruit 420 participants from 12 community outreach intervention sites, over a 16-month period, to assess the effectiveness of the condom promotion intervention on the outcome variables. The investigators will use the Audio Computer Assisted Self Interview (ACASI) technology for data collection. In addition, the investigators will conduct biological assessment of STDs to validate participants' self-reports on sexual behaviors, manage positive cases, and refer those cases for HIV testing, as may be required. Phase three of the project involves the dissemination of the research findings and development of infrastructures for project sustainability.

Commenting on the project, Dean Balogun said, "I am enthused by the impact that this research will have on stemming the tide of HIV infection in the African American community. This NIH funded project is another indication that our HIV/AIDS Research and Policy Institute is making a difference and meeting its core mission by addressing the disproportionate incidents and complex burdens of HIV/AIDS in minority populations through research and policy."

The project is implemented by a collaborative team of experienced investigators and research partners. **HP**

CSU Among Flagship Undergraduate Nursing Programs in the Nation

In 2009, Chicago State University (CSU) nursing graduates recorded one of the highest pass rates in the nation on the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Our graduates scored a 95% pass rate as compared to 91% for Illinois and 88% nationwide.

Forty-one CSU nursing graduates took the examination, while 134,728 took it nationwide. In the last six years, Chicago State University graduates have consistently maintained a high pass rate on the NCLEX-RN. The pass rates recorded in 2004, 2006, 2008 and 2009 were 89%, 86%, 97%, and 95%, respectively.

Dr. Joseph Balogun, Dean of the College of Health Sciences, stated that "The recent performance of our nursing graduates on the NCLEX-RN has elevated our status as an elite undergraduate nursing program in the nation." Dean Balogun attributed this success to the curriculum design, the effectiveness of the faculty, the leadership provided by the chairperson and the instructional resources available to the students.

Dr. Patricia Prendergast, chair of the department of Nursing, sat down for an interview with *Health Pulse*. An excerpt from the interview is presented below:

Health Pulse: Congratulations on the exciting news about the performance of your graduates on the NCLEX-RN examination.

Dr. Prendergast: Thank you.

Health Pulse: Describe the conceptual framework for your nursing program

Dr. Prendergast: The department's conceptual framework flows from our philosophy and serves as the organizing structure for the curriculum. The central theme for the department's framework is "caring." The concept of caring is essential to growth and development and is important to promote health and a sense of wellness across the life span. Embedded in caring is Marjory Gordon's functional health pattern framework, which we use to systematically organize our assessment data.

Health Pulse: What cutting edge technologies do you use in your program to enhance student learning?



Dr. Patricia Prendergast, chairperson of the Department of Nursing

Dr. Prendergast: The Department of Nursing uses a wide variety of technology to facilitate students' active participation in the learning process. Our computer laboratory has 51 computers with several CDs, DVDs and learning

Health Pulse: Describe the quality control measures used in your curriculum to ensure the sterling success of your graduates in the NCLEX-RN in the last six years

Dr. Prendergast: First and foremost, the admission process into our nursing program includes a competitive ranking scale to select the top forty candidates for acceptance in the nursing program. Emphasis is placed on the science GPA. Enrichment learning activities are incorporated into each of the nursing courses to enhance students' critical thinking skills. An enrichment coordinator monitors the academic progress of each student and develops an individual plan of study for students, whose test scores are 80% or less, focusing on study and test taking skills improvement. A "gate" system is placed at critical junctures in the Basic and LPN tracks. These "gates" ensure that students know the course material related to a specific level before they are promoted to the next level. The Assessment Technologies Institute (ATI) test is administered at every level to gauge students' academic achievement at each "gate." Students who received a failing grade in a nursing course or an ATI exam are required to take the "Bridge" course. The department adheres strictly to all published policies to maintain consistency.



A senior nursing student, Emeline Smith, provides immunization on campus under the supervision of Dr. Pamela Bachmeyer.

software. Our skills laboratory has a variety of equipment, manikins, and demonstration models for student use. We have acquired, through grant funding, two patient care simulators, a nursing child, a pregnant Noel and neonatal birthing simulator. Simulators are intended to provide students opportunities to develop clinical competencies and self-confidence in the safe environment of a laboratory setting. This innovative teaching strategy facilitates critical thinking and decision making for students. The newest technology that we use to enhance students' learning is the "personal response system" which consists of a remote "clicker" held by the learner and a receiver placed near a projection screen that is connected to an instructor's computer. Questions can be integrated into power point presentations for students to respond to anonymously. The "clicker" system provides opportunities for the student to learn in a non-threatening manner and actively involve the learner in the teaching/learning process.

Health Pulse: What are the culminating experiences provided to prepare your students for the NCLEX-RN?

Dr. Prendergast: Students are required to take three diagnostic assessment tests (ATI Comprehensive Predictor Test, NLN Diagnostic Test, and Elsevier Learning System Exam) during the second semester of the senior year. The tests are intended to assist students with identifying their strengths and weaknesses. The analyses of these standardized tests are reviewed with each student in their NCLEX-RN preparation course. In addition to the standardized tests, students are required to participate in two live review courses. Dr. Marian Sides' course focuses on a review of course content

and the Kaplan Test Taking course focuses on test taking strategies.

The Health Education Systems, Inc. (HESI) and the Assessment Technologies Institute (ATI) examinations are two culminating tests used to gauge students' learning. The HESI is a 160-item multiple choice test at the application and analysis level. The faculty selected a benchmark of 900 as the minimum pass rate for the test. Students who fail the HESI after the first attempt are required to take a bridge course and participate in a live review workshop for remediation. The secured and unsecured versions of the ATI examination are aligned with the NCLEX-RN test plan and assess the students' comprehension of the nursing process, critical thinking and knowledge of course content. The Department selected a benchmark of "Probability Level 2" as the minimum pass rate for ATI. The unsecured versions of the ATI



A cross-section of junior and senior nursing students participating in service learning on campus under the supervision of Dr. Sabita Busch.

exam are also used in all clinical courses. Students are required to take these tests throughout the course to assess their strengths and weaknesses. The unsecured versions will assist them in preparing for the secured versions administered at the end of the course.

Health Pulse: You will be retiring in December from CSU after 24 years of meritorious service; what lessons or memories will you take away with you in your role as chairperson for the last four years?

Dr. Prendergast: I have so many fond memories of Chicago State University, the College of Health Sciences, the faculty and students. My role as chairperson in the Department of Nursing has been a challenging yet rewarding experience.

Over the past 24 years, it has been a privilege to witness the university grows in both size and stature from a small campus to a thriving academic powerhouse contributing to the community, city and state. Working for Dr. Balogun, Dean of the College, has been an exceptional opportunity. He is a leader of uncompromising values and lofty vision. His mentoring has contributed to my professional success as well as the departments.

I will always be thankful for the friendships and working relationships I enjoyed with the faculty and staff. Through our collaboration, team work and sense of caring, we have empowered one another to strive for excellence in our teaching and our professional pursuits. Helping the students succeed on an individual basis and as a cohesive class has been very gratifying. The faculty and I have been entrusted by the students to help shape their professional lives. This is a responsibility that I have been honored to assume as the department chair.

Twenty-four years ago, I was given the opportunity to join the nursing faculty. These years have been very meaningful and I will always hold the memories close to my heart. They have helped define me as a professional and because of that I am most grateful.

Health Pulse: Good luck in all that you decide to do in the future.

Dr. Prendergast: Thank you. **HP**



Senior nursing student, Vincetta Taylor, provides immunization under the supervision of Dr. Lisa Young.

Continuing the Legacy of Serving at the National Level

Health Pulse had a chat with Dr. Hureston to discuss her service roles at the national level. An excerpt from the interview is presented below:

**Linda B. Hureston, Ph.D., RN, CNE,
Professor of Nursing**

Provident Hospital Emma Reynolds Award for Excellence in Nursing.

Dr. Linda Hureston received her bachelors and masters degrees in nursing from the University of Illinois and a Ph.D. in Educational Processes from Northwestern University. Dr. Hureston has over 35 years of nursing experience in pediatrics and mental health nursing, serving as staff nurse, supervisor and educator. During her 25 years

Health Pulse: What are your roles and responsibilities as a member of the Taskforce on Educator Workforce Diversity?

Dr. Hureston: As a member of this task force my responsibilities include working with other task force members in compiling a comprehensive synthesis of the public and private sources that have financially supported diversity in the nurse educator workforce. With the changes occurring in the demographics of the United States, it is important that we have a diverse nursing workforce. However, nursing students need role models while they are in school. The percentage of minority faculty is extremely small. As many nurse educators approach retirement, it is important to recruit and retain a diverse cadre of nursing faculty members to educate students in the future.

Health Pulse: Describe the impact or relevance of these positions to your faculty role at CSU.

Dr. Hureston has over 35 years of nursing experience in pediatrics and mental health nursing, serving as staff nurse, supervisor and educator. During her 25 years at CSU, she also served as the department chairperson...

at CSU, she also served as the department chairperson for ten years. Other teaching experiences include Northwestern University Center for Nursing, University of Illinois Chicago, Purdue University Calumet Campus, and the City Colleges of Chicago's Olive Harvey College. Dr. Hureston

has been awarded over \$1.5 million in funded grants from federal and private sources. She was awarded the

Dr. Hureston: Students enrolled in our Department of Nursing are predominantly from ethnic minority backgrounds. It is important for us as educators to assist them with developing cultural sensitivity. Diversity within our own faculty body helps to address this issue. Identifying potential funding sources that support diversity can provide additional financial resources to support our program.

Health Pulse: What are your roles and responsibilities as an item writer for NLN's Basic Nursing Exams and item developer for the National Council of State Boards of Nursing (NCSBN)? What is the relevance of these positions to your faculty role at CSU?

Dr. Hureston: My responsibility as an item writer/developer for the NLN and NCSBN is to participate in the development of current test

across the country. It also facilitates my own ability to create examinations for my students that reflect current issues in nursing and reflect the NCLEX-RN blueprint. This experience assists our students in their preparation for the NCLEX-RN licensure examination.



Dr. Linda Hureston, Professor, Department of Nursing has been at CSU for 25 years.

items. As a faculty member, it is important to be involved in the development of standardized tests that are used by nursing programs



Dr. Linda Hureston teaching junior students in the laboratory.

Health Pulse: Do you have future plans to serve at a higher level within your profession?

Dr. Hureston: My future plans are to serve on at least one committee of the National League for Nursing and the American Psychiatric Nursing Association.

Health Pulse: We wish you many more years of service to the nation!

Dr. Hureston: Thank you. **HP**

Awesome Family with CSU in their DNA: Mother and Daughter Nursing Graduates

It is unusual to find a family with such a high appreciation for the value of Chicago State University (CSU) education.

When she enrolled at CSU, Mrs. Demir was already married with two children—one of them was Ihssan who often accompanied her to classes at CSU.

Ihssan Tahir (a 2010 CSU nursing alumnus) was admitted to CSU in 2005 from Universal High School in Bridgeview. She is the oldest of four sisters. Her mother, Donna Demir (also a 1998 CSU nursing alumnus), enrolled in the nursing program in 1993 after earning her baccalaureate degree (started in Music and Costume Design) from the University of

Southern California. When she enrolled at CSU, Mrs. Demir was already married with two children—one of them was Ihssan who often accompanied her to classes at CSU.

The fact that her mother was a CSU graduate was not the only factor that influenced Ihssan's decision to come to CSU and major in nursing. Her father (another CSU Graduate and Professional School alumnus) strongly encouraged the decision to change her major from history to nursing. But destiny was still at work. In 2007,

two years into her course work, Ihssan got married to a CSU graduate student in the College of Education. Moreover, Ihssan's younger sister was also a history major at CSU!

Mrs. Donna Demir currently works at the ambulatory care and post partum at the Little Company of Mary Hospital and at Advocate Hospitals. She does volunteer work for the Zakat Foundation—a non-profit agency that provides emergency relief, education, healthcare, sustainable development in the poorest communities across the globe. Donna is also a CPR instructor and she plans to become a Sexual Assault Forensic Nurse. Ihssan plans to begin her career in pediatrics. Ihssan and Donna sat down for an interview with *Health Pulse*.

The mother and daughter duo could be mistaken for sisters. Their smiles, pride and happiness were contagious. Donna recalled how Ihssan had exactly one week's break when she got married and then immediately returned to school to continue her studies in the nursing program. The "honeymoon" had to wait, Ihssan stated.

Donna is a self proclaimed extrovert. She

smiles easily, chatty and very engaging. She enjoys making pottery (Ihssan says she is “really good”), sewing and interior design. Ihssan acknowledges she is an introvert. Her presentation is low-key and her demeanor, though friendly, is much more constrained and reserved than Donna’s. Ihssan said she loves to read: “I love a good novel,” she states, and looks forward to reading a novel she just selected. This personality distinction is one of the few differences between mother and daughter; a divergent taste in style of clothing. They spoke of being very Afro-centric. They both share a mutual love of bright colors and music (neo-soul). In fact, one of Ihssan’s graduation presents was shared with her mother—the Jill Scott concert.

Of the many things they have in common, one stands head and shoulders above the rest—their love of and appreciation for CSU. Donna said, “CSU altered the course of our lives and the entire family owes so much to CSU, not just the excellent education and the ability to maintain stable employment, but having an institution of this caliber in the African American community is a source of great pride.” Mother and daughter agreed that over the last 5 years, CSU has become more diverse with more students enrolled from other countries and they see that as an excellent barometer of the university’s vitality.

Both mother and daughter commented on their positive experiences in the nursing program. They recounted the long hours of study, the importance of family understanding and support, and the life-saving buoy of the caring and supportive faculty. Donna noted the curriculum is pretty much the same as when she was enrolled 12 years ago, except that students now have more options regarding their clinical sites. When she was a student, she stated, “Cook County was it.” Donna is also appreciative of the “Friends and Family Night” which the Department of Nursing sponsors. She found the event to be very helpful in explaining to family and friends the amount of study time that is required and how critical their support and understanding is to the students.

When asked what their advice would be for prospective and currently enrolled students in the nursing program, their responses were very similar. Mrs. Demir: “Keep your eye on the prize;” What you put in, you will get out”. She even quoted from the Denzel Washing-



Ihssan Tahir (left), a 2010 CSU nursing alumna, pictured with her mother, Donna Demir, also a 1998 CSU nursing alumna.

ton movie, *The Great Debaters*. “We do what we have to now, so that we can do what we want to later.” In her turn, Ihssan stated: “Keep re-focusing; there is a light at the end of the tunnel.” Both noted it is important to surround yourself with people who support you.

Health Pulse extends our appreciation to Donna and Ihssan for continuing the “Mother and Daughter” legacy and pride in the nursing program at CSU. **HP**

Dr. Kelli Williams Gary, OT Class of 1995

Post-doctoral Research Fellow, Virginia Commonwealth University,
Department of Rehabilitation Counseling, Richmond, VA



Dr. Kelli Williams Gary

Dr. Kelli Williams Gary graduated from Chicago State University in 1995 with a Bachelor of Science degree in occupational therapy. She received a Master of Science and Master's of Public Health from Columbia University in New York, NY, and a Ph.D. in Health Related Sciences from Virginia Commonwealth University (VCU), Richmond, VA. Prior to completion of her doctorate she worked as a staff occupational therapist in the Veterans Administration and academic medical centers in Chicago, New York, and Philadelphia. In addition, she was a clinical rehabilitation director for a skilled long-term care company for 4 years where she supervised occupational, physical and speech therapists and she was responsible for generating approximately \$500,000 in revenue per year.

Dr. Gary completed a National Institute on Disability and Rehabilitation Research pre-doctoral research fellowship at VCU, Department of Physical Medicine and Rehabilitation, Neuropsychology Division from 2005-2008. She has published nine articles in peer-reviewed medical and rehabilitation journals on post-injury outcomes following traumatic brain injury (TBI) for racial and ethnic minorities and their caregivers and presented papers on these topics nationally and internationally. Currently, she is a post-doctoral research fellow on a grant en-

titled "Project Empowerment: Building Minority Research Capacity" at VCU in the Dept. of Rehabilitation Counseling and a National Institute of Health RO1 grant for an acute neurobehavioral intervention for survivors of TBI.

Health Pulse had a chat with Dr. Gary to discuss her career and contributions to the occupational therapy profession and community. An excerpt from the interview is presented below:

Health Pulse: Thank you for granting us this opportunity to chat with you.

Dr. Gary: It is my pleasure. I am a very proud graduate of CSU and it is an honor to be the *Alumni Spotlight* for *Health Pulse*.

Health Pulse: Why did you decide on a post doctoral fellowship?

Dr. Gary: My interest in research began while I was in the occupational therapy program here at CSU. Dr. Leslie Roundtree introduced me to the field of research and I knew that was an area I would be involved in as I pursued higher education. In the area of research, a post doctoral fellowship gives you an extra edge. You are connected with research supervisors in a nurturing

environment and they are walking you through the complicated process of designing research studies and writing manuscripts. Specifically, I was fascinated about the area of TBI and the differences in clinical outcomes between racial and ethnic minorities and their Caucasian counterparts. I was granted the opportunity to train with four of the foremost researchers in disability and TBI as a pre-doctoral and post-doctoral research fellow (Dr. Arango-Lasprilla, Dr. Kreutzer, Dr. Lewis, and Dr. Niemeier). As the occupational therapy profession continues to flourish in research, I found that taking advantage of opportunities like these is essential to establishing my own line of research obtaining positions as a tenured research faculty at top research-focused universities.

Health Pulse: What are your major professional accomplishments?

Dr. Gary: Primarily, my greatest professional accomplishments were completing a BS in occupational therapy, two Masters at an ivy-league institution, and a PhD; all after overcoming tremendous physical and cognitive obstacles I faced by experiencing a severe TBI nearly 20 years ago. In fact, I was interviewed by an organization called “Brain Line” so I could provide strategies for others who have experienced brain injury and have the desire to lead productive lives following injury. The interview can be viewed on the web at <http://www.brainline.org/content/2009/11/brainline-talks-with-michael-paul-mason.html>. Since I am phasing out a wonderful clinical career and now moving into the area of research and teaching, many more professional accomplishments are yet to come.

Health Pulse: Can you project as to the future demand for occupational therapists?

Dr. Gary: The occupational therapy profession has been listed as one of the fastest growing occupations in the past 10 years. I believe

the demand for occupational therapy services will continue to grow as the elderly population increases due to medical advances. Now, there are expectations for older individuals to retire at a later age, which means they will require services to regain or maintain function so they can remain active. Additionally, there is a major emphasis on providing adequate school-based services for students with disabilities. I also foresee a greater demand for occupational therapists in non-traditional settings as opposed to traditional hospital settings. Therefore, occupational therapists should prepare to administer more specialized techniques and take on more supervisory roles.

Health Pulse: How well did your CSU education prepare you for your career and graduate school?

Dr. Gary: CSU instilled in me the knowledge and practical skills to successfully perform my duties and responsibilities as an occupational therapist and rehab manager in numerous practice settings. CSU thoroughly prepared me for the national certification examination, which I passed at my first attempt. I later completed my Masters and doctorate with the fundamental academic skills I acquired at CSU.

Health Pulse: Thank you for your time and our readers wish you many years of productive service to the nation.

Dr. Gary: Thank you very much. **HP**

CSU instilled in me the knowledge and practical skills to successfully perform my duties and responsibilities as an occupational therapist and rehab manager in numerous practice settings. CSU thoroughly prepared me for the national certification examination, which I passed at my first attempt.

Faculty-Student Partnership Fosters Research in Occupational Therapy

The need for evidence-based practice is driving the demand for new practitioners in occupational therapy to be well grounded in research and become avid consumers of the professional literature.

To prepare the students in the Master of Occupational Therapy (MOT) program, the Department of Occupational Therapy has adopted a faculty-student collaborative model of research. The faculty members in the Department of Occupational Therapy have diverse interests working across different populations and settings with strong focus

During the first year of the MOT program, students take the Research Methods course where they learn the principles of the research process and how to synthesize and analyze available evidence.

on applied research studies that encompass both quantitative and qualitative approaches. Students are mentored on a project related to the faculty member's research agenda. This collaborative process has been successful and has offered the students an opportunity to contribute to the knowledge base

of the profession of occupational therapy.

During the first year of the MOT program, students take the Research Methods course

where they learn the principles of the research process and how to synthesize and analyze available evidence. In the Research Methods course, faculty members present their research



Emily Canna and Erikka Quinn presenting their capstone project at the American Occupational Therapy Association Conference in Orlando, Florida, May 2010.

agenda that lead students to identify their project interests and are paired with a faculty mentor. Subsequently, students take two Research

Project courses that require the implementation of a research project.



Jennifer Perez presenting her capstone research project at the 2010 Graduate School Research Forum.

After an in depth review of the literature, the students refine their research question, finalize their methodology, and submit their project for approval by the Institutional Review Board. Prior to recruitment and data collection, students are trained on the use of their research instruments and on the ethical issues relating to use of human subjects in experiments. Roles and responsibilities are shared between the faculty member and students during the data collection. The students are required to analyze their data and present relevant findings that they have reviewed with their faculty mentor. The project culminates into a manuscript and a presentation that is hosted by the School of Graduate and Professional Studies.

Because of the mentoring experience, students develop an in depth understanding of the research process and are encouraged to present their findings at scientific conferences and pursue publication of their work in peer-referenced journals. Between 2006 and

2009, eight student groups completed their research projects and seven of the eight (87%) were presented at state, regional or national occupational therapy conferences. All three student-faculty groups from the Class of 2010 have submitted their projects for presentation at state, regional or national scientific confer-



Mansoor Sikander, Amita Patel and Kerry Rezmer presenting their capstone research project at the 2009 Graduate School Research Forum.

ences. Details of the research projects are provided in the *Taking the Pulse* column under Graduate Student Research.

The reflections on the collaborative process by both students and faculty members clearly demonstrate the effectiveness of the model in promoting research. The intensity and rigor of completing the project within a year is challenging but exciting at the end when students recognize how it has contributed to their own professional growth, along with their status as a burgeoning researcher. **HP**

National Recognition of Excellence

Dr. Rachelle Stewart Honored with the 2009 AHIMA Foundation Triumph Award

The American Health Information Management Association (AHIMA) at its 81st Convention held at Grapevine, Texas, presented the “2009 Educator Award” to Dr. Rachelle S. Stewart, associate professor and chair of the Department of Health Information Administration. Previously, Dr. Stewart was a clinical associate professor in the College of Applied Health Sciences, Department of Biomedical and Health Information Sciences at the University of Illinois at Chicago (UIC) and also served as assistant Dean of student affairs. Dr. Stewart earned her bachelor of science in medical records administration from Illinois State University, masters and doctoral degrees from the UIC School of Public Health. Prior to her academic career, she served as director of health information management at Advocate Bethany Hospital and Advocate Trinity Hospital, both in Chicago.

Dr. Stewart is a Fellow of the American Health Information Management Association. She has been active in the health information management field for over 30 years. At CSU, Dr. Stewart has worked to enhance the academic curriculum and get the students involved in professional activities. She uses a combination of practical application assignments and online teaching techniques. She has published in the professional journals and presented at numerous educational meetings and workshops.

In her more than two decades as an educator she has guided countless students both at the UIC and CSU. Dr. Stewart has received

the Excalibur Award for Teaching Excellence five times and the UIC Silver Circle Teaching Award. Her students and alumni express extreme gratitude for her continuous interest in their careers and for her commitment to their success from the classroom through the many challenges of their careers. In May 2009, she was recognized as the distinguished member by the Illinois Health Information Management Association.

Health Pulse had a chat with Dr. Stewart to discuss her service role at the national level. An excerpt from the interview is presented below:

Rachelle Stewart, DrPH, RHIA, FAHIMA, associate professor and chair of the Department of Health Information Administration

Health Pulse: Congratulations on your recognition by the AHIMA Foundation as the “2009 Educator Award honoree” and for your appointment to the AHIMA Education Strategy Committee.

Dr. Stewart: Thank you. It is an honor to receive the award and to serve on a national committee that contributes to the direction of health information education.

Health Pulse: What are your roles and responsibilities on the AHIMA Education Strategy Committee?

Dr. Stewart: The members advise the AHIMA Board of Directors on issues that impact the HIM profession from an educational standpoint.



Dr. Rachelle Stewart, associate professor and chair of the Department of Health Information Administration.

We also contribute to the course offerings for new faculty, graduate educational offerings, curriculum revisions, HIM international curriculum developments, and the annual Assembly on Education meeting for AHIMA educators.

Health Pulse: Describe the impact or relevance of this position to your faculty role at Chicago State University.

Dr. Stewart: As chairperson, I can anticipate the changes that will affect my department and also network with colleagues across the country who are in similar roles.

Health Pulse: What are the challenges confronting the health information management profession?

Dr. Stewart: Some challenges include participation with the Medicare Recovery Audit Contractors (RACs), ICD-10 transition, the shortage of faculty and trained professionals. The ARRA training grants for health information technology required an expedited response but have propelled the profession into greater visibility at the state and national levels.

Health Pulse: Could you please discuss the impact of the changes occurring at the national

level in relation to the health information management profession on the curriculum at CSU.

Dr. Stewart: One of the most pressing issues is how to deliver the curriculum to more individuals via online course offerings. Several of our competitors now offer online degrees for the post-baccalaureate certificate and a baccalaureate degree. This option is important for those who work and cannot give up full-time employment. Most of our current students, however, desire classroom education. We will look at this more closely over the next few years.

Health Pulse: Do you have future plans to serve at a higher level within your profession?

Dr. Stewart: I am not certain at this time, but I will not rule it out. My interests are in privacy & security, legal issues and technology. I have been a member of AHIMA for 30+ years and I plan to stay connected to a profession that is definitely on the move.

Health Pulse: Thank you for your time and we wish you many more years of service to the nation.

Dr. Stewart: Thank you very much. **HP**

Faculty and Staff Recognition

Administrators, staff and faculty members who distinguished themselves were honored during the College of Health Sciences' 13th Annual Induction ceremony.

Teacher of the Year Award

The following faculty and administrators were recognized by Dean Balogun for providing effective teaching and going beyond the call of



Dr. Rachelle Stewart

duty to serve students in their academic departments:

- **Dr. Rachelle Stewart**, chairperson, Department of Health Information Administration.
- **Dr. William Ebomoyi**, professor, Department of Health Studies.
- **Dr. Rosemary Ricks-Saulsby**, assistant professor, Department of Nursing.
- **Dr. Sarah Austin**, assistant professor, Department of Occupational Therapy.

Administrator of the Year Award

Dr. Patricia Prendergast, chair of the Department of Nursing, was honored for her exemplary administrative skills that led to the exceptional performance of the nursing graduates on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in the last four years.

Employee of the Month Award:

July 2009 – May 2010

The Employee of the Month honor is bestowed on the faculty, administrator or staff member who has made significant contributions to the College that go beyond “the call of duty” in grantsmanship, scholarship, teaching innovation or service. These individuals are commended for their hard work and dedication to the mission of the College. The award recipients during the 2009/2010 academic year are:

May 2010

Ms. Keela Drummond was Employee of the Month for May 2010. She was recognized for her efforts working on an assigned project by the Dean.

April 2010

Mrs. Tanya Sobosan was the Employee of the Month for April 2010. She was honored for coordinating the College of Health Sciences programming towards the “We Count: The Black Agenda is American Agenda” national event held at CSU on March 20, 2010.

March 2010

Dr. Rosemary Saulsby was the Employee of the Month for March 2010. She was recognized for

going beyond the call of duty in student advising during the 2009/2010 academic year.

February 2010

Dr. Pamela Bachmeyer was the Employee of the Month for February 2010. She was recognized for going beyond the call of duty in student advising during the 2009/2010 academic year.

January 2010

Mrs. Monique Germain was the Employee of the Month for January 2010. She was recognized for going beyond the call of duty in student advising during the 2009/2010 academic year.

December 2009

Ms. Regina Smith and **Dr. Lisa Young** were the Employees of the Month for December 2009. They were recognized for providing effective leadership in coordinating a successful college holiday party.

November 2009

Dr. William Ebomoyi was the Employee of the Month for November 2009. He was recognized for going beyond the call of duty in student advising during the 2009/2010 academic year.

October 2009

Dr. Emmanuel Osunkoya was the Employee of the Month for October 2009. He was recognized for providing effective leadership in coordinating faculty development activities.

September 2009

Ms. Ivonne Anguh was the Employee of the Month for September 2009. She was recognized for enthusiastically accepting additional roles and responsibilities assigned to her.

July 2009

Dr. Rachelle Stewart was the Employee of the Month for July 2009. She was recognized for her recent efforts at developing a strong alumni network for the Department of Health Information Administration. **HP**



Dr. William Ebomoyi



Dr. Rosemary Ricks-Saulsby



Dr. Sarah Austin

Dean Extols Compassion and Commitment to Excellence at 13th Annual Induction Ceremony

The “Ask the Dean” column presents an edited version of Dean Balogun’s induction speech in response to requests from graduates.

I have the distinct honor to welcome the campus community, our guests, parents and family members to this 13th Annual Induction Ceremony on behalf of the faculty, staff and students of the College of Health Sciences. We are gathered here tonight to celebrate with our new graduates who have transformed their dreams into reality. An induction ceremony is an important event during which new graduates are formally admitted into the exclusive club of “health care professionals.” After taking the professional oath/pledge, the graduates will officially become nurses, occupational therapists and health information administrators.

Academic excellence is central to our mission; and therefore, we must pursue it with vigor and have confidence in our students and in our institutional capacity to excel.

Over the years, our College has done an outstanding job in meeting our primary mission of preparing our students to be caring, culturally sensitive, professionally responsible and competent health care practitioners. However, I believe our job is not complete and we should not be complacent about our achievements.

On this auspicious occasion, I would like to remind our faculty, staff and students to always live up to our College creed of “Commitment to Academic Excellence, Scholarship and Service.” Academic excellence is not just for students, but also for faculty, staff, and administrators. I constantly remind our faculty to always set high standards that challenge the ingenuity of our students beyond their wildest

dreams. Academic excellence is central to our mission; and therefore, we must pursue it with vigor and have confidence in our students and in our institutional capacity to excel.

Our capacity for excellence is evident in what we have achieved together over the last decade. We do not have the time and space to recount them all here, but it is evident that the images and reputation we have created now allow us to recruit high caliber students, as represented by the graduates present here today who are being inducted into their professions.

As dean, I have utmost confidence in our ability to deliver on “academic excellence.” Please remember that excellence comes in many forms, and diversity of opinions and dialogue are essential to intellectual growth. The ivory tower allows us to engage in dialogue with individuals whose worldview and life experiences may be different from ours. That is the mantra for intellectual growth—new ideas!



A cross-section of the class of 2010 nursing students at the 13th Annual Induction Ceremony.

The ivory tower allows us to engage in dialogue with individuals whose worldview and life experiences may be different from ours. That is the mantra for intellectual growth—new ideas!

job market at an exciting time when the nation's healthcare system is undergoing a major over-

haul. As you know, President Obama, on March 23, 2010, signed the revolutionary health care reform package into law. This landmark law will

extend coverage to 32 million Americans who are currently uninsured. The law requires most Americans to have health insurance coverage and subsidizes private insurance coverage for low and middle-income families. It also regulates private insurance companies more closely, banning the unsavory practices such as denial of care for pre-existing conditions.

According to the nonpartisan Congressional Budget Office, the health care reform law has a price tag of \$938 billion over 10 years. The reform will reduce the federal deficit by \$143 billion over the first ten years and by \$1.2 trillion dollars in the second ten years. This monumental achievement assures President Obama a place in the annals of American history for revamping the nation's health care system where several Presidents have tried and failed.

President Obama's health care reform law will not only improve access to health care but

addresses the ubiquitous problem of health disparities and under-representation of racial and ethnic minorities in the health care workforce. In the new health care practice landscape, you will be required as new graduates to be innovative in the delivery of quality care and to contribute towards improving policy procedures as you practice your professions. The new law will improve the nation's health care system through the use of health information technology by promoting the meaningful use of electronic health records via incentives.

The health care reform law as it is being implemented will create unparalleled job opportunities in primary and long term care settings. As you enter the health care workforce, you will be confronted with several ethical challenges with no easy solutions. As you problem-solve through these ethical dilemmas, your primary goal as health care professionals is how best to improve the quality of life of your clientele.

Take a few days off to enjoy your accomplishments, but you'll need to settle down quickly and focus on the national board exam. The first indicator of your hard work in the past 2–5 years at Chicago State will be demonstrated by your ability to successfully pass your professional licensing or national board examination. Your employment prospects and career depend on your success on this very critical exam.

As you celebrate your achievements, you must never take your eyes off the big prize. You'll have to be determined and stay strong as you prepare for the licensure or national board examination and please do not delay for too long before taking the exam. Our experience with previous graduates supported by

empirical studies have shown that the longer you delay in taking the examination, the probability of passing decreases significantly. We wish you the very best and a successful outcome at first attempt.

I hate to disappoint by informing you that your education has just started. I implore you to avail yourself of every opportunity to grow professionally by staying at the cutting-edge of your profession through participation in continuing education programs. You will need to continue to grow professionally by being a life-long learner. You must identify for yourself new goals and learn to compete against yourself to become the best you can be. I'm confident that



Dr. Sandra Westbrooks, Provost



Dean Joseph Balogun

you will all do very well because of the quality education you received at Chicago State. I charge each of you to be a loyal and ethical ambassador for your alma mater. Also, do not forget to join the alumni association and contribute your quota towards the development of CSU.

I will conclude my speech with a prediction that you can take home. I predict that when I see you in the next decade, your career trajectory and success will be directly related to your hard work, the compassion you show to your patients and your commitment to excellence. You'll reap exactly what you have planted. Your destiny is in your own hands. I say go and conquer the world and make CSU proud! **HP**

HLC Reaffirms CSU Accreditation Status

The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA) has reaffirmed CSU's continued accreditation, which it has maintained since 1941. The announcement has been publicly posted on the HLC's website, www.ncahlc.org.

A blue-ribbon team of higher education professionals assembled by the HLC visited Chicago State for a focus visit in March of this year. The HLC team observed the beginnings of a paradigm change in leadership, organizational infrastructure, recruitment, retention, and graduation areas. This is already apparent in fall 2010 enrollment and retention data. Preliminary enrollment numbers indicate a 4.4 percent increase for fall 2009-to-fall 2010 in undergraduate students. Also University-wide enrollment improved by 4.6 percent. Retention of first-time, full-time freshmen from fall 2009-to-fall 2010 has also improved by 4.0 percent. Retention of first-time, full-time students is widely considered a key indicator of persistence toward graduation.

"We are proud to have received this reaffirmation of CSU's accreditation from the HLC," said Chicago State University President Dr. Wayne Watson. "At Chicago State, we are committed first and foremost to our students and their future career and professional development. It takes time, but the student-focused culture we are building is helping us attract and ensure the success and graduation of more students."

Over the past year, Chicago State has developed and enhanced a number of key initiatives to ensure the best possible learning environment on campus and support for student

success. A new Dean of the Freshmen Experience position was established to support students in their transition to college, and an Executive Director of Graduation and Certifications position was created to identify and shepherd "near completers" to their degree. Last November, the University extended the hours in its library to midnight, and increased the hours of operation for the student union and gym to support students' needs.

CSU has also implemented the following initiatives to support students' academic success: a mentoring program that pairs students with administrative mentors; and a highly effective monthly early alert system in which more than 83% of faculty voluntarily report and flag undergraduate students that are struggling with attendance, homework or tests, allowing CSU to intervene and address situations before they reach crisis levels. In an effort to create efficiencies and cost effectiveness, CSU has streamlined its registration procedures, placed textbooks on reserve at the library as well as created a new opportunity that allows students who can't afford to purchase textbooks to rent them at a lower cost.

The HLC is one of six regional agencies that accredit U.S. colleges and universities at the institutional level. In addition to its HLC accreditation, CSU has earned additional independent accreditation of the following professional programs:

- Accreditation Council for Occupational Therapy Education (ACOTE)
- Accreditation Council for Pharmacy Education (ACPE)
- Association of Collegiate Business Schools and Programs (ACBSP)



Dr. Wayne D. Watson,
Chicago State
University President

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- Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
 - Council on Accreditation of Counseling and Related Educational Programs (CACREP)
 - Council of Social Work Education (CSWE)
 - Educational Leadership Constituent Council housed by the National Policy Board for Educational Administration (NCATE/ELCC)
 - National Council for Accreditation of Teacher Education (NCATE)
 - National League for Nursing Accrediting Commission (NLNAC)
 - National Middle School Association (NMSA)
 - National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation
 - National Council for Accreditation of Teacher Education (NCATE)
 - Bilingual Education/Association for Childhood Education International
 - Doctor of Education in Education Leadership/Educational Leadership Constituent Council (ELCC)
 - Early Childhood Education/National Association for Education of Young Children
 - Elementary Education/Association for Childhood Education International
 - Special Education/The Council for Exceptional Children
 - Teaching Biology and Chemistry/National Science Teachers Association
 - Teaching Mathematics/National Council for Teaching of Mathematics
 - Teaching Reading/International Reading Association
 - Technology Education International Technology Education Association/Council on Technology Teacher Education.
- Preparation for HLC Re-Accreditation in Full Gear**
- The HLC is scheduled to conduct a full-accreditation visit in 2012–2013 academic year. The preparation for the re-accreditation visit is currently in full gear on campus. Several groups have been constituted to develop a self study report that will enunciate the university's conformance with the HLC accreditation standards.
- Four major criterion groups have been formed. The appointed chairs for each criterion are the following:
- **Criterion 1 Committee Chair:** Dr. Rachel Lindsey; co-chair, Dr. Sarah Austin
 - **Criterion 2 Committee Chair:** Professor Derrick Collins; co-chair, Dr. Richard Darga
 - **Criterion 3 Committee Chair:** Dr. Sylvia Gist; co-chair, Dr. Bernard Rowan
 - **Criterion 4 Committee Chair:** Dr. Joseph Balogun; co-chair, Dr. Richard Milo
 - **Criterion 5 Committee Chair:** Dr. Miriam Mobley Smith co-chair; Dr. David Kanis **HP**
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IPads for Freshmen and Honors Students

Chicago State University provided all the 500 full-time freshmen, 70 honors students and the faculty who teach the freshman seminar, with free Apple iPads this fall. The cost for the 700 light and portable iPads is estimated at about \$335,300. Students can use the iPads to take notes, read

books, check e-mail and surf the Internet. Faculty teaching the freshman seminar will build applications specific to their courses.

It is anticipated that the marketing strategy of providing iPads for freshmen could help improve the university's ability to recruit, retain students and graduate students faster. "Our bottom line goal is to help our students perform, to take a cohort of students and immerse them in this new world order of information," President Wayne Watson. **HP**

News from the College of Health Sciences

Faculty/Staff Publications in Peer-Reviewed Journals

1. Balogun JA, Abiona T, Lukobo-Durrell M, Adefuye A, Sloan PE. Development and evaluation of a psychometric instrument designed to assess HIV risk behaviors of prison inmates. *Journal of Correctional Health Care*, 16 (1), 67–78, 2010.
2. Abiona TC, Balogun JA, Adefuye A, Sloan PE. Body art practices among inmates: Implications for transmission of blood borne infections. *American Journal of Infection Control*, 38(2): 121–129, 2010.
3. Balogun JA, Abiona T. Readability and test retest reliability of a psychometric instrument designed to assess HIV/AIDS attitudes, beliefs, behaviors and source of HIV prevention information of young adults. *Health Education Journal*, 2010 (in press).
4. Balogun JA, Abiona T. Evaluation of a psychometric instrument designed to assess HIV risk behaviors of ex-prisoners. *Journal of Correctional Health Care*, 16(4): 287–298, 2010.
5. Balogun JA, Abiona TC, Yohannes E, Adefuye A, Amosun SL, Frantz J, Yakut Y. HIV/AIDS knowledge, perception of knowledge, and sources of information among university students in USA, Turkey, South Africa and Nigeria. *Health Education Journal*, 2010 (in press).
6. Lyons T, Chandra G, Goldstein J, Ostrow D. Breaking the bond between stimulant use and risky sex: A qualitative study. *Substance Abuse*, 31(4): 224–230, 2010.
7. Lyons T, Lurigio A. The role of recovery capital in the community re-entry of prisoners with substance use disorders. *Journal of Offender Rehabilitation*, 49(7): 445–455, 2010.
8. Sallar AM, Williams PB, Omishakin MA. Stroke prevention: Awareness of risk factors for stroke among African American residents in the Mississippi Delta Region. *Journal of National Medical Association*, 102 (2): 84–94, 2010.
9. Adefuye A, Abiona T, Balogun J, Lukobo-Durrell M. HIV sexual risk behaviors and perception of risk among college students: Implication for planning interventions. *BMC Public Health*, 9:281, 2009.
10. Stewart R, Garvin J. Reducing Healthcare Disparities: How HIM Workforce Diversity Helps. *Journal of the American Health Information Management Association*, 80/10: 34–37, 2009.
11. Houser S, Manger B, Price B, Silvers C, Hart-Hester S. Expanding the Health Information Management Public Health Role. *Perspectives in Health Information Management* 6: 2009.
12. Mahoney, W. & Roberts, E. Co-occupation in a day program for adults with developmental disabilities. *Journal of Occupational Science*, 16, 170–179, 2009.

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13. Ebomoyi W, Ebomoyi JI. Gender disparities in prenatal screening of pregnant mothers for life threatening genetic diseases. *Journal of Applied Global Research*, 2(2)32–39, 2009.
 14. Ebomoyi EW. Genomics in traditional African healing and strategies to integrate traditional healers into Western-type health care services: A retrospective study. *Researcher*, 1(6): 73–83, 2009.
 6. Lyons T. Intimate strangers? Pre-existing social networks in a small group HIV prevention intervention. Society for Applied Anthropology, Merida, Mexico March 24–27, 2010.
 7. Fuller S, Stewart R. Meeting the Workforce Needs: Managing the Health Information Network of the Future, Association of University Programs in Healthcare Administration Conference, Chicago, IL, July 1, 2009.

Faculty/Staff Presentation at Scientific Conferences

1. Austin S. A study of assessment theory and practice within the Cognitive Disabilities Model: A Many Faceted Rasch Analysis of the Allen Diagnostic Module Placemat Task. 90th Annual AOTA Conference, Orlando Florida, April 29–May 2, 2010.
2. Mahoney W. Self-determination in individuals with significant intellectual disabilities. Poster Session, 90th Annual AOTA Conference, Orlando, Florida, April 29–May 2, 2010.
3. Robinson S, Yates S, Austin, S. Inter-rater reliability of the Allen Diagnostic Module (ADM-2), Placemat Task. 23rd Annual Occupational Therapy Midwest Dean's Research Conference. St. Louis, Missouri. March 19–20, 2010.
4. Patel A, Rezmer K, Wittbrodt E. Care Giving in Later Life: A phenomenological study of the shift in husbands' occupational roles as they become primary caregivers for their wives. 23rd Annual Occupational Therapy Midwest Dean's Research Conference. St. Louis, Missouri. March 19–20, 2010.
5. Canna E, Quinn E. and Roundtree, L. Parenting behaviors and experiences of new adolescent mothers. Poster Session. 90th Annual AOTA Conference. Orlando, Florida, April 29–May 2, 2010.

8. Borden A, Price B, Stewart R. Using the PPE to Develop New HIM Educators, Assembly on Education, American Health Information Management Association, New Orleans, LA, July 25, 2010.

Funded Grants

1. An NIH RO1 collaborative grant between the HIV/AIDS Research Institute (HARPI), University of Illinois at Chicago, and the Pacific Institute for Research; \$1.60 million over 4 years. CSU's share is estimated to be \$750,000 to \$800,000 over 4 years. Anticipated start date is August 2010.
2. Prendergast T. Chicago Community Trust to support Service Learning for Nursing Education and Students Enrichment Opportunities; \$36,500.
3. Dr. Leslie Roundtree and Ms. Regina Smith received funding for a grant proposal entitled "Facilitating Occupational Therapists' Collaboration in Urban School Settings" (FOCUS) from the U.S. Department of Education to enhance the number of highly qualified occupational therapists prepared to work in urban schools; \$ 1.2 million over 4 years.

Scholarship Awards

1. The Department of Nursing received \$16,059.00 scholarship award from Health Resources and Services Administration

(HRSA) under the Scholarship for Disadvantaged Students (SDS) and \$7,042.00 grant award under the American Recovery and Reinvestment Act.

2. The Department of Occupational Therapy received supplemental funding for the 2009/2010 academic year from the American Recovery and Reinvestment Act for the SDS Students. The supplemental award is for \$ 9053.00. This brings the total of SDS for the department to \$29,223.00.

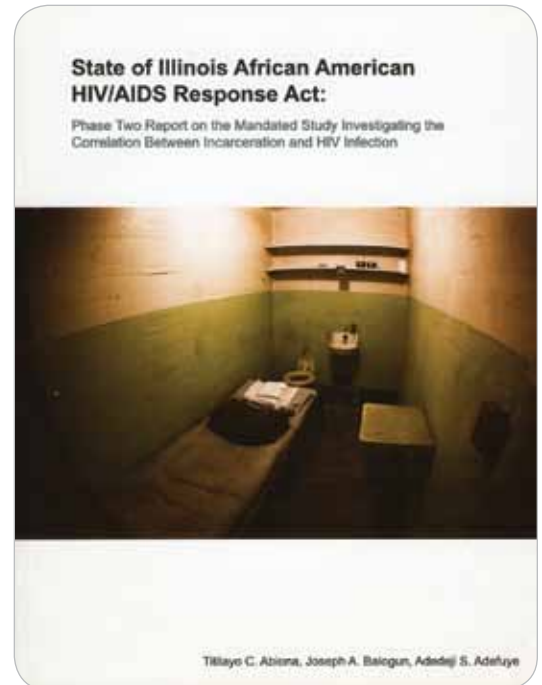
Submitted Grants

1. Dr. Thomas Lyons submitted a \$1.4 million grant proposal entitled “Substance Abuse and HIV Risk Reduction among African American College Students and Young Adults” to the Substance Abuse and Mental Health Services Administration (SAMHSA) to build capacity for HIV and substance abuse prevention among minority college students.
2. Dr. Thomas Lyons submitted an R01 grant to the National Institute for Health entitled “HIV Prevention for Stimulant Users Focusing on Healthy Sexuality.” \$2,781,490.

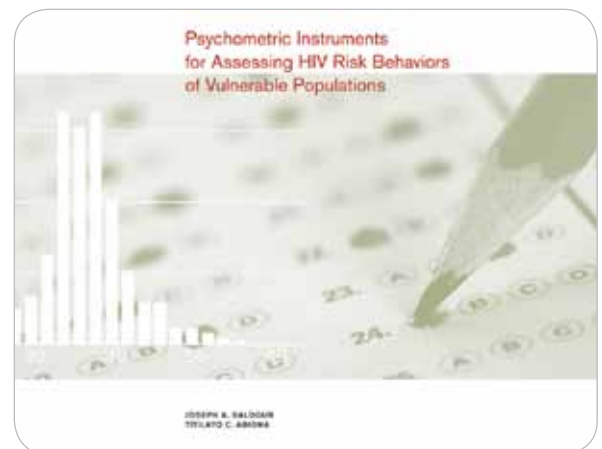
Book Chapter/Monograph

1. Lyons, T. The varieties of recovery experience: HIV and Crystal Meth Anonymous. In D. Feldman (ed.), *AIDS, Culture and Gay Men* (pp. 118-136). University Press of Florida, 2010.
2. Roundtree, L. (2010). Life Skills Programming for Pregnant and Parenting Adolescent Girls. In Meyers, S. *Community Practice in Occupational Therapy: A Guide to Serving the Community*. Sudbury: Jones and Barlett Publishers, 2010.
3. Abiona TC, Balogun JA, Adefuye A. State of Illinois African American HIV/AIDS Response Act: Phase Two Report on the Mandated

Study Investigating the Correlation between Incarceration and HIV Infection. July 2009.



4. Balogun JA, Abiona TC. Psychometric Instruments Designed to Assess HIV Risk Behaviors of Vulnerable Populations, August 2010.



Community Outreach and Professional Services

1. The College of Health Sciences will be collaborating with Malcolm X College to develop

a joint Master of Health Sciences in Physician Assistant Studies program. The College will be submitting a New and Expanded Program Request (NEPr) to the Illinois Board of Higher Education later in the year.

2. Dr. Sarah Austin was appointed to serve on the Editorial Board of the *Canadian Journal of Occupational Therapy*.
3. Dr. Lisa Young was inducted into Sigma Theta Tau International Honor Society as a nursing leader at the Biennial International Convention in Indianapolis, Indiana on October 31, 2009.
4. Dr. Rachele Stewart received the Triumph Educator Award from the American Health Information Management Association at their Annual Convention in Grapevine, TX on October 5, 2009.
5. The Department of Health Information Administration celebrated its' 30th Anniversary on September 19, 2009 during the CSU All Class Reunion.

Graduate Student Research Presentations at Scientific Conferences

Dionisio, J., Duick, L., Orona, J. (2006, November). *The Meaning of Health for Three Ethnically Diverse Elders*. Poster session presented at the annual Illinois Occupational Therapy Association Conference, Springfield, IL.

Arowolo, A., Hidalgo, A., Harris, K., & Roberson, N. (2007, November). *Do Allen Diagnostic Models Scores Predict Independent Living Skills? A Validity Study*. Presentation at the 6th annual Allen Cognitive Network Conference, Akron, OH.

Hughey, A., Latino, B., Taylor, T., Williams, A., Britton, C., & Smith, R. (2009, November). *Parent Perceptions of the Transition Process for Adolescents with Autism*. Poster session present-

ed at the annual Illinois Occupational Therapy Association Conference, Naperville, IL. Robinson, S., Yates, S., & Austin, S. (2010, March). *Inter-rater reliability of the Allen Diagnostic Module (ADM-2), Placemat Task*. Presentation at the 23rd Annual Occupational Therapy Midwest Dean's Research Conference, St. Louis, MI.

Patel, A., Rezmer, K., & Wittbrodt, E. (2010, March). *Care giving in later life: A phenomenological study of the shift in husbands' occupational roles as they become primary caregivers for their wives*. Platform presentation at the 23rd Annual Occupational Therapy Midwest Dean's Research Conference, St. Louis, MI and Poster presentation at annual Illinois Occupational Therapy Association Conference, Naperville, IL.

Canna, E., Quinn, E., Donaldson, E., Smith, K., Williams, D. & Roundtree, L. (2010, May). *Parenting behaviors and experiences of new adolescent mothers*. Poster session presented at the 90th Annual American Occupational Therapy Association Conference, Orlando, FL.

Smith, R., Barerra, L., Bruneau, L., Hardin, A., & Perez, J. (2011, April). *Are we on the same team? Interprofessional collaboration between high school teachers and school-based occupational therapists*. Submitted for presentation a 91st Annual AOTA Conference, Philadelphia, PA.

Lynch, E., Villacrusis, M., Wesley, R., Yontz, R., & Mahoney, W. (2011, April) *The experience of co-occupation for adults with developmental disabilities and staff members at a day center*. Submitted for presentation a 91st Annual AOTA Conference, Philadelphia, PA.

Alumni Briefs

DeShawna Hill-Burns, HIA Alumnus Class of 1995, began her term of office on July 1, 2010, as the President of the Illinois Health Information Management Association. **HP**

New Faculty, Staff and Administrators



Dr. Thomas Britt

Dr. Thomas Britt

Dr. Thomas Britt was appointed the chairperson for the Department of Health Studies effective from July 1, 2010. Dr. Britt was a part-time instructor in the College of Health Sciences for over five years before he joined the Department of Health Studies in January 2010. He obtained his MD and MPH from the University of Illinois, at Chicago, in 1979. He completed his residency in diagnostic pathology at Cook County Hospital, Chicago Illinois. He is the chairman of the Chicago Coalition of the National Black Leadership Initiative. He has taught pathophysiology in the Department of Nursing and personal health and wellness, health policy, medical terminology in the undergraduate community health program.



Dr. Daniel E. Dodor

Dr. Daniel Dodor

Dr. Daniel E. Dodor is an assistant professor of public health (environmental health, toxicology and safety). He joined the department in January 2010. Dr. Dodor completed his MS degree in soil science from the University of the Ryukyus, Okinawa, Japan; a Ph.D. in Microbiology and Biochemistry, from Iowa State University and MPH degree in environmental health and toxicology from the University of Minnesota. Prior to joining the academy, Dr. Dodor worked in the industry as an environmental hazard communication specialist with ChemADVISOR, Inc. of Pittsburgh. In this role, he provided environmental hazard and/or risk assessment support for the preparation of chemical hazard communication documents, and taught ecotoxicity assessment to corporate clients to meet state and federal chemical regulatory requirements and compliance. He also worked as an advanced toxicologist with PACE Analytical Services, Inc., where he authored human health hazard profiles and environmental hazard assessment for the chemical company. Between 2002 and 2004,



Dr. Thomas Lyons

Dr. Dodor was a postdoctoral research fellow and adjunct assistant professor of biological sciences at Jackson State University, where he taught environmental science courses and co-supervised two Master's theses. Aside from presenting his research at scientific conferences, Dr. Dodor, has published nine manuscripts and several abstracts in public health and allied health journals.

Dr. Thomas Lyons

Dr. Thomas Lyons was appointed director of the HIV/AIDS Research and Policy Institute and an adjunct faculty in the Department of Health Studies in March 2010. He obtained his doctorate in anthropology from the University of Chicago and did his postdoctoral work in medical anthropology at the George Washington University. Dr. Lyons has undertaken qualitative and quantitative work on HIV and AIDS among men who have sex with men, drug users, and in incarcerated populations. He is currently the principal investigator of a National Institute of Drug Abuse-funded study to develop an HIV prevention intervention focused on healthy sexuality. Before coming to CSU, Dr. Lyons was a research fellow at University of Illinois at Chicago and a research associate at Treatment Alternatives for Safe Communities, a not-for-profit case management organization for people with addictions in the criminal justice system.



Dr. Bea Ade-Oshifogun

Dr. Bea Ade-Oshifogun

Dr. Bea Ade-Oshifogun is an assistant professor of nursing. She joined the Department of Nursing in January 2010. Dr. Ade-Oshifogun obtained a PhD in Nursing from the University of Illinois at Chicago. She completed a Masters degree in Nursing from Governors State University, Illinois, an MS in Nutrition from University of Ibadan, Nigeria, and a BSN from the University of Ife, Nigeria. She has 33 years of



Dr. Mary Maryland

clinical experience in all aspects of bedside nursing working in Africa, Europe and United States. She is also a trained midwife. Dr. Ade-Oshifogun held management positions in home health, acute and long-term healthcare organizations. Her teaching experience spanned three continents; she taught nursing, nutrition, anatomy, physiology and health sciences at Babcock University, Ilesha, Nigeria; Newbold College, Binfield, England, and Purdue University, Indiana. Dr. Ade-Oshifogun also worked as a Joint Commission surveyor. She has authored four manuscripts and has presented her doctoral dissertation titled 'Functional performance in obese elderly people with COPD' in several international scientific conferences.

Dr. Mary Maryland

Dr. Mary Maryland joined the faculty in Fall 2010 as an assistant professor in the Department of Nursing. She earned her Ph.D. in nursing science and public health from the University of Illinois at Chicago, an MSN in nursing administration from Governors State University, a BSN from Chicago State University, an Associate of Applied Science from Malcolm X College and a BA in psychology from Elmhurst College. Dr. Maryland also earned a post master's certificate as an adult nurse practitioner from North Park University and is a board certified adult nurse practitioner. A registered nurse for 33 years, her career includes work as a staff nurse educator, nurse manager, primary care provider, and researcher in HIV/AIDS and health behaviors of children. Dr. Maryland currently serves as president of the American Cancer Society, Illinois Division, and an at-large board member for the American Nurses Association.



Dr. Juanita Holliman

Dr. Juanita Holliman

Dr. Juanita Holliman joined the Department of Nursing in August, 2010 as a visiting assistant professor. She obtained her Master of Science degree in Nursing from the University of California in San Francisco, a doctorate in educational administration from Colorado State University and had postdoctoral studies in qualitative and



Florence Miller



Dr. Shakirudeen Amuwo

quantitative nursing research at the University of Colorado, Denver. She has held assistant professor, director, and dean positions at other institutions prior to coming to Chicago State.

Florence Miller

Ms. Miller is a certified clinical nurse specialist who joined the Department of Nursing in January 2010. Ms. Miller holds a BSN from the University of Illinois at Chicago, MSN in Maternal Child Health from Wayne State University, Detroit, and a MPH in Maternal Child Health (Community Health Sciences) from the University of Illinois at Chicago. As the Pediatric Clinical Nurse Specialist at Stroger Hospital of Cook County, she managed and coordinated care for a diverse clientele with complex health conditions. Ms. Miller provided educational programs to patients, families, and staff across the Cook County Health and Hospital System where she was actively involved in the development of the paper and EMR nursing documentation system. She has also consulted for various private and State health-related programs and was a reviewer for pediatric procedural texts as well as conference abstracts and poster presentations.

Dr. Shakirudeen Amuwo

Dr. Shakirudeen Amuwo joined the HIV/AIDS Research and Policy Institute as a research scientist. He obtained a PhD in Public Health Sciences and MPH degrees from the University of Illinois at Chicago School of Public Health, and a BS in Molecular and Integrative Physiology from the University of Illinois Urbana/Champaign. Dr. Amuwo was a postdoctoral fellow with the Illinois Public Health Research Fellowship Program and worked at the Chicago Department of Public Health as an epidemiologist. He is also a board member of the American Public Health Associations' Black Caucus of Public Health Workers. **HP**



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A cross-section of CSU nursing students.