

College of Health and Human Sciences

# NEWSLETTER

Spring 2021



## Message from the Dean

Welcome to the College of Health and Human Sciences (CHHS) Spring 2021 newsletter. During the fall semester I collaborated with college leadership to develop new CHHS mission, pillars, and commitment statements. All this work evolved from the College's new name, more intentionally health-focused identity, and a commitment to SJSU's mission and Transformation 2030.

Our faculty and staff juggled and balanced multiple roles. They are our instructors, mentors, and advisors preparing students to meet the ever-changing demands and needs in our professional workforce. They are scholars, researchers, and scientists tackling many of the community's most challenging health needs through cutting-edge prevention and intervention efforts. Our faculty and staff have been involved in serving their communities and professions by sharing their time, talent and expertise. They, along with our incredible students, have continued to stay engaged, supporting each other's mutual learning and growth despite challenging circumstances. I am so proud of how everyone showed-up and leaned-in this year, particularly since many have been balancing these exceptional efforts while additionally taking care of loved ones, home schooling children, and assuring that students are supported. I am in awe of everyone's tireless tenacity and deep commitment to the College and SJSU.



I invite you to read the following stories that reflect these efforts that are advancing our new CHHS mission and pillars. And, bear in mind, all this creativity, innovation, and progress has happened while we have walked together through social upheavals and a global pandemic.

[sjsu.edu/chhs](https://sjsu.edu/chhs)



# Diversity in Public Health

By: Dr. Ni Zhang and Pranuthi Pagidipati

The past year has brought a wave of adjustments across the United States: adjustment to climate change, adjustment to a change in leadership, and more importantly adjusting to a sci-fi-movie-style pandemic era. One year into the public health crisis, the bleak consequences of the pandemic have been blatantly displayed: the revelation of how deep the roots of social and racial injustice were planted in this nation. The pandemic served to highlight an ever existing, yet newly designated epidemic: racism. At San Jose State University, the outcry and protests against recent miscarriages of justice have been loud. But students wonder if there is ever going to be a world where diversity, inclusion and equity become more than just terminology. We wonder when the time will come when all cultures will be included and amalgamated into the American landscape.

A world where racial justice and equity no longer needs to be considered and where every ethnicity and culture are integrated and not separated in society is one we should be striving for. In order to get there, it is important to acknowledge and celebrate differences between one another.

When implicit biases are foregone and all forms of culture are validated in society, that is when it can be considered “truly multicultural” according to Monica Allen, DrPh, MPH. during one of the Spartan Legacy Training Academy workshops. As part of her academic and professional career, Dr. Allen took a special interest in multicultural health. Her belief is that the wellbeing of individuals is improved when social issues are first addressed. With regard to health, it does not just refer to individual health, but also social health. When health is addressed at a societal level, those changes then affect populations and individuals. To demonstrate, the current social health is poor. The U.S. is so deeply divided and politically charged that those divisions and beliefs have permeated

into daily lives, resulting in disparities across the board. The poor condition of American society today also contributes to the prejudice and hatred between cultures, leading to many of these negative incidents. For example, the shooting of Jacob Blake and the deaths of George Floyd, Breonna Taylor, and Daunte Wright among many others sparked a demand for justice and change. Just weeks ago, the violence against Asian American and Pacific Islander (AAPI) communities reached a peak during the tragic Atlanta spa shootings that resulted in eight fatalities. It is clear that society is not healthy when we are seeing so many victims of a social disease.

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In order to improve the health of society in the present and promote cultural equity, “We need to change our way of thinking about it fundamentally,” says Dr. Allen. The change begins with basic terminology. Given the depth of the divide in this country, terms such as “acceptance” or “tolerance” are no longer sufficient. She emphasizes that “We need to value diversity; we need to understand diversity; [we need to] understand that this country was built on diversity.” Understanding and incorporating diversity, inclusion, and equity into daily life is the first step forward in healing and bridging the divide.



# Antiracism Reprogramming in Health Professions Education Workshop

By: Dr. Kathleen Wong Lau & Dr. Michelle Decoux Hampton



San José State University hosted the “Antiracism Reprogramming in Health Professions Education” workshop on April 7, 2021. The workshop featured CSU East Bay scholars, Dr. Alicia Swartz and Dr. Claire Valderama-Wallace, who laid the foundation for antiracism praxis in the context of Critical Race Theory and Emancipatory Practice frameworks within health and healthcare education. Among the nearly 60 attendees were faculty from nine institutions: six California State University campuses, one private university, and two out of state public universities.

SJSU’s greater Antiracism Reprogramming Initiative is the culmination of work to address several challenges facing higher ed institutions within health and human sciences education: the historical moment of widespread recognition of racial inequities and their devastating impact on life outcomes (including COVID-19); heightened expectations from black, indigenous, and people of color (BIPOC) students and communities for a faster rate of change on racial systemic equity in curriculum, research, scholarship, and internship placements; the mismatch of the racial/ethnic demographics of faculty to the students they teach, and even more so to the students outside of the academic pipeline; the demands from professional students that faculty prepare them to address and respond to systemic racism in health outcomes; and, younger generational expectations from professional and graduate students that faculty understand intersectionality and the specificity of intersectional systemic inequities pulled through into their educational experiences.

Following the April 7th workshop, opportunities for deeper engagement for health and human sciences faculty will be offered in summer 2021. The summer institute empowers and equips faculty intellectually to integrate systemic racial equity into their everyday work of teaching, research, scholarship, and service. Just as importantly it creates thought partners with other faculty within and across disciplines and institutions as they encounter necessary analysis, strategies, and feedback to transform their work with a systemic racial equity lens. The summer institute will pair synchronous sessions to provide an overview and conclusion of learning activities with asynchronous, online activities in our learning management system, Canvas. Faculty will engage in a series of modules that provide exposure and access to a compendium of resources, slides, exemplars, videos, and articles to support their work in key areas. They will also be guided in reflection and engagement regarding issues of race, racism, and antiracism in their personal and professional lives.

The Antiracism Reprogramming Initiative was made possible by Dr. Kathleen Wong Lau’s appointment of Dr. Michelle Hampton as a Spring 2021 Faculty Fellow for the Office of Diversity, Equity, and Inclusion. Dr. Hampton coordinated the April 7th conference and is leading the effort to develop the summer institute with SJSU Faculty Champions: Dr. Monica Allen (Public Health and Recreation), Dr. Denise Dawkins (Nursing), Dr. Nicole Dubus (Social Work), Ms. Rochelle McLaughlin (Occupational Therapy), Dr. Pamela Richardson (Occupational Therapy), Dr. Tamar Semerjian (Kinesiology), and Dr. Sheri Rickman Patrick (Nursing). Beyond developing content for the summer institute, Faculty Champions will work to promote antiracism awareness and intradepartmental accountability after its conclusion. It is hoped that this transformative work will not only help retain historically underrepresented BIPOC students, but also retain historically underrepresented BIPOC faculty and researchers. All of this will shape a community of healthcare professionals and researchers that is more representative, and thus able to close equity gaps beyond a “lift all boats” approach (where disparities and gaps still remain). This approach also goes way beyond merely addressing climate issues surgically through microaggression training, anti-bias training, etc. We believe that our approach anchors and makes these types of training more relevant and more likely to be understood within a systemic equity framework.







# Our Social Justice Journey: School of Social Work Updates and Reflections

By: Dr. Peter Allen Lee

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The School of Social Work at San José State University recently marked its 50th anniversary. One original goal of the School was to prepare professional social workers to serve Spanish-speaking communities: marginalized and in particular need. So serious was this intention, that working-fluency in Spanish was required to earn the Masters of Social Work degree at this school. Over the decades, the School has experienced significant transitions: broadening the commitment to marginalized communities. Social work's instrumental role in social justice remains paramount.

Our School is still on its social justice journey. We envision a just and equitable world in which diverse individuals, families, and communities thrive. Where are we in pursuing this vision? Have we done enough to denounce anti-Black racism and support Black Lives Matter? Have we denounced Anti-Asian violence? Has the School updated its curriculum? Are students and faculty engaging in needed discourse to create lasting change?

The murder of George Floyd and killing of other Black/Africans by law enforcement, recent escalation of anti-Asian violence, and the COVID-19 pandemic compounding problems of inequity affecting the well-being of marginalized communities deeply affects us all. Many of us are experiencing personal tragedy. And while the School has not yet published an anti-racism stance, we remain active. This includes the efforts of our dedicated faculty and inspired students who hold the School accountable for action and change.

While considering "where we stand," the School's leadership decided first that intentional, regular, and genuine consultation with our Black/African American colleagues is vital. From their advice, the faculty has committed to three goals: (1) to discuss at every faculty meeting Black Lives Matter and the strategy to combat racism; (2) to update our culture and diversity model, the Transcultural Perspective, and clarify of how racism and anti-racism are addressed through concepts such as positionality and power, privilege and oppression; (3) to have all members of the faculty engage in developing a curriculum that describes

cultural tenets, values, norms of their heritage. The goals of this process are to be able to participate in difficult discussions among ourselves and have experiential exercises, to eventually extend these discussions beyond the context of their self-identified ethnic groups, and to be able to model these types of discussions within classes. The School has also reshaped new student orientation, sponsored financially School-wide attendance at anti-racism conferences, and supported student-led initiatives.

Students are advocating for updated curriculum to include overlooked significant contributions by scholars and professionals of color. Our undergraduate and graduate student organizations sponsor or co-sponsor regular events such as our monthly School-wide forum about racism and social justice topics including "India's Farmers Protest: What's Happening in India," "Working with Individuals Who Have Experienced Human Trafficking," and "Da Real Anti-Racist."

Our faculty members, students, and staff are at different places on this social justice journey; some are well-equipped and already immersed, and some early in discovery. Many have divergent views. But, we as a School are purposely preparing to have authentic conversations; specifically including conversations about race and systemic racism, and to be more deliberate in this work. As with most journeys, we encounter milestones, detours, barriers, and even "destination not found" warnings along the way. This is a difficult and messy journey, and yet very worthwhile. No matter where we are, we can always do better as we gain from experiences, mistakes, and the people we meet along the way. The ultimate goal of all these efforts is for the entire School to pursue anti-racism at every level of our interactions: within and beyond our university community, with our students, our colleagues, and within the curriculum. Staying this course is the main call to action and our commitment.

"The trauma of racism is a public health crisis" (Kendi, I., April 6, 2021), and the practice of social work requires that we and our practice are trauma-informed at every level in order to be effective.



# Collaborative Research Project with Engineering, Human Factors, Industrial Design and Occupational Therapy

By: Dr. Winifred Schultz-Krohn & Dr. Luis Arabit

The importance of collaborative and interdisciplinary research projects among and across disciplines is an important step to the university's goal to excel and lead through fostering cross-disciplinary collaborations that capitalize on the university's signature strengths. For the past two years, the occupational therapy department embarked on a collaborative project, which included students from Engineering, Human Factors, Industrial Design, and Occupational Therapy. Each discipline initially had students working collaboratively in the Industrial Studies lab to construct a mock-up of the shuttle with an emphasis on creating a shuttle that would serve individuals with multiple needs. Clients from the occupational therapy clinics were invited to tour the shuttle and provided user feedback and suggestions that were incorporated into the plans. Prior to the COVID-19 shelter in place (SIP) restrictions, the design of the shuttle and amenities within the shuttle were conceptualized to support individuals who have various disabling conditions. All students engaged in research addressing requirements of the Americans with Disabilities Act (ADA), emerging technology to support accessibility and inclusion, and helpful amenities within the shuttle. Smaller interdisciplinary teams met to address specific issues followed by weekly meetings for the entire team to review ideas. This process followed the Design Thinking model that served as the framework for this project. An additional hurdle faced was that some student team members were graduating and leaving the team while new students were joining the process during the COVID-19 SIP.

The shift from weekly in-person to weekly zoom meetings was not easy. The ability to work with the physical model was gone and with it the dynamic problem solving that can occur when actual materials are manipulated and reconfigured to allow greater room for an individual who uses a wheelchair to enter the shuttle. The shift from weekly in-person to weekly zoom meetings was not easy. The ability to work with the physical model was gone and with it the dynamic problem solving that can occur when actual materials are manipulated and reconfigured to allow greater room for an individual who uses a wheelchair to enter the shuttle. This necessitated far greater collaborative work by all students and faculty to share knowledge and information through diagrams, pictures and sketches. A byproduct of this shift to exclusive virtual meetings was actually beneficial for all students from the various disciplines. Instead of working on the physical model, students needed to explain the concepts without using discipline jargon and provide evidence for the concepts. The positive outcome was all students gained a far greater understanding of each other's discipline in addition to a new found respect for how each discipline offered a vital and unique perspective to the project.

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An engineering student commented that “I never knew everything an OT could do! It really helped me understand how to work with people who have different abilities.”

One of the Industrial Design students noted “Working with the OTs really helped me understand how designs need to fit everyone; how a design can be inclusive from the beginning.” A graduate OT student was asked to reflect on the learning experience from being part of this project and stated “Presenting professionally to other disciplines was a great experience and provided an opportunity to develop skills. It is far different presenting to OT classmates and professors when compared to presenting to other disciplines. I can see the growth in my professional presentation skills.”





# CHHS and Air Force ROTC: Building Leaders for Tomorrow

By: Captain Marshal Neubauer



Upon first realizing that within the College of Health and Human Sciences (CHHS) lies the United States Air Force Reserve Officer Training Corps (ROTC), a program to generate officers to lead the future of American airpower, one might reasonably wonder what the two have in common. However, CHHS, SJSU, and ROTC all share many of the same goals and aspirations for students here in San Jose. SJSU's overall mission is to educate future leaders through learning and character development. CHHS strives to advance health and well-being for all, through preparing effective practitioners, developing transformative leaders, as well as generating and translating impactful knowledge. These parallel exactly ROTC's own mission to develop leaders of character for tomorrow's Air Force. We are all dedicated to developing the future leaders who will influence and improve the society they live in.

Specifically, CHHS realizes its mission through building community capacity and wellness through community engagement and partnerships. ROTC values the communities that host all detachments across the nation. Here at SJSU, ROTC cadets run a chapter of a community involvement organization called Arnold Air Society. This organization is dedicated to community service, performing over 100,000 hours of community service over 100 college campuses. Across the entire Air Force, one of the responsibilities levied on all members is the need to participate in the community, engage with community organizations, and strive to improve wherever the Air Force might be. Volunteering and supporting the community helps build relationships of mutual support and respect and allows the Air Force to share unique expertise and experiences to support the community.

Beyond the missions discussed, ROTC core values also align with SJSU nicely. SJSU lists Excellence and Ethics as foundational values, which parallels with the Air Force's own Integrity First. These values are listed first for both organizations, forming the underpinning upon which all success is built and demanding the highest standards of academic and professional behavior. The next AF core value, Excellence in All We Do, again, matches SJSU's value to excel in teaching, research, and service. The final AF core value, Service Before Self, aligns with SJSU's value of Engagement and Entrepreneurship, and it is embedded in everything a military officer does through a dedication to creativity and innovation. The AF Chief of Staff, General Charles Q. Brown, stated in his strategic approach document Accelerate Change or Lose, "Airmen must be multi-capable and adaptable team builders, as well as innovative and courageous problem-solvers, and demonstrate value in the diversity of thought, ingenuity, and initiative."

The specifics of how may separate CHHS and ROTC, but we all are working toward the same goals for the same reasons, and ROTC looks forward to continuing to contribute to the college and its efforts to help all students grow and succeed.

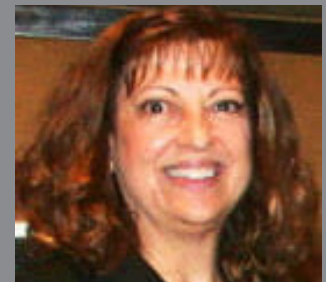
## Good News from CHHS



Sierra Painter from Department of Kinesiology represented SJSU at 2021 NCAA Emerging Leaders Seminar.



Peyton Trebisky from Department of Kinesiology was selected as the local American Kinesiology Association (AKA) scholar award recipient.



Dr. Winifred Schultz-Krohn from Department of Occupational Therapy was selected to receive the Crystal Bowl Award for her commitment to voluntarism in the community.

*Congratulations!*



# Timpany Center: Addressing Community Health Needs

By: Dr. Jennifer Schachner & Dr. Cole Armstrong

As the College of Health and Human Sciences embarks on new initiatives to address the newly developed mission and vision, a lesser known part of the college continues to make a difference at San Jose State University and in the heart of Santa Clara County. The Timpany Center, which is an accessible physical activity and therapeutic recreation center, looks to continue its legacy of serving Santa Clara County communities and the students of SJSU for years to come.

In the Fall of 2009, the SJSU Kinesiology Department along with support from The Research Foundation, entered a partnership with Santa Clara County to manage the Timpany Center. Located behind Valley Medical Center, the Timpany Center was originally designed to cater to the unique needs of children with disabilities and was the vision of Russell Timpany, a superintendent at the County office of education in the later 1970's.



Housing a 100,000 gallon warm water, zero entry therapy pool, adapted land fitness center, full sized basketball court, a classroom and large locker rooms, the Timpany Center now caters to a wide variety of residents from Santa Clara County and beyond. All of the programs focus on providing access to individuals who may be experiencing disability, mobility issues, advanced age or other health conditions that would require specialized equipment, facilities and staff. "The Timpany Center offers programming across the lifespan, and across a range of ability levels. There are no other centers that offer what the Timpany Center offers in Santa Clara County. The services provided demonstrate SJSU's commitment to serving our community. They also are a place where our students learn, ensuring that we have qualified professionals who can continue to give back to the community once they have graduated," says Department of Kinesiology Chair, Dr. Tamar Semerjian.

With swim lessons for all ages, land and water fitness classes, personal training, on site physical therapy (managed by Imotion Physical Therapy) and open pool and adapted fitness programs, the center has become not only a place for the community to gather, but an integral part of the Kinesiology program at SJSU and CHHS. Each semester, the center hosts interns from departments such as Kinesiology and Recreation [sjsu.edu/chhs](http://sjsu.edu/chhs)



and partners with Nutrition, Nursing, Occupational Therapy and others to support student and faculty research. Interns work one on one and in group settings to facilitate programs that provide in the field experiences while the community benefits from the knowledge and expertise that these various students can provide. According to Kathryn Dayharsh, a student intern stated, "As an intern, I have felt especially privileged to be able to work on my own course curriculum, and with the help of Dr. Jenn, I have seen that course become a reality that I am now able to teach to our members at the Timpany Center. I truly believe my knowledge and future career have benefitted from having this wonderful opportunity, and I encourage anyone interested in learning teaching skills to apply!"

As the center continues to adapt to the challenges presented by the pandemic, the opportunity exists to rebuild and grow new programs. With the availability of online fitness and wellness classes such as Stretching, Falls Prevention, Seated Fitness, Seated Kickboxing, Aerobics, Tai Chi, Seated Yoga, Band exercise, and Arthritis, the center can reach further into the community bringing wellness and fitness classes into peoples homes along with providing the traditional in person programs the community has become accustomed to. Program and Operations Director, Dr. Jennifer Schachner stated, "We can run concurrent programs in multiple areas of wellness not just through Kinesiology, but with our continued partnerships with Nutrition, Occupation Therapy, Recreation, Nursing etc. and have the opportunities to branch out with other programs across the campus. If we have learned anything from this pandemic it is that we are no longer constrained by what can happen inside the walls of the center." Upon reopening (post COVID) the Timpany Center has plans for a dedicated teaching space for

online classes using the newest technologies in video and audio equipment to continue to reach those in need. New innovations in fitness equipment that promote activity for all abilities and ages will allow Timpany Center to grow in new directions not only for the members, but help to enrich the education of students from various SJSU programs.





# The Future of California Audiology Involves More Than Technology

By: Dr. Adam Svec

Audiology is a healthcare field dedicated to the diagnosis and treatment of hearing and balance disorders. If someone in your family wears a hearing aid or uses a cochlear implant, it is likely that the device was fit by an audiologist. Among the many roles an audiologist plays, a top priority is using a combination of technology and aural rehabilitation in an attempt to improve the communication abilities for individuals with hearing loss.

In California, there is currently a shortage of audiologists, and a reasonably large portion of the community is underserved in terms of hearing and balance healthcare. One of the reasons for this paucity of care is that, until recently, California only had two accredited audiology graduate programs. With a population of nearly 40 million and audiology programs that collectively graduated under 50 audiologists per year, California communities have proportionally few opportunities for clinical services.

Fortunately, the audiology landscape in California is changing. Since 2019, new graduate programs have been introduced at California State University – Los Angeles, California State University – Northridge, California State University – Sacramento, and San José State University. The development of these new programs is a good thing for a variety of reasons.

At SJSU, the College of Health and Human Sciences aims to realize its mission through four pillars: 1) Promoting health equity and social justice; 2) Building capacity for interprofessional and collaborative practice and research; 3) Generating and applying health technology and innovation; and 4) Building community capacity and wellness through community engagement and partnerships.

Since SJSU is located in Silicon Valley, it may seem natural to persevere on the third pillar. Hearing aid technology is rapidly changing, and the traditional hearing aid manufacturers are constantly developing new features for devices. However, hearing aids are rarely covered by insurance, and an individual can spend more than \$6000 out-of-pocket for a pair, not to mention that those hearing aids will need to be replaced approximately every three to six years. In an effort to improve accessibility to affordable assistive devices, recent legislation has approved the expansion of “over-the-counter” hearing aids.

While the discussion regarding the impacts of more affordable devices is ongoing within the discipline of



audiology, there are good reasons to focus our efforts, instead, on the first pillar. Dr. Michelle DeCoux Hampton and colleagues within the CSU system recently hosted a workshop titled, “Antiracism Reprogramming in Health Professions Education.” Dr. Alicia Swartz and Dr. Claire Valderama-Wallace walked the group through the alarming

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*As the CSU system re-emboldens its commitment to equity, diversity, and inclusion, the state has an opportunity to train a new generation of audiologists who represent the communities that are historically underrepresented in hearing healthcare.*

reality of racism that is built into the scaffolding of the healthcare system. The speakers asserted that healthcare education will keep reproducing inequality under systems developed by colonialism unless antiracism is considered a cornerstone of these educational systems, not just a component. As the CSU system re-emboldens its commitment to equity, diversity, and inclusion, the state has an opportunity to train a new generation of audiologists who represent the communities that are historically underrepresented in hearing healthcare.

So, the challenge for all the CSU institutions has been demonstrated in plain sight: How do we ensure that the long-term effects of racism and inequity are reduced within hearing healthcare in California?



# Encouraging Healthy Food Behaviors Through WHISK

By: Jamie Kubota, MS, RD



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

Developing relationships with campus community partners has been key to the development and implementation of WHISK programming. Prior to COVID, WHISK Ambassadors could be found leading demonstrations at the SJSU Campus Community Garden, hosting nutrition education presentations at the Timpany Center, running cooking classes in the residence halls in collaboration with Faculty in Residence, providing recipes and samples of food prepared from pantry ingredients for Spartan Food Pantry participants, tabling with Fresh Approach on the Paseo, among other activities. Since the transition to remote learning, WHISK has pivoted to provide remote programming, leading Zoom cooking sessions and sharing materials through social media.

Senior nutrition student, Kara Gonzales, first volunteered with WHISK while fulfilling her community nutrition service learning hours. Inspired by that experience, Kara went on to become the WHISK student liaison to the Spartan Food Pantry managing a team of community nutrition students to develop social media posts that include nutrition education and simple recipes that take into consideration equipment, access to ingredients, and cultural preferences in order to make cooking more accessible to college students.

“As a student who has used the Pantry’s services in the past, this experience has allowed me to give back in a small way while practicing lifelong skills of cultural competency and leadership among our diverse student population.”

WHISK Ambassador Shannon Vo has this to say about the program. “Working with WHISK has been one of the most rewarding experiences of being a nutrition student here at San José State University. You get to have fun and be creative, all the while learning new skills and serving your community. The best part of the work for me is the recipes, where I just love coming up with ideas, trying



them out, writing them, and teaching about them.” Several SJSU graduates continue to volunteer as WHISK Alum Ambassadors. Cassie Boyd, served as the first WHISK student assistant and is returning as a Master’s student in Fall 2021. She credits WHISK in helping her to gain cooking skills to create recipes that are simple to prepare, affordable and nutrient dense. As a volunteer, “I have seen the program inspire growth in so many WHISK Ambassadors. Personally, WHISK helped me learn how to talk to people about cooking and nutrition, not just in real life but over social media as well.”

For more information or to request a cooking/nutrition education demonstration, visit the WHISK website at <https://sites.google.com/sjsu.edu/whisksjsu> or follow WHISK on Instagram at @WHISK\_SJSU for current events, recipes, and cooking tips.





# Community-Engaged Student and Alumni Activities and Research

By: Dr. Jie Gao, Dr. Yinghua Huang, Dr. Faranak Memarzadeh, and Dr. Jooyeon Ha



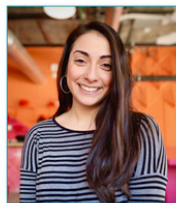
## HTEM Community-Engaged Teaching Practices

The Department of Hospitality, Tourism and Event Management (HTEM) has been using community engaged teaching practices to enhance students' learning in hospitality, tourism and event management. In Spring 2021, students in HSPM 130 (Events Production) and HSPM 140 (Meeting, Convention and Event Industry) engage in planning and producing two major virtual events to apply their learning into practice: (1) Spring 2021 HTEM Graduation Celebration Virtual Event and (2) Learning in Events Virtual Showcase, an exhibit to showcase learning in event management curriculum. With the leadership of student Event Directors, Esther Roldan Cervantes and Jordan Partida formed two student groups for both events, built their core team organizational structure, created a proposal and timeline, set up regular team meetings, and have progressed well on the events. Jordan extended the showcase invitations to HSPM 86 (Special Events Management) and HSPM 142 (Tradeshaw Management), and her event team has created a website to promote the event across the campus. In addition, students in HSPM 175 (Entrepreneurship in Hospitality) teamed up with students in Jordan through the Global Solution program, which is a virtual exchange initiative supporting workforce development in the U.S., Iraq, and Jordan. The program improves global citizenship, strengthens problem-solving skills, and develops enduring connections while enhancing students' job skills through online collaboration. Senior students in HSPM 177 (Hospitality Service Management) and HSPM 184 (Directed Reading) also

participated in Castell@College Panel Session with many executives, who talked about hospitality careers and leadership, their real-life experiences, work-life balance, opportunities and obstacles. Given the practical needs of the industry, these community-engaged teaching practices are of great value to HTEM students who can learn by participating in hands-on opportunities.

## Connecting Alumni with HTEM Students

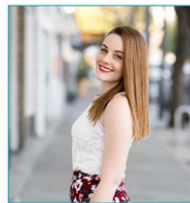
The HTEM department was proud of holding the first Alumni Career Panel and Workshop in February by inviting five alumni with diverse backgrounds and working experiences, who were Mika Barrett (What If Syndicate Restaurant Group), Katalina Beltran (Comtel Systems Technology), Brea Carrillo (Owner, Events by Brea), Melissa Leong (Apple), Sarah Welker (Salesforce). The workshop aims were (1) to provide career advice to current students, (2) to connect HTEM alumni with students, and (3) engage alumni into higher education in HTEM. The workshop generated many career tips from the alumni panel, including adapting to changes in the industry, using the versatile hospitality skillset, being creative in response to COVID-19, thinking outside the box, professionalism and networking. Participants enjoyed learning about alumni's stories, experiences and active interactions. According to one of the participants, "It was very informative and helpful. Everything went smoothly. I enjoyed so much of the event. The breakout rooms particularly helped narrow down everyone's interest."



Mika Barrett



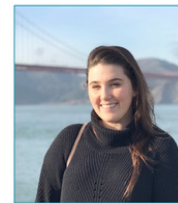
Katalina Beltran



Brea Carrillo



Melissa Leong



Sarah Welker

## Collaborative Research on Community Food Security

Dr. Yinghua Huang collaborates with Dr. Wencen Wu (College of Engineering) and a local food rescue organization on a collaborative research of developing a blockchain-based intelligence system to improve community food security, which was funded by the 2020-2021 SJSU Multidisciplinary RSCA Stimulus Grant. Dr. Huang's team has developed and published a blockchain-based mobile app in Apple App Store and Google Play that enables food-related stakeholders (e.g., donors, rescue organizations, assistance agencies) to share data, secure food safety, and track food delivery. Hunger at Home, a food rescue organization, has used the app for food rescue operations since this March. Other food donors (e.g., restaurants, farms) and assistance agencies (e.g., food pantries, homeless shelters) can submit food requests, schedule food delivery time, access food order information, and track food rescue logistics in real-time. The app is Helping Hunger at Home and its partners to improve traceability, transparency, food safety, and logistic efficiency for serving people in need.



# New Scholarship for Nursing Students in Memory of Charlene J. Castelli

1945-2021



Charlene J. Castelli, a 1994 Summa Cum Laude graduate of The Valley Foundation School of Nursing at San José State University, passed away on February 13, 2021 after a four-year struggle with Alzheimer's disease. Charlene was 75 years old at the time of her death. She died peacefully at home in Sunnyvale

surrounded by her husband Larry of 53 years and her four children Tony, Regine, Andrea, and Terry. Charlene is also survived by ten loving grandchildren. Charlene had six siblings and she was the youngest member of her very close family. She was also the only member of her family to earn a college degree.

Charlene entered college later in life after raising her four children. She started at De Anza College in Cupertino only to take a few classes for fun, but soon decided to pursue a degree in nursing. She earned her Associate in Arts within two years, graduating Magna Cum Laude, and moved directly into the nursing program at San José State University. She graduated within two years from SJSU and also passed her RN exam along the way. Charlene worked as a care nurse at the Palo Alto Medical Foundation for a few years before entering the research department at PAMF. She soon joined Merck & Co. as a medical research coordinator for their clinical development trials.

Charlene then continued her career in research trials as a clinical site manager for Genentech. She worked almost exclusively on Phase 1 clinical trials, which she thoroughly enjoyed.

Charlene's strong work ethic and personable manner contributed to her success as a research coordinator and inspired other family members to pursue their educational and career goals. Charlene retired in 2014 to enjoy more time with her family, as well as pursue both national and international travel.

Lawrence J. Castelli, Charlene's husband, established a scholarship in her memory at San Jose State's Valley Foundation School of Nursing to continue her legacy supporting future generations of nurses and research.

The Charlene J. Castelli Memorial Scholarship will provide support to Nursing students with at least a 3.0 GPA who have returned to college or started a career later in life and who has financial need but doesn't qualify for federal financial aid.

Visit [Legacy.sjsu.edu](http://Legacy.sjsu.edu) to learn more ways you may honor the memory of a loved one with a legacy gift.



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