

College of Health and Human Sciences

Spring 2022 Newsletter



Dean's Message

Welcome to the Spring 2022 College of Health and Human Sciences newsletter.

May is always such a wonderful time around the university. It is a time of endings and beginnings. Students and faculty are busily working to wrap up the final weeks of the spring semester which means many large projects and exams. In many cases, our students are demonstrating a full semester of learning that culminates in these projects. Endings include the last of the academic year for most of our students, but for 1415 students, it means the end of their undergraduate studies here at SJSU. I walk through campus and see so many students in caps and gowns, self-consciously posing for photographers, preparing for that nexus between their ending and their beginning.

Commencement comes from a French word that means beginning. This year, 83% of high school students will graduate. In California, 26% of high school students will enroll in a 4-year college—and about half of those will graduate college. There are many paths that brought our students to this accomplishment. At SJSU about half of our graduates are made up of students who came straight from high school and the other half transferred here from a community college. On this planet, only 6.7% of the world's population hold a college degree. Yes, you read that correctly—less than 7% of people in the world have a college degree. Our dedicated faculty and staff have done tremendous work to train the next generation of health professionals, to help them on their pathway to their ending and their beginning.

We don't accomplish this alone. We have a tremendous number of incredible community partners who worked with us to help our students develop crucial skills. Skills to address health inequities, build healthier communities and families. We are deeply grateful for our community partners who have helped make this commencement possible. You will read about some of our partnerships in this newsletter.

Moments of Mindfulness brought by CHHS Student Advisory Committee

By: Liliana Gomez

This semester, on April 5, the students from the Student Advisory Committee hosted Furry Friends by bringing therapy assisted dogs to campus and help bring smiles to students. Finals is often a stressful time for students where they are experiencing a great amount of pressure from exams, papers, and presentations. The student ambassadors felt that it was important to provide a stress relieving event for students in an effort to give their brains a break from studying. Throughout the event, student ambassadors were also providing information about the benefits of therapy assisted dogs with supporting research data from Occupational Therapy student ambassador, Devyn Shum.



Devyn says: "Dogs teach us the beauty of simplicity. The endless joy they bring helps us put our stresses aside and appreciate the moment. School is a strenuous journey, and the pandemic has limited the community and comradery that normally helps students thrive. The Furry Friends event reminded students that the SJSU community continues to care for their people, despite the global hardships that have drawn many people apart. Therapy dogs teach us mindfulness and tranquility, and prove that love can be as simple as a belly rub and a smile."

The Student Advisory Committee held another mindfulness event on May 10, with student ambassador Devyn Shum called Take a Second. During the event, Devyn invited students to put what they are grateful for on a poster while also sharing breathing exercise tips with students.

Selected by their department Chair/Director, student ambassadors are selected to represent their department partly due to the involvement in their department. While on the committee, students are used as a resource for other students. Student ambassadors host monthly office hours, attend faculty meetings, meet with their chair/director, and connect with department student organizations.

This year's roster includes:

- Odessa Mattson, The Valley Foundation School of Nursing
- Gisselle Ayala - Graduate, School of Social Work
- Cora Asuncion - Undergraduate, School of Social Work
- Corinna Costa - Nutrition, Food Science & Packaging
- Eric Fregoso - Undergraduate, Public Health & Recreation
- Raia Cherednikov - Graduate, Public Health & Recreation
- Devyn Shum - Occupational Therapy

You can read more about the Student Advisory Committee's mission and purpose at the following website:

www.sjsu.edu/chhs/students/student-advisory-committee



National Public Health Week 2022

By: Dr. Anji Buckner

Four events took place this year in honor of National Public Health Week. The theme, "Public Health is Where You Are", was explored in different ways through each event. We began with learning how to visualize our communities in a GIS mapping workshop, led by our own Russ Bartlett (PHR Lecturer). Next we had our keynote presentation with Dr. Anthony Iton (Senior Vice President, Building Healthy Communities, California Endowment). Dr. Iton, led us on a data-driven journey to see systemic injustices and the impacts on population health. We closed the week with two networking events: a workshop with Kristin Keller (SJSU Career Center) and Networking with Professionals, where eight professionals, all working to promote and improve population health in our communities, joined us for an hour of virtual networking. NPHW 2022 was a success. We had 640 people attend our four incredible events. If you are curious, we invite you to explore the materials and recordings will remain on our [NPHW 2022 Events page](#) and available as a resource.



CSU Health Policy Conference

By: Dr. Anji Buckner

Nearly two dozen Public Health students attended the one-day CSU-Health Policy Conference. There were about ten different CSU programs and nearly 250 students who attended one of the two regionally hosted events. The SJSU delegation attended the Northern-California conference at CSU East Bay, where we started with a conversation with the Secretary of Health and Human Services for California, Dr. Mark Ghaly and concluded with a panel of leaders from the California Department of Public Health. The afternoon began with an impressive in-person panel of local public health leaders including: the Director of Public Health, Policy, and Planning from San Mateo County, Marc Meulman; the Deputy Public Health Officer for Santa Cruz County and Interim Health Officer for San Benito County, David Ghilarducci; Alameda County Public Health Department Director, Kimi Watkins-Tartt; and Contra

Costa County Health Services Director, Anna Roth. We followed with sessions about careers in policy development, social justice and community advocacy, and applying for graduate school. We wrapped up the day with networking and cross-campus socializing.

Thank you PHR Chair, Dr. Iwasaki and CHHS Dean Shillington for supporting these events and introducing our NPHW guests. To everyone who participated - thank you for joining and we hope to see you next April for NPHW 2023 and the annual CSU-Health Policy Conference. Our gratitude to The Career Exploration Committee (Anji Buckner, Josh Bauer, Catherine Doyle, Marcelle Dougan, and Vicky Gomez) of the Public Health and Recreation Department who hosted and participated in two exciting April events.

Moffett Airfield Visit

Early in the semester, Detachment 045 (SJSU) and Detachment 085 (UC Berkeley) AFROTC cadets had the opportunity to visit the California Air National Guard's 129th Rescue Wing (RQW) located at Moffett Airfield in Sunnyvale, CA. The primary purpose of the visit was to learn about the 129th RQW mission and how they support both the California Governor and the President of the United States in times of emergency. The cadets had the opportunity to speak to some of the military members that call Moffett Airfield home, learning about their primary career field which range from pilots, medical officers, intelligence officers, security forces, special operations, aircraft operations, finance officers, contracting specialists and more. The cadets were excited to visit and learn about the 129th RQW but the highlight of the day were the incentive flights where cadets had the opportunity to fly on one of the two aircrafts stationed at Moffett Airfield, the HH-60G Pave Hawk and the HC-130J Combat King II aircraft. The pilots of the aircrafts gave a tour of the Bay Area with the flight path going over SJSU, Stanford University, UC Berkeley and even historical landmarks such as the Golden Gate Bridge and Alcatraz. This visit was possible due to our Detachment Commander & Aerospace Studies Department Chair, Lt Col Joshua Sullivan, relationship with the 129th Rescue Squadron Commander, Lt Col Rudolph Taute. Both graduated and received their commission from the U.S. Air Force Academy in Colorado Springs, CO, went through undergraduate pilot training in 2004, and have been friends ever since. The relationship that they have built over the years helped to further enhance some of the AFROTC training objectives we are required to meet each academic year.

Active Shooter Training

With the increase of mass shootings over the past decade, the cadets of Detachment 045 at SJSU had the opportunity to partner with SJSU's University Police Department and the 129th Security Forces Squadron from Moffett Airfield to receive active shooter training. Cadets learned through in-class briefings provided by trained specialists what an Active Shooter is, the unpredictability and quick evolution of an active shooter situation, and how individuals must prepare both mentally and physically to deal with an active shooter situation. Shortly after, cadets went through multiple active

shooter scenarios and applied what they had learned in the classroom. Active shooter training is important training that does not stop after cadets commission into the Department of the Air Force, it is required training they must receive even when they enter active duty. An overview of the active shooter training may be viewed in the following video link.

<https://www.dvidshub.net/video/837585/129th-security-forces-train-afrotc-cadets>



Forging Partnership with California's Air National Guard, 129th Rescue Wing

By: Captain Victor Salum & Staff Sergeant Dat Trinh

Explore the Mediterranean with Nutrition, Food Science, and Packaging this Summer! Dr. Kasuen Mauldin



This Summer 2022, Nutrition, Food Science and Packaging faculty are leading three exciting international programs to broaden SJSU students' perspectives in global citizenship.

Seaside in Sorrento

Professors Kasuen Mauldin and Giselle Pignotti are co-leading a 2-week Faculty-Led Program experience in one of the most beautiful areas of Italy: Sorrento. History, culture, scenic views and most importantly cuisine will be the focus of this Faculty-Led Program. Twenty-two students will spend time this summer visiting the beautiful seaside city of Sorrento. This area is known for its seafood dishes, olive oil, gelato, pizza, pasta and coffee. They will have hands-on experience learning from locals and creating their own delicious versions of many of these foods. The area is rich with history, including the ancient ruins of Pompeii and famous spots such as the Amalfi Coast, the island of Capri and Naples, where pizza began. This will be an extraordinary learning experience! Program highlights include:

- Creating a 3-course meal at a local farm
- Taking a guided tour of Naples
- Sampling olive oils at a local olive oil factory
- Spending a day on the island of Capri
- Participating in gelato making
- Assisting at a coffee factory in the processing of the beans from start to finish
- Touring the Amalfi Coast
- Attending a pizza making class
- Tasting fresh pasta at the factory where pasta originated

Hummus, Yogurt and Honey in Greece

Professor Deepa Singamasetti is leading two separate Faculty-Led Programs this summer. The one to Greece provides the opportunity to transport students to a place filled with archeological wonders, unforgettable mouth watering food and traditional culture. Fourteen students will spend two weeks discovering the Greek island of Crete, as well as the world famous city of Athens. Greece is known for its UNESCO world heritage sites, and the group will have the opportunity to visit important monuments and learn about Greek history, food, and culture. Program highlights include:

- Touring the world famous Acropolis - a UNESCO World Heritage site
- Strolling the old historic district of Athens
- Discovering culinary delights during walking tours of Heraklion and Athens
- Participating in hands-on cooking class and learn traditional Greek dishes
- Learning about ancient seeds and roll up your sleeves to make the traditional bread Paximadi
- Discovering indigenous Cretan wines
- Visiting a typical shepherd's hut (mitato) in the heart of the Psiloritis mountains
- Participating in the various stages of cheese making (and cheese tasting!)
- Walking with an archeologist in the valley of Kavousi and meeting the island's oldest olive tree (3200 years old!)
- Enjoying traditional Greek meals family style in some of the most popular restaurants on Crete

A Taste of Spain

Professor Deepa Singamasetti's second Faculty-Led Program will be an unforgettable experience in Catalonia, Spain. Known for its Mediterranean flair, this region boasts the finest in fresh ingredients: bountiful fruits and vegetables, amazing cheeses, main courses including seafood paella, desserts, and sparkling wine. Fifteen students will get to know the beautiful cities of Barcelona and Girona as well as travel to charming villages in Catalonia, all the while learning about different aspects of its food and culture. Program highlights include:

- Learning about the Mediterranean diet and lifestyle
- Enjoying an authentic tapas dinner
- Marveling at art at the Pablo Picasso and Salvador Dali Museums
- Tasting artisanal cheeses produced in the region
- Visiting the famous Costa Brava near the Greek ruins of Empuries
- Walking through an olive production area and then taste the olive oil produced
- Cooking the Spanish dish paella the local way
- Visiting small medieval towns in the Catalan region of Spain
- Admiring the world famous architecture of Sagrada Familia and other famous Gaudi buildings
- Learning about fermentation techniques used in the production of Cava (sparkling wine) in Catalonia

Photos from previous years' trips.

Follow CHHS Students on their Faculty-Led Program adventures via Instagram @sjsuchhs.



AFROTC Scholarship Recipients

This semester our detachment had four AFROTC In-College Scholarship Program recipients. These cadets will receive a monthly living expense stipend, annual book stipend, and coverage of their tuition for the remainder of their time at SJSU. Pictured from left to right are cadets Shuaib Khan (Aerospace Engineering), Quinten Moshy (Aviation/Flight Operations), Stephanie Tran (Aerospace Engineering), and Ethan Galaz (Aviation/Flight Operations).



Growing the Mental and Behavioral Health Workforce Through Community Partnerships: New Paid Internships

By: Dr. Peter Allen Lee

Four community agency partners are paving the way to more paid internships for San José State University social work students. Community Solutions, Gardner Health Services, Momentum for Health and Rebekah Children's Services were successfully funded through a grant from the California Department of Health Care Services (DHCS) Community Services Division. They will be offering financial support to social work students in our BASW bachelor's and MSW master's program in the 2022-2023 academic year for students interning at those agencies. Given the severe shortage of social workers and other professionals needed in mental and behavioral health services, this DHCS grant focuses on Behavioral Health Workforce Development (BHWD) through the Mentored Internship Program (MIP). This is a significant step regarding compensation for internships given that most social work internships are unpaid.

BASW and MSW students, as well as other Spartans at San José State University, are remarkable for their talent, abilities, and passion for education. Indeed, as the #1 Transformative College (according to Money Magazine in 2020), SJSU provides students with life-changing opportunities to earn a university degree and shape a successful professional and personal journey. Even more remarkable, many SJSU students are the first in their families to attend university, and must balance caring for family with working part-time or even full-time in addition to going to school.

We are very thankful to these four community agency partners for pursuing these opportunities to support student interns financially. They represent the over 250 dedicated agency partners networking with our School of Social Work who provide internship placements for over 425 social work students in field education locally and across California.

As part of accreditation standards and quality professional preparation, BASW social work students are required to complete 480 hours of internship as a senior major, and MSW students 1,200 hours across two years in internship. The internship is the cornerstone of educational and practical training, but typically without monetary compensation. As education and financial landscapes change, paid internships would help students succeed, especially in cases where students already have a difficult time affording college and managing numerous responsibilities outside of school. Hopefully, grants and partnered opportunities such as these will lead to more paid internships or models to provide resources to enable students to focus on their professional preparation, and relieve the financial pressures so that our students may thrive.

Occupational Therapy Students Out and About in the Community

By: Dr. Luis Arabit



Every spring semester, the Occupational Therapy (OT) department offers an introductory course (OCTH-224- OT in Community I) with a service-learning experiential component that exposes occupational therapy Masters graduate students to the distinct and emerging role and service OT offers in emerging and non-traditional settings in neighboring communities around San Jose.

This spring semester, despite a rocky start to community placements due to the spreading Omicron variant, students were finally provided placements in a variety of community settings, which included the Homeless Garden Project, AACI Moorpark, Boldly Me, Catholic Charities of Santa Clara County, and AACI Story Road- GLOW Project. These community sites serve individuals, groups and populations that are affected by social determinants of health issues such as homelessness, joblessness, immigrants experiencing trauma, increasing incidence of HIV infection, children experiencing mental health issues, and those experiencing various levels of poverty. The aim of the course is to apply the social model of health to promote participation and engagement in health-promoting occupations and to describe how conditions such as poverty, trauma and disability can create occupational imbalance, restriction, alienation, or deprivation which influences individual and community health and well-being.

As an example, OT students who were placed in the Homeless Garden Project Center developed a proposal that centered on homeless individuals where they designed a program that emphasized on addressing the mental and physical

health of participants, assessing individual abilities, discussing personal goals, values and interests while working on relevant and appropriate vocational skills, that would help place them at work and job sites that would best suit their abilities and interests. This proposed program by the students exposes and increases student learning about the infinite possibilities for occupational therapy to be of service to individuals and groups who are marginalized in society.

As part of the requirements for this course, the OT students develop a community profile and action plan based on collaborative and participatory needs assessment strategies. They analyze community resources, and identify any need for additional and potential resources of support for possible program

development. In the process, they are guided to identify how occupational therapists can assume various roles of consultants and collaborators in emerging community practice areas to promote health, well-being, community development while meeting the occupational needs of the community. As a culminating final assignment, the students reflect on the role of the occupational therapist as a health-promoting advocate and global citizen.



Community Connections with The Valley Foundation School of Nursing

By: Maya Carlyle



Lily (pronouns she/her/hers) is a high school junior in San Jose, CA, with deep roots in the community.

“Well, both my parents studied at San José State University and graduated from there. It’s a really good school. Also, it’s, like, really close to my house...”

In the evening on February 21st, 2022, she reached out to The Valley Foundation School of Nursing’s general email address (nursing@sjsu.edu) with a request; her email was polite, to the point, and a building block for her future.

I’m very interested in studying nursing in college, and I have been looking for opportunities to gain experience in the field. I was wondering if the school/office would allow me to shadow one of your nurses? If not, I was also wondering if you have any volunteering opportunities or filing/front desk jobs?

When asked why she reached out, Lily replied earnestly: “Well, I just really want to be a nurse, to study nursing in college. I’m not really looking at other paths because.... Well, my mom has had some heart problems, and I was a preemie baby, and I’ve just... I’ve grown up in medical settings, asking questions, helping out, and it just really interests me. I’ve always been interested in pediatrics (because of my own experience), and so I want to help people who are going through that, like the parents and everything.”

“So, I reached out to try to get some experience and see how everything went in a nursing program. I think I was looking up medical places near me and San José State came up and there was an email. So, I emailed them and they responded to me pretty fast, it was pretty easy.”

Between February 21st and March 18th, conversations were had and a date was set; Lily was invited to visit The Valley Foundation School of Nursing, on SJSU Campus.

“Lily was a pleasure to get to know and work with. It was inspiring to hear a young person be so excited about nursing,” commented Dr Lisa Rauch (DNP, PHNA-BC, RN; she/her), current School of Nursing Interim Director and Assistant Professor. “Though shadowing a nurse in a clinical setting wasn’t possible, I was happy to

make space for her to visit the school, to talk with our faculty, and to see a nursing class in action.”

Of her visit, Lily said: “It was really fun. I had a tour of the simulation labs, I got to see the lecture part of Professor Edwards’ [Paula Edwards, MS, PHN, ADN, RN; she/her] class, I got to see a skills lab and to see the students using equipment... one was called a volumetric incentive spirometer; you breathe in and it measures lung function. I also saw students practicing a splinting method with a pillow, and practicing mock exams.

“Everyone was so nice, considerate, and welcoming. I was kind of nervous beforehand, but everyone was like ‘Do you want to come see what we’re practicing?’

“My favorite part was... I think just getting to see all the students practicing the skills, and seeing how they liked learning, and the variety of what they get to learn. It was really insightful, and nice to get experience with [what a nursing program is like] ... it was really nice to see.”

Lily’s visit has been inspiring to the School of Nursing as well.

“We’re always busy – the faculty are all working nurses as well as teachers, researchers, and scholars. Our hundreds of students are dedicated to their studies and their hands-on work in the field. We are all very focused on educating tomorrow’s nurses. At the same time, we want to keep robust ties with our community,” Dr Rauch reflected. “Lily’s visit was a wonderful illustration of that. Community welcome visits are definitely something we’re thinking about for the future.”

Community Partnered Approach to Address Health Disparities: The Santa Clara County Health Equity Agenda

By: Dr. Andrew Carter

The ongoing COVID-19 pandemic has reified and exacerbated historical and structurally-rooted health inequities across the country. In Santa Clara County, the pandemic and its wider impact has had a disproportionately negative impact on the health of Black, Latinx, and low-income communities - particularly in East San Jose, Gilroy, and pockets throughout the County. To address this crisis, Santa Clara County Supervisor Cindy Chavez [proposed](#) the establishment of a Health Equity Agenda in June, 2021. The goal of the Agenda is to establish a Steering Committee of county leaders, determine key health equity metrics for the County, and propose recommendations to address health inequities. Driven by Steering Committee members from [Working Partnerships USA](#), [The Health Trust](#), [Santa Clara Family Health Plan \(SCFHP\)](#), [Behavioral Health Contractors Association](#), Black Leadership Kitchen Cabinet, Santa Clara County Department of Public Health, and [Community Health Partnership](#), the Agenda incorporates both grassroots and grassroots approaches to represent multi-level perspectives from the public, academic, professional, and community sectors.

Establishing such a lofty agenda is no easy task. The Steering Committee sought out consultants to support the development of the Agenda, rooted in the [Bay Area Regional Health Inequities Initiative \(BARHII\)](#) model toward achieving racial health equity (which prioritizes an upstream, justice-oriented approach). The [Redstone Strategy Group](#), a leading social impact consulting firm has spearheaded the effort to examine health inequities in the County identifiable through existing data sources, facilitate dialogue with the Steering Committee to understand priorities grounded in their organizations’ expertise, and delve into literature and best practices around potential policies and programs to address inequities.

On the academic and community side, Drs. Vicky Gomez and Rachel Berkowitz, along with a team of four SJSU undergraduate and graduate Public Health and Recreation students, have been tapped to engage with the local community to understand and elevate the priorities of residents and community leaders regarding the Health Equity Agenda. Drawing on their backgrounds in community health education, participatory action research, and place-based community development, Gomez and Berkowitz have conducted 15 interviews with key stakeholders from diverse organizations (including [Destination:Home](#), [AACI](#), [Saratoga Area Senior Coordinating Council](#), [Indian Health Center of Santa Clara Valley](#), [Latinas Contra Cancer](#), and many more) and are preparing to host a number of community conversations to learn the locally-



constituted, context-specific perspectives of Santa Clara County residents. Information from the interviews and conversations will be integrated with Redstone’s proposed metrics and recommendations to establish a multifaceted Health Equity Agenda. Additionally, the SJSU team will work to develop several digital stories (i.e., a community-based participatory method that incorporates short-form, digital media production to center marginalized voices) to illuminate and make real the experiences of county residents related to health inequities.

The Health Equity Agenda constitutes a multi-year, four-phase plan to develop, implement, and evaluate county-wide health equity interventions over the next 5-10 years. Mirroring national and global calls to incorporate intersectional and intersectoral approaches in addressing health inequities, the Health Equity Agenda represents an important step toward improving and ultimately rectifying structural health disparities experienced by local Santa Clara County residents. If you have specific questions or would like more information, please contact: Dr. Vicky Gomez vicky.gomez@sjsu.edu Dr. Rachel Berkowitz rachel.berkowitz@sjsu.edu



CHHS DEI Profiles



Dr. Shaum Bhagat - Department of Audiology

What is your role in your department/school?

My role is Professor and Department Chair for the Department of Audiology.

Tell us about how and why you became attentive to DEI topics.

As a child from a middle-class family with an immigrant heritage from South Asia, my experiences and those of my family members allowed me to realize that there are health inequities and social injustices that need to be addressed, and it is imperative that solutions are created for these social problems. I believe that there should be equal opportunities for all people to access health care.

For full profile, please visit the [CHHS Blog](#).

Bree Casas - The Valley Foundation School of Nursing

What is your role in your department/school?

I currently am a Senior Bachelor's of Science in Nursing student. I serve as the President of Public Health Nursing Club; the President of Black, Indigenous, Latinx, and Student Nurses of Color (BILSNOC); and I serve on the SJSU and State Board of California Nursing Students Association with a goal of promoting DEI and representation for nursing students of color.

Tell us about how you and why you became attentive to DEI topics. What prompted this change in your department/school? What did the process look like?

I actually have a B.A. in Sociology from another university and feel that a large part of understanding myself and the many realms I exist within has been through the lens of intersectionality. I think during my time at SJSU it was really the uprising in the Summer of 2020 when George Floyd was murdered and many other BLM protests were arising, that a group of about five students and I collaborated on a list of changes we wanted the nursing administration to implement into curriculum. We discussed this over the span of a few meetings, but change sometimes can be a process when others in positions of leadership may not be ready to implement changes. And when the change didn't occur at the pace we were comfortable with, a classmate (Lilian Anh) and I decided to implement informal surveys to ask students if they felt they were receiving culturally-informed education.

For full profile, please visit the [CHHS Blog](#).



Dr. Michael Dao - Department of Kinesiology

What is your role in your department/school?

I am currently an Assistant Professor in the Department of Kinesiology

Tell us about how you and why you became attentive to DEI topics. What prompted this change in your department/school? What did the process look like?

I became attentive as I grew up and became more engaged with critical discussions. I just came to the conclusion that there were historical, social, and systemic reasons for the inequities people face. As such, the university is a good place to start having more conversations to better dismantle these unjust institutions in which we work and exist. I find that more departments are slowly realizing our role in the inequities that people face so it's down to us to start pushing the needle a little. The process is an ongoing one but at least we have more awareness and pay more attention to the topics.

For full profile, please visit the [CHHS Blog](#).

Dr. Melisa Kaye - Department of Occupational Therapy

What is your role in your department/school?

I am an assistant professor in the Department of Occupational Therapy

Tell us about how you and why you became attentive to DEI topics. What prompted this change in your department/school? What did the process look like?

I have been steeped in issues surrounding justice, diversity, equity, and inclusion since I was a child. My mother was very active in the civil rights movement, as well as the women's rights and disability rights movements. She was also deeply involved in worker's rights and labor unionization. One of my first memories was being with my mom at an anti-war rally in Detroit, MI in the late 60s. We heard Angela Davis and Bobby Seale speak. I was so awed by what little I understood of the messages and also by the energy. Then, the police came in riot gear and started tear gassing the crowd. My mom was in a wheelchair and I climbed onto her lap so she could speed us through the square to get out of the gas. I was terrified and amazed, and I remember talking about it with her for a long, long time-- it shaped a lot of the beliefs and perspectives I still hold today.

I, myself, have been politically active since I was a teenager. First in women's rights and then in AIDS politics, LGBT rights, same sex marriage equality, and now as an ally in Black Lives Matter and DEI organizations. Being an occupational therapist, I am also a disability rights advocate and ally. I was active with ACT-UP and Queer Nation and then worked on the Prop 8 (same sex marriage legislation) campaign. I helped found a neighborhood political action organization in my community in 2016 after the presidential election. In sum, I have not changed who I am, I simply started integrating the work I was already doing in my communities into my roles at SJSU.

For full profile, please visit the [CHHS Blog](#).



Dr. Asha Thomas - School of Social Work

What is your role in your department/school?

I am the School Coordinator, Undergraduate and Graduate On-Campus advisor at the School of Social Work

Tell us about how you and why you became attentive to DEI topics. What prompted this change in your department/school? What did the process look like?

This is an interesting question because my response to this might sound cliched. I grew up in India—that sentence right there answers the how and why. The theoretical lens to understand issues of DEI came during my social work training in India (although we never quite used this term—at that time it was oppression and social justice). Our curriculum was strongly focused on Marxism and social justice. The ability to work on the topic during decades long practice with some of the most marginalized communities in India. The work was intense, hard and demanded considerable grit and patience. This led to a doctoral dissertation focused on social movements, the Indian state and tribal rights.

For full profile, please visit the [CHHS Blog](#).

Get to Know Talisha Teague

By: Itzel Medina



Academic advisers assist students in making long-term decisions about their education and careers. Academic advisers become invested in their students' lives just like a Stockton, California native, Talisha Teague. Teague is an academic advisor from the College of Health and Human Sciences. She started her advising career at the University of Oklahoma then decided to come back to California and began working at San Jose State University in 2017.

"Seeing the students succeed is my favorite part of being an advisor. I stay in touch with my students from OU and SJSU and I love hearing about their jobs and what they are up to in their careers," said Teague. According to Anthony Korsund, director of the CHHS Student Success Center, "Talisha is, in many respects, the heart and soul of the CHHS Student Success Center team."

Teague's advice to her students is, "You are on your own timeline. Don't base your academics on what your parents or friends think. Come up with your own plan and have fun with it!" She wants to make sure students know that everything is at their own pace and don't feel discouraged just because someone else is

completing a goal before they do.

Not only is Teague an academic advisor at the success center, but she is also the Program Coordinator. She is in charge of the events and many projects for the student success center. The Ice Cream Socials and the CHHS Student Organization Fair were all her, with the help of her coworkers of course.

In addition to her work as an academic advisor and program coordinator, she is also a baker. "Ways to destress are cooking and baking which I give samples to family and friends and coworkers," said Teague. Not only is baking a stress reliever for her but she does it because she loves it. Enjoy this picture of Teague's delicious cookies.



Mitigating the risk of falling in elders by identifying age-related changes in inner ear control of equilibrium and balance: The Vestibular Laboratory in the Department of Audiology

By: Dr. Shaum Bhagat



The risk of suffering a fall causing significant injury, such as a broken hip, increases exponentially with age. Many elders are interested in learning about improving their balance and equilibrium in their daily living to prevent falls from occurring. In some cases, disturbances in balance and equilibrium can be attributed to age-related changes in the inner ear. Each ear can be categorized into three main components: the outer ear, the middle ear, and the inner ear. The inner ear is a tiny fluid-filled structure housed deep within the temporal bone of the skull. The inner ear contains five sensory organs contributing to balance and equilibrium and one sensory organ for hearing. The sensory organs for balance and equilibrium in a given inner ear include the saccule, the utricle, and three semicircular canals. These sensory organs connect to the muscles of the eyes controlling eye movements through complex neural pathways within the brain. Coordinated activity between these inner ear organs and the muscles controlling eye movements contribute to maintaining one's balance and upright stance.

In elders, the aging process can lead to deterioration of the inner ear sensory organs contributing to balance and equilibrium. In turn, this can lead to the loss of maintenance of balance and an increased risk of falling. Identifying the factors that make elders more susceptible to falls remains an area of intensive research focus.

The Vestibular Laboratory in the Department of Audiology is equipped with state-of-the-art instrumentation designed to assess equilibrium and balance.

This instrumentation includes videonystagmography goggles with high definition cameras that capture and record eye movements [Insert Photo 1]. The recorded eye movements can be analyzed by Doctor of Audiology students and research faculty members in order to determine if an elderly individual may have an increased risk of suffering a fall. The Vestibular Laboratory is also equipped with a rotary chair system that uses cutting-edge technology [Insert Photo 2]. The rotary chair system provides computerized control of a rotating chair to determine if diminished eye movements associated with age-related compromise of inner ear function occurs while the individual is seated in the rotating chair.

For more information about the Vestibular Laboratory, contact the Department of Audiology at 408-924-1754 or audiology@sjsu.edu.



Kinesiology Faculty and Students Attend CAHPERD

By: Dr. David Daum

The Department of Kinesiology faculty and students were busy this spring attending the California Association for Health, Physical Education, Recreation and Dance (CAHPERD) state convention in Los Angeles.

CAHPERD is the premier state-wide professional development and advocacy organization for K-12 health and physical educators. It was a vibrant occasion, as attendees were excited to be part of an in-person

event for the first time in two years. Conferences are always busy, and this year was no exception.

Assistant Professor Dr. David Daum, attended the conference along with two undergraduate Kinesiology-preparation for teaching majors and two Physical Education Single Subject Credential candidates. In addition to several presentations at the conference, Dr. Daum was on the ballot and elected as a member-at-large to the board of directors for CAHPERD. Dr. Daum will begin a three-year term starting summer 2022 continuing his leadership in the organization.

Additional conference highlights include: 1) Molly Sheridan, who is a current Kinesiology - Preparation for Teaching undergraduate student, was on the ballot and elected as the chair-elect for the Future Professional's Council. She will be active in assisting the organization over the next year or so planning for all the pre-professional sessions and events at next year's conference, and 2) a former SJSU department of Kinesiology faculty member, Dr. Robert Schmidlein, was recognized as the 2022 CAHPERD California High School Physical Education Teacher of the Year. When Dr. Schmidlein left SJSU, he returned to the K-12 schools and is doing amazing things with his students in Los Angeles. Dr. Schmidlein is now eligible to receive teacher of year recognition at the National level.

Congratulations to all current and former SJSU KIN members who are doing amazing things with CAHPERD.



*Congratulations
Class of 2022!*

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