Spanish for Healthcare
Ensures Quality Patient Care, Offers Students Employment Edge

To help students prepare for the growing demands of the professional medical field, Walsh University has developed a Spanish for Healthcare Major. The unique major combines experiential learning with classroom studies to produce bilingual healthcare providers.

“The goal of the program is to prepare students to work with the language in the healthcare context and ensure that graduates are able to provide culturally appropriate care,” said Assistant Professor of Spanish Dr. Christopher Mellinger.

According to the U.S. Department of Health and Human Services’ Agency for Healthcare Research and Quality, healthcare providers who speak the same language as their patients are able to display greater patient understanding. This leads to a broader understanding of diagnoses and treatment, closer medication adherence, better well-being and function for those with chronic disease and increased health education. In addition, bilingual healthcare providers generally receive higher salaries, more opportunities for advancement and better treatment outcomes.

Led by Associate Professor of Spanish Dr. Camelly Cruz-Martes and Dr. Mellinger, Walsh’s program requires students to complete Intermediate Spanish I and II in addition to Conversation Clinical Spanish. Electives may also be chosen from selected Nursing and Spanish courses such as Health Care Disparities for Minority Communities: U.S. Latinos, Complementary and Alternative Therapies or Nursing with Aggregates. Some students also take Spanish Medical Translating and Interpreting, which helps them learn some of the challenges when translating or interpreting.

Students gain hands-on learning experience both on and off campus. In-class work includes developing mini healthcare programs using a variety of media such as podcasts, presentations and games. The program also provides opportunities for experiential learning, including internships at the Stark County Health Department and the Hartville Migrant Clinic. Walsh also partnered with Ursuline Sisters in Canfield for a three-day experiential learning program during Spring Break.

A Message from
DEAN LAHAIE:

It is my great pleasure to introduce the fall edition of our newsletter. Although we have only begun our second year as the School of Arts and Sciences, we can already look back at many accomplishments. We started the new academic year by launching the new Division of Fine and Performing Arts, by offering seven new majors, and by celebrating a special milestone in one of our faculty member’s career.

Since its inception, the focus of the School of Arts and Sciences has been on promoting student engagement through a variety of learning experiences that go beyond the classroom. Our faculty have mentored and guided students through research projects culminating in student presentations at ACES—the biannual interdisciplinary undergraduate conference that is hosted by our school—or in presentations at regional or national conferences. In addition to these research opportunities, students engage in experiential learning opportunities that allow them to connect their newly acquired knowledge with real-world applications. Such real-world learning experiences may be tied to individual courses, or they may be embedded in the entire curriculum of a major. Examples for majors with integrated experiential learning opportunities that are highlighted in this newsletter are Spanish for Healthcare, History, Museum Studies, and the STAR Chemistry Program.

During the past academic year, a group of faculty members participated in special workshops in order to get ready for teaching in the new active-learning classrooms at Walsh. The faculty integrated mobile devices coupled with a variety of collaborative technology tools and student-centered active-learning approaches into their courses. They assumed leadership roles among their peers by sharing their experiences both at Walsh and at various regional and national conferences.

This semester, we celebrated the beginning of a faculty member’s 50th year at Walsh University. This math professor exemplifies the dedication of our faculty to student learning. I hope that you will enjoy reading about the many accomplishments of our faculty and students in this third edition of our newsletter.

Sincerely,
Ute S. Lahaie, Ph.D.
Dean, School of Arts and Sciences
Several high profile and well-attended community events helped to mark the fall launch of the School of Arts and Sciences newest division, the Division of Fine and Performing Arts. With Dr. Britt Cooper, Associate Professor of Music, as its chair, the division encompasses Art History, Museum Studies, and Music majors; Art, Art History, Museum Studies and Music minors; as well as extracurricular activities such as chorale and band. This focus on the arts has already benefited Walsh students and community members with a number of events and activities this semester.

Museum Studies students worked hard to prepare and install a four-month exhibition of 50 images by photographer Harry Burton. The images represent items found during the discovery of ancient Egyptian pharaoh Tutankhamun. In conjunction with the exhibition, Museum Studies students invited M.J. Albacete, Executive Director Emeritus of the Canton Museum of Art, to present an interpretive lecture. Approximately 90 Walsh students, faculty, and community members attended his talk to learn about the remains from one of the most striking archeological finds of the century.

Walsh University’s Hoover Historical Center presented the British War Children 75th Anniversary Commemorative Series. The series honored the anniversary of the arrival of 84 WWII British children who were brought to North Canton by The Hoover Company to keep them safe from war-torn Europe. The variety of 14 events attracted more than 1,500 participants. The culminating event, “The British War Children and Their North Canton Neighbors: A Conversation of Memories,” was a panel discussion including returned British war children and a local women who befriended some of the British children.

Professor Diane Belfiglio, Assistant Professor of Art and Studio Coordinator, facilitated her seventh community art project in conjunction with Walsh University and the Canton Symphony Orchestra. This two-part piece, entitled Music on the Walls, is a colorful mosaic of musical staffs. The mosaics feature the actual musical notations of two iconic pieces of classical music - Beethoven’s Symphony No.5 and Handel’s Hallelujah Chorus. Walsh music students assisted in creating the twin art projects. The Hallelujah Chorus piece is now permanently installed in the Birk Center of the Arts, and Beethoven’s Symphony No.5 is installed in Foundation Hall at the Zimmermann Symphony Center.

The Division of Fine and Performing Arts is also setting plans for the upcoming months. Museum Studies students will curate and install “50 Years Before Tomorrow: The Story of VISTA and AmeriCorps.” The exhibit, following the fifty year history of AmeriCorps and Volunteers in Service to America’s work to end poverty in America through volunteerism, will be on display in the Birk Center of the Arts from January 18 to March 13, 2016. Finally, the Chamber Singers ensemble will go on tour in May to visit Washington D.C. and sing at nationally significant sites.

COMMUNITY EVENTS SHINE SPOTLIGHT ON NEW DIVISION

“The Division of Fine and Performing Arts is a manifestation of Walsh University’s mission to infuse each of its students with the power to create in celebration of our Creator. While we now provide major programs in the arts, the Division will always be inclusive rather than exclusive, encouraging students from all academic programs to expand and deepen their cultural experience through participation in music, visual art, art history and drama.”

–Director of Fine and Performing Arts, Britt Cooper, Ph.D.
Walsh faculty members have begun to “flip” their approach to teaching in order to accommodate new technologies and foster a student-centered learning environment. Dr. Ute Lahaie, Dean of the School of Arts and Sciences, has been leading the development of a community of faculty members on campus to support these strategies in Walsh’s new active learning classrooms.

While often defined simplistically as “school work at home and home work at school,” the typical flipped classroom model requires students to study new content by reading or watching a video online before class, leaving class time for discussion and other learning activities that can be customized to focus on content that students may be struggling to grasp.

“One of the benefits of the flipped classroom is that it has allowed me to focus more on one-on-one instruction to promote student learning, which also supports Walsh’s mission to promote close student-teacher interactions,” said Assistant Professor of Graphic Design Jennifer Vokoun.

During the 2014-15 academic year, a group of 28 faculty members participated in the Faculty Fellows II professional development program consisting of summer workshops designed to explore a variety of collaborative technologies and technology-enabled active learning methods. In one cohort, participants transformed a single lesson in a current traditional course while in the second cohort, participants transformed entire courses.

“The flipped classroom has promoted student-centered learning in my classroom through collaborative group projects,” said Vokoun. “Students develop creative confidence by taking charge of their own learning with my guidance and direction.”

Dr. Lahaie and the participants in the faculty fellows programs shared their experience with their new instructional approaches with the Walsh faculty during several panel presentations in spring 2015.

The results of the project were also presented by Dr. Ute Lahaie and co-presenters at three national conferences in 2015:

- Dr. Ute Lahaie (lead presenter) with co-presenters Chair, Division of Philosophy and Theology; Associate Professor of Philosophy Dr. Bradley Beach and Assistant Professor of Graphic Design Jennifer Vokoun: “Implementing Active-Learning in a Technology-Rich Flexible Learning-Environment: Lessons Learned.” 2015 Conference of the Higher Learning Commission in Chicago, IL.

- Dr. Ute Lahaie (lead presenter) and Associate Professor of Education Dr. Jacque Mumford “Fostering Faculty Communities of Practice in Technology-Enabled Active Learning Ecosystems.” FLEAT VI Conference at Harvard University in Cambridge, MA.

- Dr. Lahaie (lead presenter) with co-presenters Dr. Jacque Mumford, Director of E-Learning John Gurnak, and Instructional Specialist Jennifer Loudiana: “Catching the 2nd Wave: Agile Faculty Development Model for Higher Education Reluctant Adopters.” FlipCON15 conference at Michigan State University in East Lansing, MI.
Walsh University celebrated the installation of its new Ohio Historical Marker honoring Walsh's founders, the Brothers of Christian Instruction, with a formal dedication ceremony this summer on Tuesday, June 16.

The placement of the Ohio Historical Marker was initiated as a class project by Walsh University Associate Professor of History Dr. Kelly (Selby) Mezurek and the 17 students in her spring 2014 History of Ohio course in collaboration with the Ohio History Connection.

“This marker is the result of the efforts by the School of Arts and Sciences to use project-based learning in our classrooms. The students spent the semester learning about the history of Ohio through the lens of education,” said Dr. Mezurek. “They had to research the history of Walsh University and study the process involved in completing this type of state application. But most importantly, the students worked in collaboration and developed leadership, teamwork, and presentation skills.”

Students also honed their presentation skills through several experiential learning opportunities offered throughout the school year. Last year, these included the History Across the Humanities Conference at Youngstown State University, where three Walsh students and one graduate student presented and received recognition for their papers/presentations.

In addition, a total of eight undergraduate and graduate alums joined Dr. Mezurek to serve as judges for Ohio District 5 History Day at the McKinley Presidential Library & Museum.

Nine student members of Alpha Nu Sigma, the Walsh University chapter of Phi Alpha Theta, the Honor Society of History, also attended the Ohio Regional Phi Alpha Theta conference at Lourdes University in spring. Michael Simrak, a 2015 May graduate was honored with the award for Best Researched Paper. Dr. Mezurek serves as the Society’s national representative.
Walsh University once again had strong representation at the 2015 National Collegiate Honors Council (NCHC) Conference in Chicago, November 11-15. Seven students traveled to Chicago for the conference along with Director of the Honors Program/Assistant Professor of English Ty Hawkins, Ph.D., and Assistant Professor of History Rachel Constance, Ph.D.

In addition to offering conference sessions, roundtables and classes for honors faculty, the NCHC includes student-directed sessions where honors students can present individual research or attend sessions on topics such as how to better market yourself as an honors student when applying for graduate school, internships, jobs, etc.

“Perhaps the most important thing about this experience is that our students see that they can intellectually hold their own and stack up to anyone from the bigger name schools out there.”

—Director of the Honors Program, Ty Hawkins, Ph.D.

Students also had the opportunity to nationally showcase the work they’d been doing back at the Walsh campus. “As a senior, I presented the research I have completed so far for my Honors Thesis (on diabetes care management) at a poster session,” said Gabrielle Mey, whose presentation was titled Evaluating the Effects of a Combined Inpatient Diabetes Management Team and Outpatient Transition Care of Clinic on Readmission and Emergency Department Utilization. “I was excited to gain experience by explaining my research not only to other students, but also to the healthcare professionals who stopped to hear my presentation.”

In addition to Mey, two other Walsh students were selected from a national pool of applicants to give poster presentations at the conference. Senior Matthew Thomas presented Botox Unmasks Elbow Flexion in Infant Brachial Plexus Birth Palsy: A Case Series, and Junior Courtney Kilway presented An Analysis of the Effects of Changing Gender Roles in the Military on the Sexual Assault of Women.

Viewing the student presentations was a transformative experience for sophomore honor students and attendees Thomas Krainz, Ashley McClung, Ryan Recicar, and Brian Scarpitti.

“This experience enabled the sophomores to grasp a better understanding of the pivotal role research plays in the apex of honors achievement—the thesis capstone,” said Thomas Krainz. “Additionally, interaction with other honors students, whether it was in a seminar or during presentations, allowed us both to reflect and acquire new ideas to implement into Walsh’s own honors program with hopes that it becomes more proficient in providing students with the resources they need to succeed.”

This year marked the 50th anniversary of the National Collegiate Honors Council, which is the professional association of undergraduate honors programs and colleges including honors directors and deans as well as honors faculty, staff, and students.

“Sessions at the NCHC Conference provided many innovative ideas and suggestions pertaining to the honors program, some of which I feel would be beneficial for Walsh’s Honors Program to adopt,” said Matthew Thomas. “Other sessions offered helpful tips for students over a wide array of topics. The trip was very educational and a lot of fun.”

After spending a year working with outgoing Honors Program Director Koop Berry, Ph.D., this is Dr. Hawkins’ first year as sole director of the program. So far the experience has been a rewarding one, and he looks forward to preparing for the Honors Program Scholarship Day in February and recruiting incoming students to the program.

“It has been very exciting. The students are really bright and they’re really thoughtful, and they have a ton of great ideas,” Dr. Hawkins said. “The intellectual curiosity of our honors students—which I think is very much supported by, solidified by, and grown by the program—is the absolute highlight of this job.”
School of Arts & Sciences NEWS

Bioethical issues are all around us. Topics like genetic manipulation, surrogacy, capital punishment, and end of life care are just a few of the issues making headlines these days, and each of them brings along a set of moral questions to consider.

“Advances in technology often raise complex moral questions that need to be elevated to the level of public discourse,” said Associate Professor of Philosophy Leslie Whetstine, Ph.D.

Dr. Whetstine is an active member on the Aultman Hospital Ethics Committee where she attends meetings, provides ad hoc consultation, and speaks at their semi-annual symposium providing education for the hospital’s medical staff. An expert in the field of Bioethics, she speaks at national and international conferences and has been interviewed by various media outlets including NPR, CNN, the Washington Post, and the Wall Street Journal concerning contentious topics in ethics and medicine.

In April, Dr. Whetstine will be presenting at the Critical Care Symposium in Manchester, England.

Dr. Whetstine uses her clinical Bioethics background and experiences at the hospital to bring real-life examples to her classroom. Students discuss case studies using real clinical scenarios. In addition, students in her Clinical Bioethics class spend two hours a week observing rounds in Aultman Hospital’s ICU with the team.

Although Bioethics and Philosophy in general are often perceived as daunting subjects, their study doesn’t need to be limited to science majors or students pursuing a degree in medicine. All Walsh students are encouraged to take Philosophy courses regardless of major. Within the Philosophy major itself, students can opt for the Great Ideas track, which explores Philosophy theories and traditions, or the Applied Ethics track, which focuses on areas such as Bioethics and Philosophy of Medicine.

“Philosophy is just about asking questions and trying to investigate these really profound problems,” Dr. Whetstine said.

Discussion of these problems isn’t limited to the classroom. For example, on October 14 Walsh welcomed renowned Catholic Bioethics speaker and writer Reverend Tadeusz Pacholczyk, Ph.D., to discuss Bioethics and end of life issues. One session, for Walsh students, focused on issues surrounding human procreation and the gift of human life. The evening discussion, attended by approximately 500 guests from the community, was tailored to end of life issues.

“Having Fr. Tad on campus really reinforced that ethics is a big deal,” Dr. Whetstine said. “And it was great to see so many people from the community involved because these are issues that affect all of us, regardless of your field or discipline.”
This fall, Walsh welcomed its first STAR Chemistry Program cohort of 10 students who will live and take classes within their designated learning community while participating in activities that will strengthen their self-identity as chemists.

In 2014, the Walsh Division of Mathematics and Sciences received a highly competitive National Science Foundation (NSF) grant in Science, Technology, Engineering and Mathematics (S-STEM) to fund the creation of the new STAR Chemistry Program: “Inspiring, Educating, and Preparing Young Science Talent for an American Ready Workforce.”

“The first year of the S-STEM grant has been a great success,” said Associate Professor of Chemistry Peter Tandler, Ph.D. “Our two events last year, Science Day and STAR Scholar Day, were both supremely positive experiences for our candidates that ultimately led to the program’s success. In addition, we are extremely proud that NSF chose Walsh’s STAR Program to serve as a model for future initiatives to improve the career opportunities for chemistry graduates through internships and practical training in the curriculum.”

The grant is being used to fund 16 four-year scholarships for academically talented chemistry students and the STAR scholars learning community.

“I chose Walsh because of the amazing opportunities provided for me here,” said freshman Natasha Gilbert. “I was most impressed by the chance to apply chemistry knowledge outside of the classroom through the STAR program with workshops and career seminar courses.”

“The STAR Chemistry Program has already made such a huge impact in my life,” said Gilbert. “I have had numerous opportunities to bond with professors and to apply science to the outside world. The bonds I have made with the fellow students in the program are ones that will last a lifetime.”

-Freshman Natasha Gilbert

The STAR scholars benefit from Walsh’s redesigned chemistry curriculum that addresses the existing gap in skills needed by chemistry graduates and those identified by local industry partners. As a part of this curriculum, all Walsh chemistry majors participate in an internship, a three-semester integrated laboratory experience, and a four-year Chemistry Careers Seminar. In addition, students will benefit from the Career Series, which brings together faculty, students and industry partners to speak about current industry issues and career opportunities for students.

Students in the STAR program shared their chemistry knowledge with the Walsh community through a special event on November 5. The workshop, titled “Food Science,” taught attendants about the chemistry behind every day cooking and baking. The science behind ice cream making, rising baked goods, fizzy soda pop and caramelization reactions was examined through demonstrations and samples.

On Wednesday, November 18, the School of Arts and Sciences honored Associate Professor of Mathematics Thomas Y. Ling for his remarkable 50 years of service to Walsh University. Ling, who signed his 50th contract this fall, joined the Walsh family in 1966 and has spent his career dedicated to the students of Walsh University. In his 50 years of experience at Walsh, Ling has shaped the lives and careers of thousands of Walsh students with his guidance, patience, and expertise in the classroom.

Tom holds a B.S. from Elkins College and a M.A. from Kent State University.
Biology Freshman Returns to His Walsh Roots

Freshman Jacob Popio’s first contact with Walsh University began as a summer Eagle Scout Project to develop a garden for Walsh’s newly opened Environmental Field Center in 2012. Now, like the garden he helped to plant, Popio, a Biology Pre-Med major, feels that his roots are firmly grounded in Walsh University.

As a high school sophomore, Popio was responsible for the planning, building and planting of the Ohio Native Plant Garden at the Walsh Environmental Field Center at Hoover Park. The Eagle Scout Project was his first contact with Walsh, but not his last.

“I got to know the faculty and I really liked the atmosphere of Walsh,” said Popio. “After taking college credit courses at another local college, I was surprised at the difference between the two schools. Here, I feel like I’m viewed more as an individual as opposed to being just a number among many students.”

For the Ohio Native Garden, Popio was responsible for establishing the bed perimeters, roto-tilling the ground and plotting where each native plant would best thrive and grow. In addition, he installed the water irrigation system, mulched and planted the beds. The Garden includes perennial and self-seeding plants such as elderberry, Ohio spiderwort, Ohio goldenrod, big bluestem, swamp milkweed, cup plant and spring bloomers including jack-in-the-pulpit, native violets, wild ginger and trillium. Each year, plants are labeled by scientific name, common name and plant family to aid in student identification.

The Environmental Field Center, located in the Hoover Park directly across from Walsh’s main campus, is considered a valuable learning lab used by faculty and students in courses such as Environmental Science, Biochemistry, Ecology and Botany. The Field Center is also a resource to the community as local garden clubs, school groups and youth programs can attend outreach events led by Walsh faculty and students on native plants and ecology. Funding for the garden was provided by a grant from the Herbert W. Hoover Foundation.

“The purpose of the gardens is not only educational for our students, but also for the general public. Here they can see first-hand the different varieties of beautiful Ohio plants,” said Professor of Biology Dr. Jennifer Clevinger. “The whole garden contains only Ohio plants purchased from our local growers. We wanted to create a learning tool that also offers alternatives that anyone can realistically use to create a beautiful garden at home, without introducing an invasive species.”