Greetings from the Chair

I am pleased to return to my roles as associate dean in the School of Health Sciences and as chair of the Department of Health Sciences after having been away for six months on sabbatical. During this time, I completed my doctoral dissertation and graduated May 2016 with a doctorate in educational leadership in adult and higher education. Life is a journey and achieving this milestone in my life is very important to me. There were many with me on this journey. The support of Dean Lawler is greatly appreciated. Dean Lawler encouraged me to finish what I had begun and then offered a sabbatical so it could be a reality. I am grateful! I work with the most amazing colleagues and staff. They bless my life on a daily basis. It is with sincere appreciation that I acknowledge and thank Becky Wolff for her exemplary service as interim chair of the Department of Health Sciences during my time away. Thank you!
The faculty are working with students on special assignments and projects described below. A variety of technologies are used by faculty in coursework throughout the program:

- **Online sites:** Kahoot: students use phones or laptops in class to answer quiz questions; Padlet: students use to share written work with the group; and bubbl.us: a concept map or mind-mapping site.

- **D2L** is used extensively to share content, for student submission of all graded work, and for all quizzes and exams.

- **The VAIL tutorial** is used to teach about plagiarism.

- **Turnitin** is used for plagiarism detection.

- **Google Docs** for meeting sign-ups and other purposes.

- **Google Sites** for electronic portfolios required of all health sciences majors.

- This past year in HSC 360 students used Collaborate Ultra to complete a Mock Telehealth Recorded Session assignment. They role-played health care professionals from a variety of fields in an online interaction with a patient (also a student in a role-play). One group utilized the technology (wireless blood pressure monitor, oximeter, etc.) in the Occupational Therapy Activities of Daily Living (ADL) suite as props for this assignment. All of their recorded sessions are presented in class. In HSC 360, one student is creating an app and other students are creating Facebook pages, Twitter pages, websites and YouTube videos for an assignment that involves the use of technology to teach about a health-related topic.

- Through the use of laptops, students enrolled in HSC 280, Fundamentals of Human Anatomy and Physiology have access to McGraw Hill’s Connect website. This website is a companion website to Seeley’s Anatomy and Physiology textbook used in class. Students have access to learning modules that cover all concepts within the book’s chapters. Another critical component is the virtual anatomy and physiology labs, which give students the unique opportunity to work within a simulation lab that has both animations and gross anatomy. Students review modules that are composed of virtual and interactive exercises that cover the different concepts covered in class. Also, the students access posted quizzes and case studies used for group work inside and outside of class.

- Students in HSC 281 Human Disease use a variety of software to develop pamphlets promoting heart healthy lifestyle changes as part of various case studies they work on throughout the semester. Some of these pamphlets will be presented and handed out to faculty and students at Idea-Fest. These pamphlets can be viewed via the following link: [https://drive.google.com/drive/folders/0BxOVRUS-ikiIWGg5d184UXp3cmM?usp=sharing](https://drive.google.com/drive/folders/0BxOVRUS-ikiIWGg5d184UXp3cmM?usp=sharing)

- Faculty has incorporated PhotoVoice into HSC 380 Health Literacy and Culture Care.
Photovoice is an effective means to support the marginalized in our society and share their words and photos with decision-makers and bring about positive change in communities. Students are required to create a photo voice project by using the iMovie application. This application helps the students create an end product that looks very professional. Students are encouraged to present this project in local undergraduate conferences giving them the opportunity to showcase their work and receive productive feedback on their work.

- Throughout the curriculum, faculty are working with students on assignments and projects that students present at IdeaFest.
- Faculty incorporate evidence-based research projects into coursework and work with students to write and submit abstract proposals for the USD School of Health Sciences Research Day on April 21. The health sciences team were actively involved in Research Day.
- Faculty worked with students to write “I have a dream” for Health Care speeches after first reviewing Martin Luther King’s “I Have a Dream” speech.

I am certain you agree with me that this is an impressive list of learning activities during which faculty are working directly with students to help them learn about critical aspects of health care and living as a professional. The faculty is making a difference in students’ education and no doubt this will impact each of the students’ contributions as future professionals!

Angela Landeen, MS, CHES, CPH has joined our team, replacing Laurie Lind, who relocated to the southwest. Angela Landeen has had a variety of experiences in the public health sector including working with HHS/HRSA in Maryland where she oversaw the Public Health Training Centers. During her tenure there she coordinated inspection studies with the HHS Office of the Inspector General (OIG) and the Government Accountability Office (GAO). She has worked with the South Dakota Department of Health and served as director of the South Dakota Public Health Association. You will meet Angela Landeen later in this newsletter as she writes about her public health career.

I continue to be amazed with the quality of young men and women we meet and have the privilege to work with through the health sciences major. Our graduates are continuing their education by attending a variety of programs:
- OT
- PT
- PA
- Orthotics and Prosthetics
- MPH
- Dentistry
- Pharmacy
- Accelerated Nursing
- Medicine

Alex Brech completed the health sciences major taking classes in Sioux Falls and online, graduating spring 2015. He is currently a sophomore in medical school. He identified the flexibility of the program as an asset for a non-traditional student.
Alex Brech believes cultural diversity, public health, legal and ethical aspects of healthcare, and service learning were important in his undergraduate education.

Two graduates have landed unique positions: Sydney Dimke graduated spring 2016 and was offered an internship with Optum, a subsidiary of UnitedHealth Group. She is a healthcare consultant and has the opportunity to work in departments across the organization viewing the healthcare system from many different angles. She is learning about the complexity of the healthcare system. When Sydney was getting close to graduation, she knew she wanted to work in healthcare but was unsure how or where that might be. The internship opportunity presented itself and now she is on a fast-track to leadership, working with a variety of people in small and large teams as well as in different roles on those teams. She believes the emphasis on teamwork by the health sciences curriculum was an important aspect of her education that prepared her for this opportunity.

Corryn Celmer, HPV Program Manager for the Yankton Rural AHEC and 2014 USD Health Sciences graduate, is currently working on a grant through the Centers for Disease Control and Prevention (CDC) and National Area Health Education Center Organization (NAO) to educate health care professionals and providers on the importance of the HPV vaccine. Corryn has been involved with this project for over two years and was one of 10 Regional Coordinators. This past October, Corryn Celmer was selected as one of four project specialists for the NAO HPV Immunization Project nationwide. Her role as the Marketing Specialist includes working with more than 40 state entities, other CDC Grantees and the NAO Project Leadership Team to disseminate various materials for the project, assist state entities with their marketing efforts, and to promote the utilization of CDC resources to ensure uniformity of HPV vaccination education across the country. For more information on this project, please contact Corryn Celmer at ccelmer@ntc.nationalahec.org.

The Department of Health Sciences held a World Café with our advisory board and a few of our students on April 18 at the Prairie Center at Avera in Sioux Falls. Discussion centered on health workforce needs across the state of South Dakota. We will share more about this meeting in our next newsletter.

Throughout the remainder of this newsletter you will read in more detail some of the activities of the program faculty and students. Together, they are doing amazing things.

Respectfully,

June Larson
I graduated from USD in the spring of 2016. I am currently working for Optum as a healthcare consultant. Optum, along with United Health care are subsidiaries of UnitedHealth Group. As a consultant, my job is always changing and I am always learning about our complex healthcare system. The best part about consulting is that you get to look at the healthcare system from so many different angles, since we don’t just work on the same project throughout our careers.

The reason I chose consulting is because when I graduated college, I was unsure as to which career path I wanted to take. I knew I wanted to be involved in healthcare somehow, but couldn’t lock down a specific area. Optum consulting has allowed me to explore so many different jobs, work with a variety of people in small and large teams as well as have different roles amongst those teams.

One reason the Health Sciences Major helped prepare me for my career is the teamwork aspect. Almost all the work I do involves working with at least one other person. The group projects we completed in the health sciences major classes really do demonstrate what it would be like to work in a group in the workplace. Another way the health sciences major has helped me a lot is just learning about the healthcare system. It can be so big and confusing but the knowledge I gained in college has really helped me at work. Any terminology or systemic functions you are exposed to in college will go a long way in the workplace. Overall, the health sciences major opens up the door to so many opportunities within the healthcare system and offers the tools you need to feel prepared for your job.
From BS Health Science to Medical School

My Health Sciences Major was pivotal in my preparedness for both applying to medical school and medical school itself. As a nontraditional student with a non-medical background, I required an undergraduate major that was not only flexible but one that would also introduce me to the complexities of healthcare and the many different professions involved in caring for patients. Health Sciences not only fulfilled those requirements but it went well beyond by diving into cultural diversity, service learning, and public health. I also feel as though the non-traditional major and my many hours of service learning both played a major role in my acceptance into medical school, as medical schools today place a high value on diversity and service. As I have progressed through medical school thus far, I have felt that the Health Science Major prepared me well for the coursework I have seen as a medical student. I feel especially well prepared in some areas of medicine that typical pre-medicine majors miss out on such as diversity, healthcare law, insurance, and public health. The healthcare law class I was able to take has been especially helpful and will likely prove to be beneficial throughout my career.

As I leave off, I would like to end with some advice to those interested in applying to medical school. First and foremost, pick an undergraduate major that you love and that suits you. Medical schools today value diversity and appreciate a wide variety of majors and experiences. Also, why not choose a major that gets you excited to go to class or one that helps complement your current knowledge/skills? Secondly, add experience to your application by volunteering or working part time in the healthcare sector. The Health Sciences Major has service learning requirements built into the coursework. This is a great opportunity to foster and display the lifelong dedication to the service that medical schools are looking for.

Best Regards,

Alex Brech

USD Sanford School of Medicine Class of 2019
Faculty Highlights

Angela Landeen, MS, CHES, CPH

I have been on campus this semester and have enjoyed teaching and interacting with our young professionals. A number of these students are hoping to be accepted into a graduate program or jump into their careers and I realize, time and time again, how crucial our preparation is to provide an understanding of the health care system, human services and public health. I hope at the end of this semester, my students have learned that government policies often initiate the access to quality care, but they can provide a perspective of the health inequities in South Dakota as they work with communities, families and individuals to increase the collective health.

I am happy to assist with committee work, grant development or stakeholder engagement while becoming a supportive “element” to our inter professional team. I have had an interesting career thus far and have lived and worked in many sectors. Before coming back to South Dakota, I was with HHS/HRSA in Maryland, overseeing the Public Health Training Centers and for a time, coordinated inspection studies with the HHS Office of the Inspector General (OIG) and the Government Accountability Office (GAO).

I have lived in Pierre and contracted with the South Dakota Public Health Association as their director to advocate for public health initiatives and provide workforce education. I have consulted with local and state government to develop emergency operations and hazard mitigation plans and assisted South Dakota DOH in creating a statewide MoU for county mass fatality and hospital evacuation plans through the CDC and ASPR Hospital Preparedness Grant Program. Lastly, I was a team member with the Salt Lake 2002 Winter Olympics and after the games, received my master’s at the University of Utah and worked at the College of Pharmacy before moving to Pierre.

I looked forward to meeting everyone. Please stop by to say hello!
On April 19, 2017, 14 Health Sciences Major students and six School of Health Sciences faculty were inducted into Alpha Eta Sigma Delta in a ceremony held in the Freedom Forum in the Neuhrth Center. Alpha Eta Sigma Delta is a newly re-activated honor society chapter for School of Health Sciences students with a record of outstanding academic achievement. The Alpha Eta Sigma Delta honor society promotes and recognizes significant scholarship, leadership and contributions to the health professions. At the induction ceremony, Associate Dean June Larson, EdD welcomed the inductees and praised students for their academic achievements. Professor Amy Nelson provided information on the national honor society, including opportunities for scholarships and service. Keynote speaker for the event was Kelsey Collier-Wise, J.D., who serves as Executive Director of the United Way of Vermillion and president of Vermillion's city council. In her address, Kelsey Collier-Wise motivated students and faculty to take actions, large and small, to care for others to build a better community. Inductees were presented with certificates and signed the Honor Roll of Members. Graduating seniors Mijah Murden and Shelby Ripperger (in absentia) received Honor Cords to wear at commencement. Chapter officers President Luke Laycock and Secretary/Treasurer Alexandria Logan were recognized for their energy and ideas in building the honor society. Finally, Professor Becky Wolff challenged inductees to invest a similar level of dedication for academic work in efforts to energize the chapter. With this effort, students and faculty will build a community of scholars and make a positive impact in the community.

**2017 Student Inductees:**
- Kelly Callanan
- Katherine Haverly
- Brandi Merritt
- Ashley Streich (Senior)
- Amy Davis
- Zhe Huang
- Mijah Murden (senior)
- (Senior)
- Sydney Giese
- Luke Laycock
- Shelby Ripperger (senior)
- Jade Gunnarson
- Alexandria Logan
- Ruth Stewart
- Amy Weichler

**2017 Faculty Inductees:**
- Musheera Anis Abdellatif
- Jamie Turgeon-Drake
- June Larson
- Chelsea Wesner
- Amy Nelson
- Becky Wolff
I want to thank you all for inviting me here today to celebrate the achievements of these students being inducted into Alpha Eta's Sigma Delta chapter. It's exciting to know that USD is sending such exemplary professionals into the world.

I have no doubt that as a group, you've got the tools you need to be fantastic health care providers and leaders. But I hope as you establish your careers, you'll also take the opportunity to apply the same drive and excellence that got you here to whatever community you find yourself in. The work of making the world a better place is more than a full time job, and it's one we all have a responsibility to engage in.

More than 15 years ago, sociologist Robert Putnam wrote a really great book called “Bowling Alone” and it's made a huge impact on me over the years. In it, he argues that ‘social capital’ -- the good stuff generated by everything from voting to joining the Lion’s Club to having a barbecue with your neighbors -- had been on the decline for several decades, leading to a host of social ills. We're working more, staying in our homes more and engaging with community and public institutions less. People might wonder, in a global society where we’re more connected to people and places around the world than we’ve ever been, why does personal investment in our local communities even matter? As it turns out, it matters a lot. Social capital, that web of connection and cooperation created each time we engage with the people and institutions around us, can’t grow, and we can’t receive the many benefits of it, without our individual investment. To paraphrase Marshall McLuhan, there are no passengers on this ship we call community, only crew. And the benefits we all accrue, or alternately lose, are substantial.

The consequences of the decline of social capital are evident in a number of realms, from
effects on our economy to our safety to our children's education to our democracy itself. Ultimately though, and I would say most importantly, our emotional health and happiness suffers when we are less active in our communities. There is no lack of research on what contributes to a satisfying life -- what makes us happy and what doesn't. More money stops making any significant difference a lot sooner than you'd think. Lots of stuff and passive entertainment doesn't make us happier and can actually have the opposite effect.

Relationships, interpersonal interaction, a feeling that we matter in our sphere -- these are the proven ingredients. Engaging in the work of social capital building creates the interwoven fabric of reciprocal relationships that fulfill those needs. When we join a church or a bowling team or an ESA chapter, we meet people we might not run into otherwise. We begin to share in their triumphs and tragedies, and they do the same for us.

You are very competent people who have decided to devote yourself, in some capacity, to the care of others. The chances you will become overwhelmed at some point are incredibly high. The chances that you will be tempted to say, “I'm already doing so much -- I'm already doing enough,” are incredibly high.

And sometimes, that's an important voice to listen to for your health and your sanity. But don't let it become your mantra. Not to downplay your accomplishments, but I'm sure you would agree that none of you got here alone. Each of us are shaped and lifted by a community, and with our successes comes a responsibility, to those who helped us along the way and those coming after, to pay it forward through service and compassion.

The biggest misconception about giving back, about community leadership, is that everyone needs to be a bold innovator or an incredible organizer. That everyone needs to be willing to be front and center and doing things that have never been done. And those types of leaders are important. Some of them might be in this room.

But in the day-to-day work of improving our communities and taking care of each other, it's the small moments and the willingness to take on the often under-appreciated and unsung tasks that truly move us all forward. When we all do our part, we're able to create incredible change at a level that no charismatic or brilliant individual could accomplish.

So I'm asking you, as you take your skills into the world and start making space in your life for career, family and probably some Netflix, think about how you're going to approach creating the kind of community you want, and how you'll give your time and talents to get there. And in return, I promise you a life that's deeper, sweeter, and more meaningful.

——Kelsey Collier-Wise
Photovoice: Photograph Your Story

Photovoice is a tool in which people use video and/or photo images to capture aspects of their environment, experiences and share them with others. The pictures can then be used, usually with captions composed by the photographers and or statistics, to bring the realities of the photographers’ lives home to the public and policy makers to bring awareness and initiate change. It is used to depict a situation, one of distinct marginalization where usually those with limited power due to poverty, language barriers, race, class, ethnicity, gender, culture, or other circumstances are represented in. This in turn would affect their direct or indirect health and wellbeing.

Photovoice is a different approach to student action/reaction in research. Photovoice is diversity; every photovoice project is different even if the same topic is chosen for each student. Each project has a different focus according to the view point of the person making this documentary. It simplistically put: Showing your view through pictures. Different stories are told, different photographs are captured and different outcomes are sought. It can be as simplistic as showing the beauty on a campus, to showing the living conditions in an inner city project to depicting the lack of wheelchair associability around a city.

In the creation of our HSC 380 Health Literacy and Culture Course PhotoVoice was a tool to get the students out into their communities, and to give them creative freedom to see the classroom beyond the four walls and put the learning and teaching in their own hands. It gives them a different medium to platform their work, as well as let them dive deeper into the issue, not just observe it from a text book. It was one of the core assignments that is due at the end of the course, to give the students a chance to showcase their work to the other students, thus flipping the classroom and letting the students learn from each other. More information can be found at: https://photovoice.org/

Jamie A. Turgeon-Drake B.S., M.A.
Instructor
Health Science Department
By: Miranda Ruiter, Abby Sparks

As health science students, we are required to do service learning. We are supposed to volunteer our time, doing something to benefit the community we live in. But to truly volunteer means more than just giving up some free time. It involves caring about what we are doing and gaining something. Therefore, we decided to stray from the usual volunteer opportunities in Vermillion and start a book club. We love to read and with college being stressful, busy and time committing, we have little time to spend indulging our minds in novels.

After setting up times and plans with the local care center, the book club was started with four elderly women. The book club took place once a week over the span of a semester. We read aloud to the women while they each followed along with their own copies of the book. Seems simple enough. Wrong. We did not read loud enough, we did not read slow enough, and we did not read in “sing-song” style. It took some time, but after a rocky start to the book club, everything started to settle down and become enjoyable.

We learned an enormous amount from the women in the book club. They taught us about their lives and opinions. They could definitely make us laugh, even at an old age, they know how to make a joke and be sarcastic. These women grew on us and we all became great friends. At the end of the semester, saying goodbye was difficult. But knowing that we can go back and visit these women made it easier. Both the women at the care center and us enjoyed the book club and were able to learn about a generation different than ours from people who enjoyed similar past times.

We could not have chosen a better service learning activity than we did!
Study Abroad Experience

By: Taylor Knecht, Student

Typically, the first thing people ask me after I tell them that I studied abroad in Australia is why I chose to go to Australia. While it may seem like an easy question, after a semester of calling the land Down Under home, all of the memories make it impossible to simply explain why I chose Australia. Before going to Australia, I had a few reasons why Australia stood out to me when picking a location to study abroad. The fact that they use English and that it was considered a safer destination was important to me because I would not have to worry about an immense amount of culture shock (and so that my grandpa wouldn’t feel the need to check the news every second of the day). Of course I knew it was going to be beautiful and that I would have plenty of opportunities to venture to the outdoors. The last reason I assumed that I would love Australia was because it was on the other side of the world where my comfort zone would be absent and this big idea of the unknown would be present. Not to mention, I also have already been to Europe and wanted to go somewhere new.

Australia exceeded my expectations in more ways than I can count. Even though English is the primary language used in Australia, the accents and diction were extremely different. For instance, I was the one with the weird American accent! It was definitely safe, arguably safer than America, and with the nicest people everywhere. Like I mentioned earlier, I knew it was going to be beautiful, but I did not prepare myself for the breath-taking scenery I would endure. I was lucky enough to backpack in the outback for 10 days where I learned that sometimes the best thing to do is to put your camera down and appreciate what surrounds you in that moment.

With all of the adventures I experienced, injuries were bound to happen. I burst my eardrum after surfing. It was the most painful headache I have ever had. Fortunately, in order to live in the country, I was insured so when I went to urgent care I did not have to pay for anything. My visit was easy because I did not have to wait and the physician did a quick examination of my ear and asked me a few questions. While he was filling my prescription, he asked me personal questions to get to know me which stood out to me because most of the time in the States, urgent care visits are a quick in and out procedure with no social interaction. Once my prescription was ordered, I picked it up at the nearest pharmacy and did not have to pay for it. It was a simple process, but I never want another ear infection again!

Considering that I was studying abroad, I knew that school would be the first priority (although I reflected myself as a full-time traveler). I was proud to leave the country with so much knowledge from the classroom. I studied psychology and public health. With psychology, I had to write 20 page lab reports for each class, but the amount that I learned about cognitive neuroscience, social psychology, and research methods was priceless. The University of Western Australia is a top-rated university for psychology. Furthermore, the
The public health course I took was interesting to me because the semester before, I took Introduction to Public Health at USD, so I was able to compare and contrast the public health concerns. Cardiovascular disease is a huge issue for Australia due to similar reasons for the United States such as difficult access to fresh produce and gyms in rural areas (like the Indigenous population that usually live in the outback). Additionally, I did a project on Dengue disease, which can be comparable to West Nile Virus but the threat is strong for Indonesia and Western Australia. In fact, I went to Indonesia for two weeks after studying Dengue and took the necessary preventative measures to ensure I would not come in contact with a mosquito that was a carrier of Dengue. Overall, Australia and the States have the same concerns with several different diseases; however, the causes and risk factors are similar.

The overall structure at the University of Western Australia was opposite of USD. We only had class once a week and it was recorded, so we had the option to watch the lecture online later on that week over going to class. There was a greater sense of responsibility and self-control given that the only graded items for the entire semester of each course was one paper and one final exam both due at the end of the semester. Therefore, if I did not do well on one assignment, it was difficult to pass the course. Luckily, I passed the semester with all A’s (phew)!

Lastly, the friendships I formed with individuals from all over Australia, United States, United Kingdom, Germany, France, Asia, Africa, and Canada. It was the best experience of my life and I would encourage everyone to go to Australia or to travel at all.

If YOU are interested in Study Abroad, check out these Opportunities:

1. **Global Grant Scholarship**
   
   Global grants support scholarships for graduate students studying abroad in one of the six areas of focus.
   - Peace and conflict prevention/resolution
   - Disease prevention and treatment
   - Water and sanitation
   - Maternal and child health
   - Basic education and literacy
   - Economic and community development
   
   Scholarships range from one to four years and therefore can include an entire degree program. Prospective scholars must show proof of admission to the chosen university before the grant will be approved.

   Global grant scholars are expected to participate in club or district activities before, during, and after the scholarship.

   Global grant scholarships are funded using cash and/or the District Designated Fund, matched by the World Fund. The global grant budget must total at least US$30,000, but a scholarship may be a component of a larger grant application — for example, a scholarship plus a humanitarian project.

2. **Peace Fellowship**

   Each year, Rotary International selects up to 100 individuals from around the world to receive fully funded academic fellowships at one of our peace centers. These fellowships cover tuition and fees, room and board, round-trip transportation, and all internship and field-study expenses.

To learn more about study abroad and scholarships, contact theworld@usd.edu for more information.
HSC 305: Professional Communication and Relationship-Centered Care

One of the greatest joys of teaching is knowing that I can learn much from my students. I teach students about the past and current health care system, as well as the importance of good communication skills to connect and build constructive relationships with patients, colleagues, and others within the health industry. Health care is dynamic and it is a given that in the next five years it is likely to look vastly different from the system we know today. The students of today are the ones who will bring forth new ideas and solutions that will reduce health care cost, improve quality, and increase access to affordable care. The students will bring their health care experiences, values, and beliefs to the foundation layer of education we provide and hopefully continue to build towards excellence in their area of interest. Studies demonstrate that miscommunications can lead to poor health outcomes, including death. Thus, the ability to communicate clearly and concisely is an essential skill in health care.

The spring semester brings a celebration of one of the greatest communicators in U.S. history – Martin Luther King, Jr. “Dr. King’s ‘I Have a Dream’ speech, Nobel Peace Prize lecture and ‘Letter from a Birmingham Jail’ are among the most revered orations and writings in the English language” (http://www.thekingcenter.org/about-dr-king). Students in HSC 305 analyzed Dr. King’s “I Have a Dream” speech to learn how he communicated his goals and dreams through appeals to emotions and logic, in order to inspire others to follow him and support his goals. Students were challenged to consider the following questions: Is our current health care system the best it can be? What needs to change? If you ran the world of health care for one day and could implement any change you wanted that would benefit humanity, what would it be? What words will you use to motivate, inspire and convince others to follow your lead to initiate this important change? Students then penned their “I Have a Dream” for Health Care speeches and I am privileged that they have agreed to share excerpts of their dreams for health care with you.

By: Hudson Robison, Student

We must take a stand.
We must motivate our youth.
The young generation is the key for expanding our healthcare facilities to all the parts of this amazing nation. Parents everywhere must motivate their children to become interested in healthcare, and healthcare research. Rural area families are struggling.

We must implement more programs to get our future doctors interested to practice their healthcare to help our friends and families residing in the rural parts of our country.
(cont.) Today is the day. Today is the day to talk to your children. Today is the day. Our youth is the solution to making this beautiful country healthy.

**By: Jennifer Waltz, Student**
The healthcare system in America has struggled and is continuing to struggle... There have been thoughts left unresolved, tests conducted in which were not relevant, and there has been a great deal of disappointment by those who have received and those who have not received healthcare in today’s day and age. America needs to start dreaming for changes. …. I have a dream that changes will be made one day. I have a dream in which the most significant change will be made to the cost of healthcare, making it more accessible to those who are struggling to make a salary worth living on.

**By: Paige Harpenau, Student**
We are the future of health care. We will be the voices to help make patient-centered care a priority for every patient that we see. It is our job to make every patient feel valued, respected, and not just a number. This concept can be difficult to reach successfully due to the effort from the health care provider and patient. Patients must know when to advocate for themselves and the health care provider must realize the importance of communication and how it enables better patient provider interaction. As a health care provider, skills in communication, empathy, and time management will help you succeed in providing your patients with the best patient-centered care possible.

**By: Sydney Giese, Student**
A quote by Martin Luther King Jr. states, “Of all the forms of inequality, injustice in health care is the most shocking and inhumane.” Access to health care in the United States is limited to those who can afford care. According to researchers, “high cost is the primary reason Americans give for problems accessing health care” (DPE, 2016). When the factory where my grandmother had worked for 40 years closed, my grandmother no longer had a job. Barb, my grandma, was 67 when she lost her job. She was above the retiring age, however, she could not financially retire. My grandma had to have a job because my grandpa was sick and health care without insurance, or with the little coverage Medicare offered, is unaffordable. Without a job, my grandparents would be in debt due to the high cost of healthcare. My grandmother was able to find a job, but not without a high price to pay. She now works at a company where she works 12 hour shifts, just to pay the bills. On top of worrying and caring for my grandpa, she has to carry the stress and physical burden of an intense laborer at an old age. What I do not understand is that the United States is one of the most affluent nations in the world. We have state-of-the-art advances in technology and are using innovative approaches to health, but we are failing in one very important aspect of healthcare-- affordability.

I believe that all individuals have the right to healthcare. We are the future of healthcare. We are the future physicians, providers, and administration that can change this issue. Together we can make healthcare accessible to all.

**By: Jessica Johnson, Student**
I do not want to be making executive decisions for the hospital without having an understanding of each department. I have encountered many situations where the doctors or nurses are angry about the new decisions of the administrators because it did not relate or benefit their field of practice in any way, or the new layout of the hospital did not meet the needs of the doctors and surgeons for which it was intended. I want to be an administrator within a hospital that understands what each department needs, and make executive decisions accordingly.

—Katie Bloom, Faculty
USD Students Working With ABS Clients To Promote Better Care

By: Shauna Marlette
Originally Published in Yankton Press & Dakotan April 24, 2017

What started as a simple idea to help promote personalized health care has blossomed into a beautiful partnership for students in the University of South Dakota’s (USD) Health Sciences and clients of Yankton’s Ability Building Services (ABS). The “My Plan, My Way” project is helping the ABS clients have a say in what is important to them regarding their treatment plans. “I called Ability Building Services to inquire about what type of partnership we could have between our students and their clients,” said Amy Nelson, professor of Health Sciences at USD. “We wanted to be able to use some of our service learning hours here. Service learning hours are a requirement for our program in order to give students an opportunity to work with different populations.”

That first phone call has developed into partnering students with clients from ABS to help the clients identify their own wants and needs in their care plan.

“We have students working in pairs with a person from ABS learning about what is important to the person,” Nelson said. “There are some differences in what is important to the person and what is important for the person. People at ABS have care plans that guide their services, and our students are working with the person to develop a creative depiction of what is important to the person. The whole idea is to address the issue of people not being as involved in their care plans as they should be. This way, it is in a way that they can understand and inform them in a creative way.”

Kristi Patton, quality assurance coordinator for ABS, said the pairing has had amazing results.

“The students have used skills that they have learned to gain person-centered knowledge about the people we support and help them to create a visual representation of the things that are important to them — things that make them happy, satisfied and content,” she said. “They are going to utilize that information to help set goal planning for the clients’ lives, and that information will then be shared with their planning teams here at ABS to help them plan for their future.”
On Monday, the 29 students and 14 ABS clients joined together to present their results. “These are all of the projects they worked on with the persons supported,” Patton said. “The students today are going to sharing how the process went. I know that we are going to have videos, PowerPoints, scrapbooks, poster boards: we wanted them to be as creative as possible and work with the person they are supporting to find something that represented them in the best way. We are going to have a gamut of projects that will hopefully represent the people we support and help us to show what is important to them.”

Patton said that the big push in the health care industry toward patient-centered care is something that’s been done at ABS for the past 10 years. “It really focuses on the things that are important to people and then the things that are important for them,” she explained. “This helps them be healthy, safe, valued members of their community. In health care, people are going to buy more into their health care if it helps them get the things that are important to them.”

The presentations are not just for show, Patton said. ABS will utilize the presentations into the yearly planning meetings for the people supported by the students and will use the information provided to guide that planning process going forward.

The students, taught by Nelson and fellow Health Sciences professor Becky Wolff, have loved the “My Plan, My Way” project, Nelson said. “They enjoy coming over here. They have established some really great relationships that they plan to keep,” she said. “Our hope is to do this next year at this time, too. We will make some tweaks and have this be a project that we do every single year.”

Starting in February, the students came over once or twice a week. Nelson said. She added that ABS has been phenomenal to work with. “They actually received an Outstanding Award for their service work with this project,” she said. “It has been a great project, and we are going to try to keep it going each year. If we can get 10-15 people each year, we could do this going forward for a long time.”