

A C A D E M I C *NEWS & INSIGHTS*



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NEWS

Graduation Schedule





It is graduation season at LLU! Keep up with the schedules for all of the schools' events for both graduation weekends—May 24-26, 2019 and June 14-16, 2019— here:

- [Baccalureate and Commencement Schedule](#)
- [Commencement Program](#)

Because the threat of rain on Memorial Day weekend may complicate graduation event locations, please keep up to date with the latest information on the Loma Linda University Mobile app (LLUH Mobile) for both iOS and Android devices. Find your app here:

- [Apple iOS](#)
- [Android/Google Play](#)

Save the Date



Be sure to mark your calendars for **One Summit** including **Faculty Colloquium - September 19-20, 2019**. More information will be sent out soon!

Loma Linda University Health Listed As One Of The 150 Top Places To Work In Healthcare | 2019

BECKER'S HOSPITAL REVIEW

The organizations featured on this list offer benefits and opportunities for employees to build successful careers above and beyond the average healthcare provider or company; they encourage professional development and promote leadership from within. Many members of the list offer unique wellness and personal benefits to ensure employees strike a positive work/life balance.

Loma Linda (Calif.) University Health. Loma Linda University Health has over 16,000 employees at six hospitals, eight schools and several clinics. The system's biannual Week of Renewal offers inspirational programs and celebrations to help employees rest and rejuvenate,

while the Living Whole program supports employees who lead a healthy lifestyle. The Management Residency and Business Internship program is a two-year program creating a pipeline of service-minded leaders by training residents and interns in multiple rotations through business departments and an optional international rotation. The program includes a fully paid master's degree, and the health system also offers tuition reimbursement of up to \$6,520.

Read the full article [here](#).

SAHP Faculty and Staff of the Year: Rodney Roath and Diana Richie



Rodney Roath graduated from the Medical Technology program at LLU in 1980; his father, Richard, was both an alumnus and faculty member of the same program and his mother, Donna, was an office manager. The three of them moved to Loma Linda in 1967 when Rod started the 5th grade because his parents had been invited to be part of the staff in the newly opened hospital in Loma Linda. Having said he would never follow his father into the laboratory field, Rod excelled in math and science from his days at the Academy into college and so he surprised his parents by announcing that he would be applying to Loma Linda University in what is now known as the Clinical Laboratory Science program.

After graduation, Rod went to work at the Faculty Medical Laboratory where he taught students within the lab and helped organize the First Annual Board Review Series for the Loma Linda University Medical Technology Alumni Association (LLUMTAA). Later, he became president of the LLUMTAA and then served as president of the local chapter of their professional society, CSMT. Continuing to serve the profession with CSMT at both the chapter and state levels, Rod became the president of the state society in 1991 and again in 2005.

Meanwhile, Rod moved back to the Medical Center laboratory where he had worked as a file clerk while in school. He was a generalist on the graveyard shift in the laboratory for 3 years and then transferred to the day shift in Chemistry where he resumed bench instruction of students. He became the Clinical Training Coordinator for Chemistry in 1990, when he also made his debut as a classroom instructor for AHCJ 427, Applications Programming for Computers where for the first time, the students were taught word processing and spreadsheets rather than BASIC programming.

In 1991, Rod earned his MBA in Information Management and became a supervisor and systems manager in the MC Lab. In 1998, Rod became the program director for the CLS program at LLU while continuing to work in the Medical Center. In 2005, he moved to Nichol Hall full time and became the department chair the following year. He earned his PhD in Higher Education Administration in 2017 and continues to teach the Management series and selected topics in Chemistry and Instrumentation.

Rodney is blessed to be married to Donna, his wife of over 35 years.



Diana Richie joined our School of Allied Health Professions family in 2007 when she accepted a position within the Communication Sciences and Disorders department. She was looking for a spiritual environment where she could live her faith and pray with students and coworkers. During her interview, she asked each member of the department what they were looking for in an administrative assistant. She took notes, as she always does, and remembers to this day what some of them said. This collaborative attitude has not lessened since that day and is one of many reasons Diana is such a valued member of the CMSD department.

With a BA degree in Business Administration and Human Resources from CSU San Bernardino, Diana currently serves as the Undergraduate Program Advisor/Coordinator. In addition, she provides pre-enrollment counseling for all programs within the department from the bachelor's level to the clinical doctorate program. She faithfully works with the students on any type of issue they may bring to her, whether in relation to registration or they are going through a difficult time. When you see Diana's door shut, it is often because she is in prayer with student. Students know that she will advocate for them before the Lord, as well as in any logistical student issues. One student said, "I was blown away by the time and dedication Diana makes for the students." Another shared, "There are some individuals in the department who care about the students who consistently encourage growth and development among the students. The undergraduate advisor is one of those people that helped me through my journey in the CMSD program." Diana admits that this is why she joyfully comes to work each day.

Over the past 12 years, Diana has developed quite the reputation for being someone you can depend on, someone you can confide in, someone who knows the details, someone who will persevere until resolution is attained. If you ask her colleagues or students, you will repeatedly hear comments like, "Diana is the best!", "Diana genuinely cares", "Diana is straight forward, knowledgeable, and always happy to help", "She is always accessible", "Diana makes sure everything is taken care of", "She always does whatever she can to help out, while never making me feel judged or that I'm a bother", "Diana is the consummate professional", and "Diana is the glue that holds this department together".

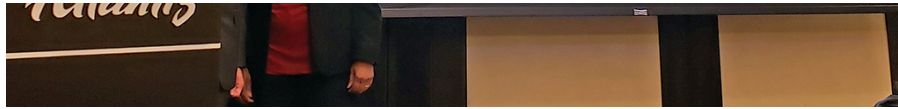
While she is often a work mom to her colleagues and students, Diana has three children and five grandchildren of her own. Her daughter lives in Grand Rapids, Michigan, while her two sons live more locally, in Highland and Oceanside. When asked where her youngest grandson, Mason, lives, she will get a huge grin on her face and tell you that he "lives in my heart." Diana loves her family fiercely and they know, just as we in SAHP know, they can always count on her.

In a recent exit interview, a student stated, "Diana deserves some sort of medal!" We couldn't agree more, so Diana, we are so very appreciative of you and want to recognize you with this recognition: Staff of the Year.

INSIGHTS

High-Fidelity Medical Simulation to Assess Critical Thinking in Medical Students





Doctors Lynda Daniel-Underwood and Kevin Codorniz presented novel research on assessing critical thinking in medical students at the Western Group on Educational Affairs convention on March 29, 2019.

The study showcased how high-fidelity medical simulation could perform as a tool for assessing critical thinking skills in senior medical students. Using a definition for critical thinking as a complex process of skill or ability, integrating knowledge and expertise to solve patient problems, and achieve safe and effective patient care, the researchers assessed a student's thought process in a simulated session.

This method of assessment included the six competency domains used at LLU as proposed by the Accreditation Council for Graduate Medical Education (ACGME) - patient care, medical knowledge, practice-based learning and improvement, systems-based practice, professionalism, and interpersonal communication skills.

In this study a medical simulation format was used and included assessment of all domains as the student was placed in a complex clinical situation where they had to use their knowledge, skills, attitudes and behaviors to demonstrate competency. Through a thematic analysis, where a videotape of each case was reviewed several times, themes across cases were identified. The transcription of interviews was also reviewed multiple times to determine which themes existed. Starting with the AAC&U Critical Thinking VALUE Rubric (Valid Assessment of Learning in Undergraduate Education) and incorporating several medical school evaluation tools, the rubric was modified for medical education.

The analysis revealed six major themes: assessment environment, coalescence of knowledge and skills, decision-making and deep thinking/reasoning, integrative experience, lack of depth in thought process, and safe environment. It also identified gaps in students' knowledge, skill, and behaviors of competency domains as they apply to critical thinking. The study showed that despite all students successfully completing medical school, errors were made in their individual care of the simulated patient. The documentation of their patient encounter also lacked enough detail to allow other medical professionals to understand the issues during the case. This experience gave the student an opportunity to apply what they had learned and reflect on their gaps in knowledge.

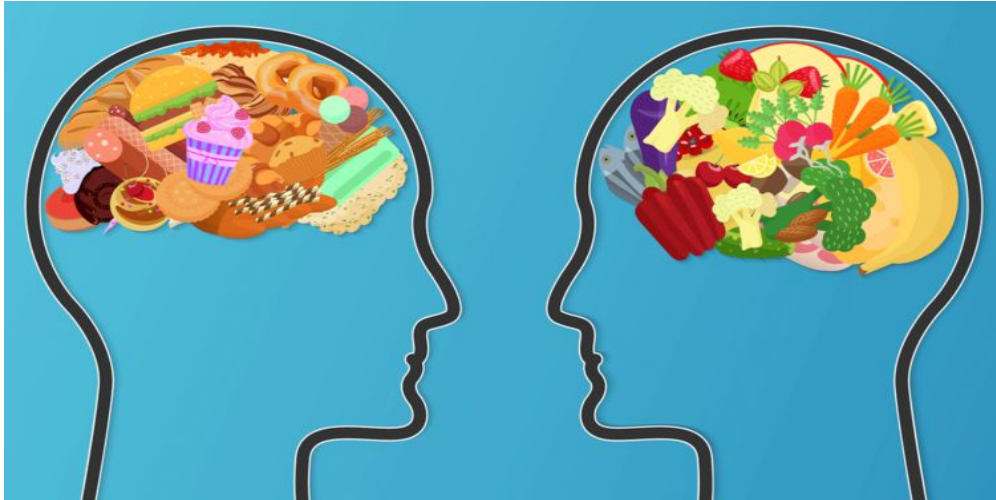
From this assessment, the following curricular implications should be addressed by medical schools:

- Start note writing earlier in medical student training
- Provide opportunities in the second year for a medical student to show they can write a clear assessment and action plan for a standardized patient
- Encourage students in their clinical years to work on refining their craft, possibly with the aid of medical simulation

Overall this method of assessment was successful in that it provided a safe environment for participants to put to practice the knowledge and skills gained in four years of medical school. The experience allowed for self-reflection and self-assessment. No humans were harmed in the assessment as they were simulations, but students had the opportunity to work in a clinical environment while maintaining patient safety.

Congratulations to both Dr. Lynda Daniel-Underwood and Dr. Codorniz for an insightful presentation!

Adults



The adage of ‘you are what you eat’ is something to revisit given the recent study published in the *International Journal of Food Sciences and Nutrition* where scientists described a correlation of mental illness and an unhealthy diet. Dr. Jim Banta, LLU SPH, lead author on the study, found that an increase in sugar consumption is associated with bipolar disorder, and eating foods that have been fried or contain high amounts of sugar and processed grains are linked with depression. This finding agrees with other studies that have been conducted on diet and mental health.

The team’s results provide “additional evidence that public policy and clinical practice should more explicitly aim to improve diet quality among those struggling with mental health.” It also stated that “dietary interventions for people with mental illness should especially target young adults, those with less than 12 years of education, and obese individuals.” You can read the full release [here](#).

With an international focus on mental health in May, this could be an opportune time to review what YOU eat!



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