About the Contributors

Colleen Halupa is the Director of the Center for Innovation in Teaching and Learning and an Associate Professor at LeTourneau University where she oversees the library, curriculum design and instructional technology departments. She is an Associate Professor at A.T. Still University (ATSU) in the Doctorate of Education, Public Health and Health Administration Programs. She has an A.S. in medical laboratory technology, a B.S. in healthcare management, an M.S. in health administration, and an Ed.D in Curriculum and Instruction with a concentration in Educational Leadership and Management. Prior to her career in academia, Dr. Halupa was a biomedical sciences officer in the United States Air Force. Prior to her retirement from the military, she held varying positions in health administration and education and served as the program director for all Air Force Clinical Laboratory Science programs serving over 700 students year. While at ATSU she has chaired over 80 doctoral dissertations. Dr. Halupa is an active contributor to education and health professional journals and has spoken at several state, national, and international health and education conferences. Her research interests are in online and hybrid learning, particularly in health science and STEM fields, online graduate education, student satisfaction, doctoral student/chair relationships, mentoring, and academic integrity.

***

Nelia Afonso is the Assistant Dean for Community Integration & Outreach and Associate Professor of Biomedical Sciences at Oakland University William Beaumont School of Medicine. She is also Director of the Art and Practice of Medicine Course. Dr. Afonso has played an instrumental role in the development and implementation of several of these unique experiences for the Oakland University William Beaumont School of Medicine. Dr. Afonso received her M.B.B.S. and M.D. degree from the University of Mumbai in India and received her M.R.C.P. degree from the Royal College of Physicians in the United Kingdom. Prior to joining OUWB, she was the Director of the Physical Diagnosis Course at the Wayne State University
School of Medicine where she developed and implemented innovative medical education programs for medical students such as the use of standardized patients, inter-professional education and the introduction of bedside ultrasound teaching into the physical diagnosis course.

**Donna Allen** earned her PhD in Health Promotion from Texas Women’s University, Denton, Texas; a Master of Education Degree with an emphasis in Health Education and Exercise Physiology from Baylor University, Waco, Texas and a Baccalaureate Degree in Health and Physical Education at Bethany College, Lindsborg, Kansas. She is a Certified Health Education Specialist, a Wellcoach and Fellow for the International Association for Worksite Health Promotion. She is certified by Gallup University as a Strengths Advocate and a Strengths Coach and holds a K-12 Teacher Certification in Health. Dr. Allen is a recognized leader in health promotion and is finalizing a book entitled Roadmap to Success with co-authors Deepak Chopra and Ken Blanchard. Her passion to advance the field of health promotion has been recognized in many awards and accomplishments include the Innovation in Positive Psychology by Mentor Coach, Innovative Teacher of the Year and Health Educator of the Year by the Kansas Association of Health, Physical Education, Recreation and Dance. Dr. Allen has served as a full professor and chairperson in higher education, as a middle school and high school health teacher and as a business consultant for worksite wellness. She has been invited to deliver over 500 keynote speeches and presentations internationally and nationally about positive psychology and strength-based wellness. Her research interests include the measurement of social, economic, psychological and human capital as it relates to the global quality of life. Her focus is on positive health, positive productivity and building a bridge between positive psychology and wellness. She is also the founder of the LinkedIn Group on Positive Health and Productivity.

**Carrie Ann Arena-Marshall**, MSN, RN, NE-BC is a Medical-Surgical and Critical Care Clinical Instructor who has been practicing in this role since October 2010. Prior experience includes 9 years as a unit level manager of a multidisciplinary ICU in a Level I Trauma Center and 10 years of critical care bedside nursing experience. She has been the winner of several awards to include being named one of DFW Great 100 Nurses and her ICU received the AACN Beacon Award for Center of Excellence for the last two years of her practice as the manager. She is consistently recognized by her students as going above and beyond to ensure they are able to grasp and apply both med-surgical and critical care concepts.
About the Contributors

Neal R. Chamberlain is a Professor of Microbiology at A.T. Still University, Kirksville College of Medicine in Kirksville, Missouri, the first osteopathic medical school in the United States. He obtained his B.S. in Biology from Indiana University in Pennsylvania, and his Ph.D in Microbiology and Immunology at Ohio State University. He completed post-doctoral work at the University of Texas Medical School in Dallas, Texas. He is the author of numerous scientific publications in microbiology, immunology and medical education and serves on the editorial board of multiple professional journals. He has received multiple awards for outstanding teaching.

Michael D. Hamlin has worked and taught in the areas of academic affairs, educational technology and human factors at a number of universities and professional schools including the University of Washington, Pepperdine University, Loyola Marymount University and the Touro College and University System. Starting in Seattle, Washington at the University of Washington Health Sciences and School of Dentistry, where he developed computer-based teaching materials and simulations, Dr. Hamlin also participated in some of the first human factors work in software usability at Microsoft. From there Dr. Hamlin moved to Thomas Jefferson University in Philadelphia where he led the development of a new Information Literacy/Informatics Education Department for the medical school and school of allied health, and co-authored two Department of Health and Human Service grants for informatics in Allied Health. Dr. Hamlin has extensive training in and experience with distance education and the psychology of online learning. He has taught in numerous online learning classes and developed online learning projects and coordinated teams that developed the first online learning class in Epidemiology for the Thomas Jefferson School of Nursing, the first education and administrative portal for the Graziadio School of Business at Pepperdine and the first iTunesU project at Loyola Marymount. He is currently the Director of the School of Psychology at the Touro University Online School where he designed and launched the Professional Doctoral Program in Applied Psychology, a cutting-edge online portfolio-based doctoral program and an innovative online Masters Program in Marriage and Family Therapy.

Barbara L. Joyce, Ph.D. is an Associate Professor of Biomedical Science and Director of Curriculum Evaluation at Oakland University William Beaumont School of Medicine. Dr. Joyce’s experience has spanned the continuum of medical education although her current focus is at the undergraduate medical education level. Dr. Joyce joined Oakland University William Beaumont School of Medicine (OUWB) in 2010 as an Associate Professor of Biomedical Science and Director of Curriculum Evaluation. She is also the Course Director for the Behavioral Science course. Prior to OUWB, Dr. Joyce was Director of Instructional Design at Henry Ford Health System and a Clinical Associate Professor in the Department of Family Medicine at...
Wayne State University. At Henry Ford Health System she designed, implemented, and evaluated curricula, assessment tools, and program improvement processes for 45 ACGME accredited residency and fellowship training programs. Previously, she was Senior Project Manager at the ACGME, and worked on the Outcome Project providing faculty development on the ACGME competencies. She has a Ph.D. from Wayne State University in Educational and Clinical Psychology.

Victoria C. Lucia is an Assistant Professor of Biomedical Sciences and Course Director of the M1 Promotion and Maintenance of Health Course at Oakland University William Beaumont School of Medicine. Prior to joining Oakland University William Beaumont School of Medicine, Dr. Lucia was the Manager of the Outcomes Research department at William Beaumont Hospitals. Dr. Lucia received a BA in Psychology at Oakland University and a PhD in Social Psychology at Wayne State University. Her previous research interests included neuropsychiatric sequelae of low birthweight and patient-centered outcomes. Her current research interests in medical education include service-learning as a modality for teaching and learning, as well as emotional intelligence in undergraduate and graduate medical education.

Warren G. McDonald is currently Professor and Chair of the Department of Health Care Administration at Methodist University, Fayetteville, NC. He is also Chief Executive Officer of McDonald and Associates, LLC, a consulting firm dedicated to the optical industry and related professions. He is a Registered Optician in the State of North Carolina, and serves as a consultant to a number of ophthalmic and general health care organizations in the areas of staff training and development, and practice management. His academic background includes undergraduate degrees in Opticianry and Management. He holds graduate degrees in Health Care Management, Education and the Doctor of Philosophy in Health Sciences, as well as a number of professional certifications, including the prestigious Master of Ophthalmic Optics, and Advanced Certification in Contact Lenses from the National Contact Lens Examiners. He is a member of the Class of 2005 at the Institute for Management and Leadership in Higher Education at Harvard University, and holds a Graduate Certificate in Health Care Risk Management from the University of Florida. Additional faculty appointments include Adjunct Professor in the College of Graduate Health Sciences at A. T. Still University where he has mentored doctoral students in the Health Sciences for over a decade. Prior to joining the faculty at Methodist University he held senior-level administrative positions in the University of North Carolina system, and regularly consults with a number of institutions in the implementation of online and off-campus degree and continuing education programs. He is a noted speaker at professional meetings both nationally and internationally and regularly writes for a number of journals.
About the Contributors

Anders D. Olofsson, Ph.D, is an Associate Professor in the Department of Education, Umeå University, Sweden. Dr. Olofsson also holds a position as a guest professor at the Mid Sweden University. His research is aimed at understanding the meaning of social processes of teaching, learning and assessment in higher educational contexts that in different ways are embraced by Technology Enhanced Learning (TEL). Over the years, Dr. Olofsson has also developed a deep research interest in the field of informed design of educational technology practices. He has contributed with numerous book-chapters, journal articles and papers to conference proceedings on these specific topics. For example, Dr. Olofsson has edited the books *Online Learning Communities and Teacher Professional Development* and *Informed Design of Educational Technologies in Higher Education: Enhanced Learning and Teaching*. A complete list of publications may be found at: http://www.pedag.umu.se/om-institutionen/personal/olofsson-d-anders.

Fanny Pettersson is a Ph.D candidate in the Department of Education, Umeå University. She is also a member of the research group Learning & Instructional and Communication Technologies (LICT). Her main research interests are in teaching, learning and organizational development through digital technologies and Technology Enhanced Learning (TEL). In her Ph.D project, Pettersson focuses on the implementation and use of digital technologies from a Cultural-Historical Activity Theory (CHAT) perspective including the concept of dominant and non-dominant activities. In her Ph.D project Pettersson is studying the uptake and use of digital technologies among teachers, students and management in a regionalized medical program in Sweden. At the International Conference on Information and Communication Technologies in Education (ICICTE) Pettersson received the prize for best Ph.D student paper. A complete list of her publications can be found at: http://www.pedag.umu.se/om-institutionen/personal/pettersson-fanny.

Patricia S. Sexton, DHEd, FNAOME, is the Associate Dean for Curriculum and Associate Professor of Family Medicine, Preventive Medicine and Community Health at ATSU- Kirksville College of Osteopathic Medicine. After graduating with a BS in Biology from Rockhurst University, Dr. Trish Sexton went on to earn a Master’s degree in Molecular Microbiology and Immunology from the University of Missouri School of Medicine. Her doctoral training in Medical Education was conducted at ATSU. In 2009 Dr. Sexton completed a fellowship in Health Policy through the American Osteopathic Association. Dr. Sexton delivers curricular content in KCOM’s longitudinal family medicine course, in Human Biochemistry, Human Nutrition and has written and implemented elective courses in Spirituality in Medicine, Literature in Medicine, Hospice and End of Life Care, Public Health, Cultural Awareness in Medicine and Vulnerable Populations. As Associate Dean

381
for Curriculum she has guided curricular evolution of the founding college of osteopathic medicine to use 21st century educational methodology. On the national front, Dr. Sexton is the chair of the Association of American Colleges of Osteopathic Medicine’s (AACOM) National Academy of Osteopathic Medical Educators and serves on the National Faculty for Health Promotion and Disease Prevention for the NBOME.

**Jill E. Stefaniak**, Ph.D, is an Assistant Professor of Instructional Design and Technology at Old Dominion University. Prior to joining Old Dominion University, Jill was the Director of Education Training at the Oakland University William Beaumont School of Medicine. An experienced educator, Jill has trained medical students to become physician educators in community and hospital environments. She received her Ph.D. from Wayne State University in Instructional Technology, and holds a designation as a Certified Professional in Learning & Performance. Previously, she earned a Masters of Training and Development with a double concentration in Instructional Design & Technology and Organizational Development & Leadership from Oakland University in 2008 and a Bachelors of Commerce from the University of Windsor in 2006. Her research interests include learner-centered instruction, cognitive apprenticeships, informal learning environments, and medical simulation.

**Stephanie M. Swanberg**, MSI, AHIP, joined the Oakland University William Beaumont School of Medicine as Assistant Professor and Information Literacy and e-Learning Librarian in the Department of Biomedical Sciences in June 2011. She received her Master of Science in Information degree from the University of Michigan School of Information and worked at the University of Michigan Taubman Health Sciences Library prior to joining Oakland University. Ms. Swanberg instructs medical students in information searching, evaluation, and management within the capstone research and evidence-based medicine courses as well as designs faculty development seminars for basic science and clinical faculty members in information mastery. Her research interests include information literacy, medical education, evidence-based medicine, diversity, and community health.

**Lynda Tierney-Konecny** earned her Doctor of Health Education degree from A.T. Still University’s College of Graduate Health Studies. She obtained her Master of Science in Counseling/Student Personnel Services from Emporia State University in Kansas and her Bachelor of Science in Behavioral Psychology from Northern Michigan University. Dr. Konecny is also a Certified Health Education Specialist (CHES) and a member of a variety of professional organization. In addition to her experience with online education, she has taught residential course in public, private,
About the Contributors

and military educational institutions. During her career she has been a professional presenter and held a variety of position in college student services. She was also an officer in the U.S. Army Reserves. She has more than 13 years in the fitness industry as a certified group fitness instructor, personal trainer and fitness center manager. Dr. Konecny’s research interests include the development and evaluation of innovative teaching methodologies and introducing new technologies to enhance curriculum delivery and student learning; educating and improving overall wellness within various, diverse populations, exploring the practical application of health education behavior theories and educational aspects of health promotion; examining learning theory in relation to online and residential instructional design, assessing the impact and value of student services for the online learner and psychological research emphasizing behavior modification in public health and health education settings.

Renee’ Yarbrough-Yale has been a practicing nurse for 29 years with 23 of those years at John Peter Smith (JPS) Health Network in Fort Worth, TX. She earned a Bachelor of Science in Nursing from Texas Christian University in 1985. She earned a Master of Science in Nursing from the University of Texas at Arlington in 1999. She is currently working on a post-graduate Clinical Nurse Specialist certificate. Most of her career she has practiced as an ICU nurse. In addition, she has served as clinical faculty for Texas Christian University and as a clinical educator for JPS Health Network. She has also served as a unit manager, a trauma case manager, a performance improvement coordinator, and a neurosurgical case manager. She is currently a critical care educator at JPS Health Network. Renee’ became interested in the assessment of critical thinking after a short stent as an educator at another local hospital. Part of the orientation process for every nurse at that facility was an assessment of their critical thinking skills. The nurses watched several short video vignettes and responded with what they thought was occurring and how it should be managed. An outside agency then graded their responses and the nurse educators provided feedback. Of note was that some experienced nurses had no more solid critical thinking skills than their lesser experienced counterparts and some lesser experienced nurses had better critical thinking skills than some of their more experienced counterparts. As a result of this experience, Renee’ has been interested in the concept of critical thinking and the assessment of those skills.