

Celebration of Faculty Scholarship

3:30-5:00 PM

Friday, October 26th, 2018

Fine Arts Center Lobby



VITERBO
UNIVERSITY

Name	Department/Area	Media
Jeannette Armstrong	Graduate Programs in Education	Roundtable Discussion/Presentation
Marlene Fisher	Criminal Justice and Sociology	Roundtable Discussion
Scott Gabriel	Chemistry	Poster
Janet Holter	Social Work	Roundtable Discussion
Jason Howard	History and Philosophy	Roundtable Discussion
Sheryl Jacobson	Nursing	Poster
Jesus Jambrina	Spanish/World Languages & History	Roundtable Discussion
Lynne M Kuhl	Nursing	Roundtable Discussion/Presentation
Chris Mayne	Biology	Poster
Maria Morgan-Bathke	Nutrition and Dietetics	Poster
Kim Olson-Kopp Jackie Herbers Vickie Holtz-Wodzak	Library, English Department	Poster
Kelly R. Samuels	English	Poster

Roundtable Discussions

Learning to Be a Professional Nurse: Easier Said than Done

Lynne M. Kuhl

Nursing

Location: Table #1

Abstract:

The role of the nurse continues to be essential to the quality and safety of patient care. Teaching undergraduate nursing students how to become a professional is important as well. However, there is conceptual confusion as to the meaning of becoming a professional. There is not a clear definition or understanding of professionalism in nursing. Penrod and Hupcey (2005) developed a principle-based concept analysis, which will be used to determine the state of the science surrounding professionalism. The literature will be examined both from nursing and other disciplines according to the criteria of epistemological, pragmatic, linguistic, and logical principles. Epistemologically, is the concept of professionalism clearly defined and well-differentiated from other concepts? Pragmatically, is the concept of professionalism applicable and useful within the scientific realm of inquiry? Has it been operationalized? Linguistically, is the concept of professionalism used consistently and appropriately within context? Finally, logically, does the concept of professionalism hold its boundaries through theoretical integration with other concepts? These questions will be answered after considering three methodological issues: selection of disciplinary literatures for review, sampling techniques, and analytic techniques.

Reference:

Philipps, B. & Kuhl, L.M. (2018). Learning to Be a Professional Nurse: Easier Said than Done A Principle-based Concept Analysis, [Abstract & Presentation] Virginia Henderson Library of Nursing, Sigma Theta Tau International, Retrieved from <https://www.nursingrepository.org/discover>

Roundtable Discussions

A Literary Translation of the Poem "Auschwitz" by León Felipe (Zamora, Spain, 1884- Mexico, D.F. 1968)

Jesús Jambrina

World Languages and History

Location: Table #2

Abstract:

This is the most recent literary translation of a serie of poems on Jewish Sephardic history & culture that I have been doing for Touchstone in relation to my research in Spain. These translations allows for unveiling literary connections across space and time on the topic of Jewish themes in Hispanic literature. Poetry expands its meaning when readers explore it in a larger context. In that sense, the genre catalyzes literary and cultural analysis enriching the reader experience. From the research perspective, literary analysis weaves Language and History as well as other Humanities disciplines helping to produce a broader map of Hispanic Literature.

Reference:

Touchstone, Viterbo University Literary Magazine, Vol 82, Online Content

The Transformative Space of Read-Alouds: Developing Conscious Understandings of Self, Other, and World

Jeannette Armstrong

Graduate Programs in Education

Location: Table #3

Abstract:

This round table discussion is based on my book published in 2016. In order to help students understand the "why" of learning it is important to explicitly teach basic concepts of learning theory and learning anxiety. This intentionality can be used in any class, regardless of discipline. It does not mean turning the class into a support group, rather it requires explicit inquiry on learning theory and anxiety. Students then develop strategies to self-regulate cognitive and affective learning approaches. The approach is particularly relevant to freshman and sophomores but can be scaffolded as students develop self-regulatio. The process does not take much time and can be built into online discussion forums or class exercises.

Reference:

Armstrong, J. (2018, May) The Transformative Space of Read-Alouds: Developing Conscious Understandings of Self, Other, and World. Research presented at the Fourteenth International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign.

Roundtable Discussions

Development of the Signature Pedagogy: Themes in Social Work Field Education 1950-1960

Janet Holter

Social Work

Location: Table #4

Abstract:

This presentation will present a historical view of the development of field education from 1950-1960 in the United States. Throughout the 1950s, the field education curriculum was explored by social work educators and social work education leaders in an effort to clarify the function, goals and content of field education. Their goal was to establish standards and guidance for classroom and field supervisors, and to facilitate the transfer of learning between theory, classroom content, and social work practice. This presentation explores the work of social work education during the 1950s to establish processes and structures in order to help facilitate transfer of learning for students in field education, preparing them for practice.

Reference:

Council on Social Work Education 2018 Annual Program Meeting

Campus Diversity: Faculty and Student Views at Viterbo

Marlene Fisher

Criminal Justice and Sociology

Location: Table #5

Abstract:

Viterbo faculty and students completed surveys related to diversity on campus. Respondents were asked about their beliefs, attitudes and commitment toward diversity. Faculty and students who have taught or taken a diversity course were asked about their experiences in these courses, and to provide suggestions for the future. Students were asked whether their diversity course had an impact on their attitudes and behavior. Frequency distributions will be shared.

Reference:

Marlene Fisher, Scholars Day

Roundtable Discussions

Rethinking the Cognitive Capacities of Consciousness and the Astrobiology Debate

Jason Howard

History and Philosophy

Location: Table #6

Abstract:

One of the most contentious problems in current debates on astrobiology is the N = 1 problem – can we make warranted scientific inferences about life beyond our planet if the only sample we have is life on our planet? Taking my lead from thinkers like Thomas Nagel (*Mind and Cosmos*), as well as scholars working specifically in astrobiology like Lori Morino and Dirk Shulze-Makuch, I argue that extreme skepticism on the N = 1 problem runs into serious conceptual and practical difficulties that threaten to undermine the rigor of scientific reasoning when taken too far. Although there can be little doubt that consciousness is a natural phenomenon dependent upon multifarious environmental conditions, the assumption that its cognitive powers are best seen as nothing but the expression of local chance evolutionary adaptations, which is why consciousness is likely unique to Earth, runs into serious obstacles. Despite the fact that claims about the prevalence of life beyond Earth and the shapes it could take are speculative and resolvable only through scientific confirmation, it is crucial to distinguish the empirical character of such claims from the logical capacities that warrant them. From an epistemological standpoint, the more we accept as a default hypothesis that conceptual consciousness is a biological adaptation unique to Earth, the more we undermine the scope of scientific reasoning, including that which supports the N = 1 problem.

Reference:

Jason Howard, "Re-thinking the Cognitive Capacities of Consciousness and the Astrobiology Debate," in *Social and Conceptual Issues in Astrobiology*, eds. Kelly Smith and Carlos Mariscal (Oxford University Press)- publication forthcoming in 2019.

Poster Presentations

Variations in Adipose Tissue Macrophage Burden among Body Shapes, Pre- and Post-Weight Loss

Maria Morgan-Bathke

Nutrition and Dietetics

Location: Poster Presentation #1

Abstract:

Background: Inflammation, as reflected by adipose tissue macrophage (ATM) burden, is thought to play a major role in obesity-related chronic diseases. Our goal was to assess whether ATM burden differs between upper- (UBO) and lower-body obese (LBO) women, pre- and post-weight loss.

Methods: Abdominal and femoral adipose tissue biopsies were collected from 17 obese females (LBO=7) pre- and post-weight loss. We used immunohistochemistry to quantify total (CD68), pro-inflammatory (CD14) and anti-inflammatory (CD206) ATM⁺s per gram of tissue and as a percentage of total adipocytes. Weight loss was achieved using a comprehensive lifestyle intervention.

Results: Pre-intervention, both abdominal (19 ± 3 vs. $10 \pm 2\%$, $p=0.03$) and femoral (20 ± 5 vs. 10 ± 1 , $p=0.02$) ATM burden was greater in UBO than LBO. Percentage weight loss was comparable in UBO ($11 \pm 2\%$) and LBO ($9 \pm 2\%$). UBO women lost $\hat{A} \pm 2.8$ kg upper body subcutaneous (UBSQ) fat and $\hat{A} \pm 1.1$ kg of lower body SQ (LBSQ) fat. LBO women lost $\hat{A} \pm 4.1$ g of UBSQ and $\hat{A} \pm 2.3$ kg of LBSQ fat. Post-weight loss the abdominal CD68 ATM burden decreased (and) in both UBO ($8.9 \pm 0.5\%$, $p=0.002$ vs. pre-) and LBO ($10.7 \pm 1.5\%$, $p=0.03$ vs. pre-) women. We found no changes in abdominal CD14 or CD206 ATM⁺s for either group post-intervention. In UBO, but not LBO women, femoral CD36 ($14 \pm 1\%$, $p=0.001$ vs. pre-) and CD14 ($5 \pm 1\%$, $p=0.008$ vs. pre-) ATM⁺s decreased, whereas femoral CD206 ATM⁺s increased ($12 \pm 1\%$, $p=0.006$ vs. pre-).

Conclusions: Weight loss via a comprehensive lifestyle intervention reduces abdominal fat total ATM burden in both UBO and LBO women, but weight loss-induced changes on femoral ATM⁺s is augmented in UBO women.

Reference:

The Obesity Society Annual Conference October 2017

Poster Presentations

A novel model of Crohn's disease demonstrates small intestinal hyperplasia and requires both IL-17A and IFN γ to generate self-tolerance and prevent colitis

Chris Mayne

Biology

Location: Poster Presentation #2

Abstract:

The ileum of the small intestine is the most involved gastrointestinal region in Crohn's disease and Crohn's patients often display abnormal CD4 T cell populations. To study how ileal T cell responses contribute to disease, we developed a TCR transgenic model focused on an ileal self-antigen. These mice develop increased Th17 cells in the mesenteric lymph node and ileum, incompletely penetrant weight loss and colitis, and ileal hyperplasia that negatively correlated with disease severity. The typically proinflammatory cytokines IL-17A and IFN γ were surprisingly both protective in this model. In fact, IL-17A and IFN γ deficiency reduced regulatory T cell (Treg) accumulation and exacerbated colitic disease. IL-23R blockade prevented progression to colitis and Treg cell transfers prevented both colitic disease and ileal crypt hyperplasia. These studies identify IL-17A and IFN γ as complex contributors to ileal tolerance wherein Treg cells and IL-23 blockade can serve as potent inhibitors of the inflammatory transition from ileitis to fulminant colitis.

Reference:

Jeschke, J. C., Mayne, C. G., Ziegelbauer, J., DeCiantis, C. L., Singh, S., Kumar, S. N., ... Williams, C. B. (2018, July). A model of TH17-associated ileal hyperplasia that requires both IL-17A and IFN γ to generate self-tolerance and prevent colitis. *Mucosal Immunology*, *11*(4), 1127–1137. <https://doi.org/10.1038/s41385-018-0023-6>

Poster Presentations

Two poetry chapbooks, both being published in early 2019:

- Words Some of Us Rarely Use
- Zeena / Zenobia Speaks

Kelly R. Samuels

English

Location: Poster Presentation #3

Abstract:

Words Some of Us Rarely Use: In these twenty-six poems – one for each letter – words that are infrequently used by some of us serve as springboards, prompting introspection and reflection. Childhood and what comes after, as well as all the accompanying emotions, are sometimes circled, sometimes dissected, to understand and reconcile what came before. Returning from school to an empty house, losing a high school friend, the test with unknown answers, and the feelings that come with those memories – these and more are examined with the aid of words like graupel, lacuna, fantod, and somaticize. These uncommon words do what words commonly do: they fix. Zeena / Zenobia Speaks: Kelly R. Samuels's Zeena/Zenobia Speaks engages in the essential lyric task of giving voice to the voiceless. In these poems, the taciturn meets the turn of well-wrought lines that wring meaning from the quiet sufferings of Wharton's iconic character. Wharton's Zeena emerges in complexity and depth, her suppressed cry released and shaped in poems of potent imagery and clipped syntax that "can manage the weight of snow" and the "threat of fire." Luke Brekke is a member of New England Review's editorial panel. His poems have appeared in Denver Quarterly, The Missouri Review, Poetry Northwest and elsewhere.

Reference:

Words Some of Us Rarely Use. Published by Unsolicited Press. Link:
<http://www.unsolicitedpress.com/store/p199/kellysamuelspoetry>

Zeena / Zenobia Speaks. Published by Finishing Line Press. Link:
<https://www.finishinglinepress.com/>

Poster Presentations

The Un-Research Project: Turning the Research Process Upside Down

Kim Olson-Kopp, Jackie Herbers, and Vickie Holtz-Wodzak

Library, English Department

Location: Poster Presentation #4

Abstract:

This case study takes a hard look at a prevalent problem in student essays—where research is utilized to reaffirm pre-existing ideas—and creates a process where research is incorporated at opportune times, allowing the process to inform, inspire, or enlighten. Librarian Allison Hosier’s “un-research” approach to information seeking and writing challenges a common practice where student writers incorporate sources in the most nominal ways. Hosier flipped the research and writing processes after recognizing satisficing, where students use minimal resources in most minimal ways in order to satisfy an assignment’s criteria. This Un-Research Project asks students to choose topics and, without conducting any research, draft essays full of guesses and half-truths. It’s only at that point where they locate ideas needing revision, support, and clarification, in essence turning the research process upside down. Co-investigators of our case study redesigned their approach to teaching both writing and information literacy skills in freshman year accelerated composition. By turning the writing and research processes upside down, we wanted to explore whether or not it would break the mold of a “patch-worked” research paper and encourage students to learn through investigation. We conclude that un-research does successfully reduce the amount of satisficing found in student essays.

Reference:

Herbers, J., Holtz Wodzak, V., & Olson-Kopp, K. (2018, March). The un-research project: Turning the research process upside down. Presentation at the Conference on College Composition and Communication, Kansas City, MO.

Poster Presentations

Caring Science in Action: Developing Nursing Student Commitment to Community

Sheryl Jacobson, Silvana Richardson, and Susan Cieslicki

Nursing

Location: Poster Presentation #5

Abstract:

The professional nurse who practices from a foundation of Caring Science recognizes the importance of attending to the human needs of society. Nurse educators are challenged to create learning opportunities that engage students in the depth of human caring science and the embodiment of caring. In the BSN program, the Theory of Human Caring sets the foundation for developing nurses whose presence, conscious awareness, healing intention, and authentic communication creates healing. Public health nursing faculty recognized the need for student experiences to integrate human caring with social justice and approached the Health Department and the Salvation Army with a proposal to establish a clinic at the homeless shelter. The resulting CARING Clinic provides the opportunity for students to offer health screening, health education, and case management to an underserved population. Through reflective dialogue and writing, students share deep learning of Caring Science in a safe and trusting environment.

Reference:

39th Annual International Association of Human Caring Conference

Poster Presentations

Characterization of Mn(II) Homeostasis within *Bacillus subtilis*

Scott Gabriel

Chemistry

Location: Poster Presentation #6

Abstract:

Metal ion homeostasis is a critical component of all cellular life. Metals act as cofactors for many essential enzymes; yet, in excess, metals can cause oxidative stress and cell death. In order to further understand metal ion homeostasis, investigation of pathways that regulate the corresponding influx and efflux of metal ions is needed. While many of the pathways which control metal ion influx and efflux within *B. subtilis* have been characterized, Mn(II) efflux still remains unknown. Zone of inhibition (ZOI) data from our lab shows a *ydfM* knockout decreases the survivability of *B. subtilis* in the presence of toxic Mn(II) levels, while there was no significant difference in toxic concentrations of Cu(II), Cd(II), and Zn(II). Additionally, Beta-galactosidase assays have shown that *ydfM* transcription increases with increasing Mn(II) concentration but not increasing concentrations of Cd(II), Cu(II), Fe(III), Ni(II), or Zn(II). These results have led us to hypothesize that that YdfM acts as an Mn(II) efflux protein within *B. subtilis*. Concurrently, we also have aimed to identify the transcriptional regulator of YdfM. Interestingly, the gene immediately downstream of YdfM is predicted to be a metal efflux protein regulator. Initial bioinformatics work, shows that YdfL possesses a helix turn helix DNA binding motif as well as several conserved amino acid sequences which suggest it is similar to other metal ion influx and efflux regulators. ZOI data also shows there is a significant increase in survivability in the *ydfL* knockout when compared to wild type *B. subtilis*, further suggesting YdfL acts as a regulatory repressor of *ydfM*. Additional preliminary beta-galactosidase, growth curve, and gel shift data currently ongoing will also be presented which aims to confirm YdfM's role in the efflux of Mn(II) as well as YdfL's role as a regulator of *ydfM* transcription.

Reference:

Poster presented at the American Society of Biochemistry and Molecular Biology. San Diego, CA. April 2-6 2016.

Notes