

Fall  
2013

# Celebration of Faculty Scholarship

## *Abstract Book*

*A wine and cheese event designed to recognize the presented and published work of faculty, promote networking and interdisciplinary conversation, and encourage faculty to begin or continue creating plans to take their scholarship to the next level.*

Friday, October 25, 2013

2:30-4:30pm

Fine Arts Center Main Theatre Lobby



# Table of Contents

Page 3..... Presentation Map

Page 4-28..... Presenter Abstracts (in alphabetical order)

*Michael Alfieri*

*Judy Anderson*

*Jennifer Anderson-Meger*

*Ruth Badciong*

*Mike Behan*

*Maribel Bird*

*Tammy Clark*

*Lyon Evans*

*Lynda Fernholz*

*Connie Fossen, Jennifer Anderson-Meger, & Deb Daehn Zellmer*

*Scott Gabriel*

*Robyn Gaier*

*Karen Gibson*

*Mary Ellen Haupert*

*Susan Hughes & Rhonda Rabbitt*

*Jesus Jambrina*

*Carol Klitzke*

*Michael Lopez-Kaley & Laura Nettles*

*Alissa Oelfke*

*Deborah Peetz*

*Ray Preiss*

*Mary Ellen Stolder*

*Stephanie Thorson-Olesen*

*David Waters*

West Entrance to the Main Theatre Lobby



Roundtable #1  
M.E. Hauptert & L. Evans



Roundtable #2  
M. Bird & J. Anderson



Roundtable #3  
R. Rabbitt & S. Hughes,  
R. Badciog



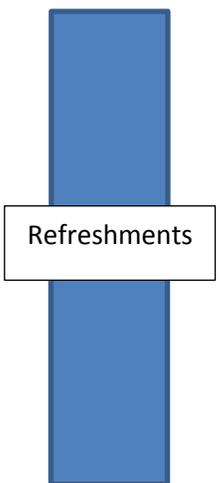
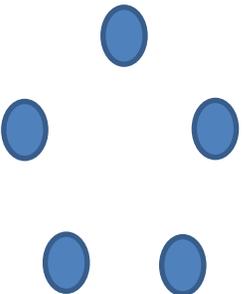
Roundtable #4  
M. Behan & A. Oelfke



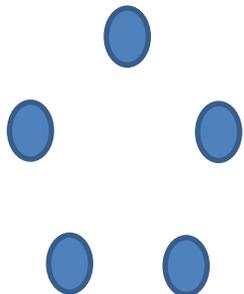
Roundtable #5  
L. Fernholz & J. Jambrina



Roundtable #6  
J. Anderson-Meger, C.  
Fossen, & D. Daehn Zellmer



Refreshments



#1 C. Klitzke

#2 M. Alfieri

#3 R. Gaier

#4 S. Gabriel

#5 D. Peetz

#6 R. Preiss

#7 K. Gibson

#8. D. Waters

#9 S. Thorson-  
Olesen

#10. M. Stolder

#11 T. Clark

#12 L. Nettles,  
M. Lopez-Kaley

East Entrance to the Main Theatre Lobby

# Presenter Abstracts

## Inquiry-based learning in freshmen biology courses: instituting change to promote active-learning and improved retention (Poster)

**Michael Alfieri**  
**Biology**

**Full Reference:**

Vision and Change in Biology Undergraduate Education: Chronicling Change, Inspiring the Future Conference / Washington, D.C.

**Abstract:**

The goal of this project is to further expand inquiry based teaching methods in the biological sciences focusing on the freshmen year. The project was undertaken to improve retention of freshmen in both major and non-major courses, improve learning (and retention of information from the freshmen year), and increase student engagement in science courses. In an effort to determine the effectiveness of this project, we are tracking: freshmen-to-sophomore retention rates in biology majors, university retention of freshmen in non-major classes, student attitudes towards the new methods of learning, and student performance of student learning outcomes. This project is a continuation of ongoing work at Viterbo University as well as the recent restructure of the largest science courses on campus. As part of this redesign, a team of biology faculty worked to develop active lecture techniques, i.e., a variation of “POGIL” Process-Oriented Guided-Inquiry Learning, in the traditionally large biology science classes of General Biology (for science majors) and Anatomy and Physiology (for Nursing and Dietetic majors). In 2012 a POGIL Project certified science instructor was invited to campus to conduct a one-day workshop that was funded by an opportunity grant to support active learning provided by the President and Board of Viterbo University. Subsequent training has continued through campus workshops, faculty discussions and course development. Now starting our third semester of this initiative we are conducting faculty mentoring of permanent and adjunct instructors in these teaching methods as well as cooperative team teaching of multi-section biology courses among Viterbo faculty.

**Notes:**

# Avatar-Assisted Case Studies (Roundtable)

**Judy Anderson**  
**Nursing**

**Full Reference:**

Anderson, J.K., Page, A., & Wendorf, D. (2013). Avatar-Assisted Case Studies. *Nurse Educator*, 38(3):106-109. doi: 10.1097/NNE.0b013e31828dc260

**Abstract:**

Emerging students in active techniques that promote learning and socialization may be achieved using Voki technology to introduce and respond to case study scenarios. The results of a pilot project with nursing students in a pharmacology course supported the use of the technology in facilitating student socialization into the role of a nurse and enhancing communication skills. Student comments indicated the technology as engaging and authentic. This pilot project supports this technology as having "meaningful use" in the educational setting.

**Notes:**

# Undergraduate Social Work Students' Epistemological Beliefs (Roundtable)

**Jennifer Anderson-Meger**  
***Social Work***

**Full Reference:**

Paper submitted to Journal of Social Work Education; Paper presentation accepted at BPD National Conference, Spring 2014

**Abstract:**

Epistemological development is an important factor to facilitating identity as a learner and developing critical thinking aptitudes. This qualitative, grounded theory, action research study explored undergraduate social work students' epistemological beliefs about knowledge, how knowledge is constructed, and the implications of those beliefs. Data collection methods included a search conference, face-to-face interviews, and a focus group. The theoretical, convenience, sample consisted of 38 undergraduate social work students from a small undergraduate program in the Midwest. Findings indicate that students view knowledge as originating from relationships and personal experience. This knowledge is mediated by analytical cognitive processes but is viewed as separate from the knower. Interventions are discussed for facilitating epistemological development in undergraduate social work education.

**Notes:**

# "The Garden is Closed" (Genesis 3) and "Lydia" (Acts 16:11-15) (Roundtable)

**Ruth Badciong**  
***Graduate Programs in Education***

**Full Reference:**

Badciong, R.E. (2013). The garden is closed. In G.Pawlitz and B. Trunkhill (Eds.), One in Christ (Kindergarten). St. Louis: Concordia Publishing House.

**Abstract:**

"The Garden is Closed" (Genesis 3) is Chapter 3 in the One in Christ religious education curriculum for the kindergarten level published by Concordia Publishing House. "Lydia" (Acts 16:11-15) is Chapter 36 in the same curriculum. The series includes 36 chapters - one for each week of the school year. This scholarship activity involved developing comprehensive integrated early childhood units for kindergarten teachers and students in Lutheran schools across the United States. Each weeklong unit included four days of developmentally appropriate faith-based instruction with applications to many other curriculum areas and all domains of development, including cognitive, social-emotional, physical, aesthetic and language. All teacher and student book materials were developed for each chapter.

**Notes:**

# Efficacy of Social Media in Participant Perception of Brand in Small to Medium Size Enterprises (Roundtable)

**Mike Behan**  
***Business***

**Full Reference:**

Behan, M (2013). Efficacy of Social Media in Participant Perception of Brand in Small to Medium Size Enterprises. Dissertation, Capella University.

**Abstract:**

Using a qualitative single case study methodology, this research studied the effect that Facebook has on the user of a small to medium size enterprise (SME). The problem under investigation is lack of understanding that social media sites like Facebook have on the perception of the brand by the user. Facebook friends of the SME, a mid-western restaurant/hospitality business, were interviewed to gain insight into the developing use of Facebook as a marketing communication tool relative to brand perception. The data collected suggests that the use of Facebook by a SME does help maintain and in some cases increases the perception of the brand in the positive. The analysis of the data additionally shows this effect on brand perception is based on the drivers of (a) connectivity, (b) change of perception, (c) internal value, (d) goodwill, and (e) the decision process. Interview participants indicate the importance Facebook has as a marketing communication tool. This is due to its co-creative nature and unique features such as liking, commenting, and sharing both verbally and visually information. The findings from the research suggest that Facebook use by SMEs is an important component of an integrated approach to marketing communications when considering the perception of the brand. This research also raises important questions as to what significance Facebook use by SMEs has over other traditional marketing communication methods when creating, communicating, and delivering a message of value.

**Notes:**

# Cross-cultural Competence Journey: A Model (Roundtable)

**Maribel V. Bird**  
***World Languages***

**Full Reference:**

**Abstract:**

The spiral diagram intends to show the iterative upward path of becoming cross-culturally competent. The path includes awareness, understanding, respect, valuing, adopting, and advocating. This pattern repeats all over but at a higher level of consciousness after having gone through the process once. This phenomenon is illustrated by the upward and widening nature of the spiral metaphor.

**Notes:**

# Search for Properties that Lead to Bioavailability in Aquatic Species (Poster)

**Tammy Clark**  
**Chemistry**

**Full Reference:**

Great Lakes Regional Meeting of the American Chemical Society, La Crosse, WI

**Abstract:**

In order to aid in the development of selective chemical toxicants to control the spread of aquatic invasive species, a database was created to determine if certain physical properties correlate to bioavailability in fish. This project was inspired by Lipinski's "Rule of Five" and other work that is used in the pharmaceutical industry to predict which compounds have drug-like properties in humans. Since the delivery method for a chemical into a fish is very different than in human subjects, it is proposed that a Lipinski's rule of five would not necessarily predict which molecules are drug-like in aquatic species. The database includes over 150 chemicals that have been tested against several species of fish for toxicity, with a wide range of LC50 concentrations. Statistical analysis of the database determined a significant correlation between toxicity and the number of H-bond donors, and the formula mass.

**Notes:**

# **“The Reluctant Fundamentalist”: The Backlash Against Finance Capitalism and America in a Post-9/11 World** *(Roundtable)*

**Lyon Evans**

**English**

**Full Reference:**

Annual conference of the Popular Culture Association of the South, Savannah, GA

**Abstract:**

I taught Mohsin Hamid’s controversial post-9/11 novel, *“The Reluctant Fundamentalist”*, in my Living in a Diverse World Mission Seminar and again in Nonwestern Literature. In my Viterbo presentation—adapted from my conference paper—I will offer a reading of the novel via the framework of post-colonial and reader-response approaches and I will address the question of why many of my Viterbo students fiercely resisted accepting or even acknowledging the Pakistani narrator’s anti-American point of view. Structured, like Camus’ *“The Fall”*, as a monologue in which the narrator alone speaks as he converses with an unnamed stranger, *“The Reluctant Fundamentalist”* recounts the story of Changez, a young Pakistani man who comes to America on a scholarship to Princeton, graduates with honors in finance, joins a prestigious New York firm and falls in love with a beautiful classmate, Erica (as her name suggests, to Changez she IS America). Like Jay Gatsby, whom he resembles in key respects, Changez seems well on his way to achieving the American Dream—until 9/11 changes everything. Watching on TV as the planes crash into the Twin Towers, Changez tells his disapproving (American) listener, “I smiled...My initial reaction was to be remarkably pleased...I was pleased at the slaughter of thousands of innocents.” What led Changez to turn against global financial capitalism and against America itself, how Hamid ironically inverts the Eurocentric bias of Colonialist fiction by permitting only the discourse of the Other to be spoken; why—and in what ingenious ways—my students resisted Changez’ anti-American discourse: These are issues I’ll address.

**Notes:**

# Using the iPad for Literacy Learning: Engaging in Best Practice (Roundtable)

**Lynda Fernholz**  
**Education**

**Full Reference:**

Wisconsin State Reading Association (WSRA) Annual Conference

**Abstract:**

For the rest of their lives, students will always have a computer with them. We must teach with that in mind. For students to master 21st-century skills, educators must model them. Teaching with technology is no longer an 'option' or something to be 'added on' for effective classroom teaching. It is essential for teachers and students to become critical thinkers and producers of new knowledge. Participants will experience curriculum connections that numerous "apps" have to offer.

**Notes:**

# Infusing a new ethical decision making model throughout a BSW curriculum (Roundtable)

**Connie M. Fossen, MSSW EdD; Jennifer Anderson-Meger;  
and Deb Daehn Zellmer**

***Social Work***

**Full Reference:**

Fossen, C. M., Anderson-Meger, J. I. & Zellmer, D. D. (in press). Infusing a new ethical decision making model throughout a BSW Program curriculum. *Journal of Social Work Values and Ethics*, Volume 11, Number 1. Manuscript accepted for publication.

**Abstract:**

Will BSW graduates be able to make ethical decisions in practice? This article describes the research, selection and implementation of an ethical decision making model infused in a BSW curriculum. Informed by Program assessment data, a two-year implementation process is described including sample course units, learning activities and teaching strategies.

**Notes:**

# Do iPads and/or Challenge Based Learning Affect the Level of Achievement in a Biochemistry Capstone Course?

*(Poster)*

**Scott Gabriel**  
**Chemistry**

**Full Reference:**

Presented at the 20th Annual National Meeting of the American Society of Microbiology Conference for Undergraduate Educators. May 16-19, 2013, Denver, CO.

**Abstract:**

In 2011, Advanced Biochemistry, a senior capstone course for biochemistry majors was first offered. The course objectives focused on students' ability to access and use primary literature. Despite engaging conversation and excellent student presentations, course evaluations were lower than usual (3.65/5 compared to 4.3/5 from my previous semester). Notwithstanding, the evaluation of the instructor was equivalent to historical results. In an effort to improve the student experience of the course and achievement of the learning objectives, in 2012 a challenge based learning (CBL) design was used by framing the course around four big questions relevant to our local community and world. In addition to this change, iPads were introduced halfway through the semester to test if the addition affected either students' perception of how the CBL design was being implemented or their quantitative scores on the in-class presentations. After IRB approval, student surveys were administered by a third party three times throughout the semester. These data were collated after grades were due and students' names were removed before delivering them to the instructor to prevent any grading bias. This data along with course evaluation and assessment show a clear improvement in students' perception and to a lesser degree achievement in the course. Most significantly, course evaluation results increased when compared to the previous year (4.5/5 as compared to 3.65/5 in 2011). Students also rated the CBL approach as highly effective in achieving core course outcomes and related skills (all queried outcomes averaged 4.2/5 at midterm). With the addition of iPads at the midterm, only a marginal gain was observed in the CBL assessment data by the end of the term (from 4.2/5 to 4.45/5). With regards to achievement, while iPads did not increase mastery of course learning objectives as measured by their cumulative graded work (without iPads averaged 90.2% while with iPads averaged 88.6%), student surveys and comments note the devices increased their time spent on class related material and their self-reported learning in the course.

**Notes:**

# Cows, Cats, and a Common Belief: An Examination of the Paradox of Painless Death (Poster)

**Robyn Gaier**  
*Religious Studies and Philosophy*

**Full Reference:**

Presented at the Midsouth Philosophy Conference in Memphis, Tennessee (February 15-16, 2013) and presented at the Rocky Mountain Ethics Congress in Boulder, Colorado (August 8-11, 2013).

**Abstract:**

In this paper, I address the moral concern of killing non-human animals painlessly for the purposes of human consumption when other alternatives are available. Specifically, I explain how Elizabeth Harman argues against the claim that, while there are strong moral reasons against animal cruelty, there are not similarly strong moral reasons against killing animals painlessly. Harman suggests that the painless killing of animals (for no good reason) is morally wrong because it deprives such animals of a future. I disagree with Harman's position. Instead, I propose that the painless death of animals (for no good reason) is morally wrong because it requires a particular perception of our relationship towards animals which simply cannot be assumed.

**Notes:**

# A Food Guidance System and the Dietary Patterns of Collegiate Level Soccer and Cross-Country Athletes (Poster)

**Karen Gibson**

***Nutrition and Dietetics***

**Full Reference:**

29th Annual SCAN Symposium. Chicago, IL  
April 26-28, 2013

**Abstract:**

Background: There are concrete, specific recommendations for athletes about their nutritional needs and the dietary practices that will help to optimize performance. A relatively simple food guidance system specific for athletes that will translate these recommendations into practical examples is needed. The purpose of this study was to determine the impact of using the Meal Builder© model compared to usual practice in regards to dietary patterns of collegiate athletes. Methods: An eight week, prospective, non-randomized trial with a usual practice group and an intervention group using collegiate cross-country running and soccer athletes from two Mid-Western National Association of Intercollegiate Athletics (NAIA) colleges. Primary outcomes were carbohydrate, protein and calorie intakes/kg. Secondary outcome were total numbers of fruit and vegetable servings/day. Dietary intake was analyzed using ASA24. Repeated measure analyses of variance (ANOVA) examined differences between groups for primary outcome measures with an a priori alpha of  $p < .05$ . Results: Thirty-nine athletes in the intervention group and thirty-one in the usual practice group completed the study. There were no significant interaction effects between time or group assignment for any of the primary or secondary outcome measures. Neither group of athletes were meeting target goals for calories or carbohydrate intake. Positive trends in dietary intake were identified in the intervention group. Mean changes for intervention and usual practice groups respectively were: +0.4 and -0.3 gm of carbohydrate/kg; +0.05 and -0.06 gm of protein/kg; +3.2 and -2.6 kcal/kg; +0.7 and +0.1 servings of fruit/day; and +0.01 and -0.46 servings of vegetables per day.

**Notes:**

# Heart and Soul: Teaching Music Appreciation within a Values-Based General Education Context (Roundtable)

**Mary Ellen Hauptert**  
**Music**

**Full Reference:**

International Conference on Education and New Learning Technologies, Barcelona, Spain 2013

**Abstract:**

Music Appreciation is integral to the vast majority of undergraduate liberal arts curricula. The subject is broad, enlisting teachers from a variety of specialty areas (i.e. clarinet performance to vocal jazz) to engage undergraduates from an even wider discipline field. Despite the spectrum of expertise, most music appreciation instructors sequence material historically—a generic, straightforward approach that comprehensively presents the subject in a way that meets university general education requirements. In an attempt to enhance the learning experience, many universities are dressing up their general education programs by adopting meaningful mission statements, in addition to overhauling their existing courses. “Heart and Soul: Teaching Music Appreciation within a Values-Based General Education Context” presents a creative alternative to music appreciation curricula. The topical presentation of Classical music, along with the infusion of values, brings exciting new dimensions and possibilities to the field. Creative ideas for structuring curriculum, class projects, and activities are explored. Teachers of any discipline are invited to see how one teacher revitalized a catalog-worn course into an offering packed with meaning and purpose.

**Notes:**

# Creativity, Meaning, and Purpose: Mixing Cultures in Creative Collaboration (Roundtable)

**Mary Ellen Hauptert**  
*Music*

**Full Reference:**

Center for Scholastic Inquiry, International Academic Research Conference in San Francisco, CA, April 2014

**Abstract:**

Dr. Mary Ellen Hauptert's theory students compose music inspired by a common theme. The "concept" for the 2013-2014 VU sophomore class will be a collaborative venture with Mr. Matthew J. Hauptert's Poetry & Poetics students at Community Charter Early College High School in Lake View Terrace, CA. Given that several of Mr. Hauptert's students come from families without high school and college degrees, his primary purpose as a Teach For America teacher is to inspire students' academic learning with creative-based projects that might pave their way to higher education. Pairing these potential young poets with university students (via Skype and e-mail) offers them a glimpse at college life (in Wisconsin), but also adds perspective and depth to the VU university theory course. Not only will the authors engage students in their respective crafts, they will encourage unprecedented collaboration and hope for exceptional results. Will Mr. Hauptert's high school students write poetry worthy of musical note? Will Dr. Hauptert's music theory students find depth and meaning in relationship with students placed at-risk? Will their work improve because of the human dimension of this challenge? This paper and presentation will be the result of efforts by both instructors to imbue creativity, meaning, and purpose into a cross-disciplinary project that mixes age, socio-economic background, and culture. They hope to prove that collaborative ingenuity and creative risk-taking can reap outstanding educational rewards for both students and teachers.

**Notes:**

# Action Research for Continuous Improvement in Classroom Teaching and Learning (Roundtable)

**Susan R. Hughes & Rhonda M. Rabbitt**  
*Graduate Programs in Education*

**Full Reference:**

International Conference on Education and New Learning Technologies, Barcelona, Spain 2013

**Abstract:**

Teaching and learning is a reciprocal dynamic. The problem under investigation in this study was effective teaching and learning in the 21st century classroom. Twenty-first century classrooms are defined as focused on communication, creativity, problem solving, team work, and technology. The target is continuous improvement based on data-driven decisions. The pedagogical tool utilized was the action research cycle during a Master of Arts in Education degree program for educators in Pk-12 classrooms. The purpose of the study was to determine if teachers who were taught the perspective of intentional actions for continuous improvement were able to (a) use action research to create new options or new approaches to old problems, (b) model a commitment to learning and continuous professional growth, (c) study their teaching to set into motion a plan for professional development and, (d) take on additional leadership opportunities in the next two years. Results of the study showed that the great majority of the participants did see the benefits of utilizing action research, or Plan-Do-Study-Act (PDSA), in Pk-12 classrooms as a systematic tool for continuous professional development and improved student achievement. Because of the dynamic interaction between teacher and student, increased engagement and renewed motivation resulted. The researchers plan to extend the data collection at one- year and three-year intervals after graduation to measure the lasting impact of the experience. True to the name of continuous improvement, this study is not finite, but continues to evolve.

**Notes:**

## Zamora in the Map of Sefarad (Roundtable)

**Jesus Jambrina**

***World Languages and Cultures***

**Full Reference:**

International Conference "History and Culture of the aljama of Zamora", July 3-5, Zamora, Spain

**Abstract:**

This would be a research report of three years of research in Zamora, Spain, exploring the Sehardic Jewish tradition of the city. I conclude the first cycle of research calling to an International Congress on the topic which took place in Zamora on July 3-5, 2013. Besides Spain, colleagues from several countries participated, among them United States, Brazil, Switzerland, Israel and Canada. This research translated into a collaboration with local city council to signposting the two old Jewish quarters in the city. Also they are sponsoring the publication of a book with the papers presented at the congress, including my own research.

**Notes:**

# Outside the Fence: Food Defense in Northern Schools (Poster)

**Carol Klitzke**

***Nutrition and Dietetics***

**Full Reference:**

Foodservice Systems Management Educators' Council, Columbus, OH

**Abstract:**

A qualitative approach was used to explore knowledge and attitudes about food defense in five public school districts in Iowa, Minnesota, Wisconsin, and South Dakota. Food defense is the protection of food from intentional contamination, or food tampering. Twenty-five interviews were conducted with district stakeholders: Foodservice Directors (FSDs), principals, production workers, and emergency responders. Four themes emerged: awareness, lack of concern, food not considered as a potential danger, and conflicting priorities and expectations influence security. Food defense was an unfamiliar concept. Awareness was not related to size of school district or type of production system. Participants expressed beliefs that food tampering would occur in large cities, at nationally recognized locations, in other geographic locations such as the "east," or at other points in the supply chain, but not in their schools. These views were in contrast with experiences reported in the interviews. Six food tampering incidents were reported with the perpetrators identified as students or co-workers. Foodservice operations were perceived by most district administrators and emergency responders as being separate from other school district operational units; the assumption was the FSD had policies to protect the food. The FSD was not involved in district crisis management planning. The focus of school security measures was on protecting children from harm; when children were not present, security measures were loosened. There was lack of understanding that good security practices, enforced 24 hours a day, served multiple purposes, including protection of food in the child nutrition program from food tampering.

**Notes:**

# Beyond Sunday School: Affirming Faith, Challenging Knowledge in the College Classroom

*(Poster)*

**Michael Lopez-Kaley & Laura Nettles**  
***Religious Studies and Philosophy***

**Full Reference:**

College Theology Society Annual Conference, Creighton University, Omaha, NB

**Abstract:**

A presentation on the philosophical bases and practical considerations for teaching an Introduction to Christian Theology course in a university. The academic atmosphere of a university, and the diversity in the classroom, present concerns for teaching Religious Studies courses. Unlike a parish Religion class, or the fine work done by campus ministry, the Religious Studies course teaches principles, but does not attempt to proselytize. Its "evangelization" is limited to helping students learn basic facts about the faith without requiring a faith commitment from them.

**Notes:**

# Business Faculty Members' Perceptions of the Importance of CSR and Sustainability in Business (Roundtable)

**Alissa Oelfke**  
**Center for Adult Learning**

**Full Reference:**

Oelfke, A.L. (June, 2013). Business faculty members' perceptions of the importance of CSR and sustainability in business. Presented at the Accreditation Council for Business Schools and Programs (ACBSP) Annual Conference: Salt Lake City, UT.

**Abstract:**

This study investigated the belief that business faculty members in higher education have perpetuated a business culture where the profit motive is the most important consideration. The business faculty respondents were grouped by academic discipline, by tenure as a faculty member, and by type of institution based on the level of integration of these topics into the business curriculum. They completed a survey with questions related to their perceived importance of the social and environmental responsibilities of business. Significant differences in the scores related to the perceived importance of environmental responsibility were found between faculty at schools with a major ( $\mu=3.09$ ) and faculty at schools that incorporate CSR and Sustainability topics across the business curriculum ( $\mu=3.46$ ). This finding suggests it may not be beneficial to create a separate major in Sustainable Management. Significant differences were also found in the environmental concern scores, as well as the scores related to the perceived importance of social responsibility, when faculty in the quantitative disciplines of Accounting, Finance, Economics, and Quantitative Methods were compared with the scores of all other business disciplines. This finding suggests faculty development may be necessary with these faculty members to address their lower perceptions of the importance of CSR and Sustainability, if the institution wants to integrate these topics across the business curriculum.

**Notes:**

# Genetics and Genomics For RNs: A Request and A Response (Poster)

**Deborah K. Peetz**  
**Nursing**

**Full Reference:**

International Society of Nurses in Genetics (ISONG) 25th Anniversary Conference,  
Bethesda, MD

**Abstract:**

Purpose: The purpose of developing an online course was to bring genetic/genomic information to RN-BSN students. Students requested an option for an ethics course as an elective within the RN-BSN Program. A course was developed to examine genetic/genomic issues from a nursing perspective, emphasizing the integration of ethical principles, ethical frameworks, and ethical decision-making. Organizing Framework: Registered nurses return to school with multiple practice experiences and knowledge levels related to genetics/genomics. The AACN Essentials of a Baccalaureate Education, Essentials of Genetic/Genomic Nursing: Competencies, Curricular Guidelines, and Outcome Indicators, the Genetics/Genomics Competency Center and ANA Code of Ethics for Nurses were used to identify key outcomes for the course. Outcomes include: (a) clarification of attitudes, values, beliefs, and commitments regarding ethical issues in genetic/genomic decisions; (b) apply principles, rules, and codes of conduct for ethical behaviour; (c) identify ethical, legal, and social issues associated with genetic/genomic information using informed personal professional value system; (d) ethical analysis, ethical decision-making using case examples, and; (e) incorporate client's social, cultural, ethnic, religious perspectives into ethical decision-making. Conclusions: Achievement of course outcomes was evidenced in discussions and assignments as students incorporated information from articles and websites related to genetics/genomics. Interest in becoming genetic nurse specialists grew as the course progressed. Clinical Relevance: RNs lack information in genetic/genomics, considered an essential competency. The course exposes students to valuable articles, websites, and ethical decision-making tools to use in order to incorporate genetic/genomic information into ethical nursing practice. Key Words: ethics, competency, decision-making

**Notes:**

# Assessing the Credibility of Digitally Manipulated Images (Poster)

**Ray Preiss**  
*Communication Studies*

**Full Reference:**

2012 Central States Communication Association

**Abstract:**

Pixels have replaced emulsions as the vehicle for visual images and the software used to manipulate these images is now available to purchasers of entry level digital cameras. User familiarity implies acceptance of the malleability of images, and the information processing consequences of this acceptance is not well understood. We explore “image credibility,” the notion that scrutiny of an image can result in a belief regarding the veracity of the image. We showed participants five pairs of images found on the internet. One image of each set was minimally altered. The second version of the image of each pair was unmistakably manipulated, and participants rated the credibility of the altered images. Also, participants completed scales measuring the ethics of digital manipulation, cynicism, IT Informational reception apprehension, and decision making style. Participants rated the credibility of the manipulated image. Next, participants viewed 10 images varying in apparent manipulation and rated the significance of the alteration, confidence in the rating, and the trustworthiness of the image. The belief that image manipulation is unethical was associated with lower ratings of the credibility of manipulated advertisement images. Surprisingly, IT apprehension, ad skepticism, cynicism, and indecisiveness were not associated with lower ratings of image credibility. Results are discussed in terms of the ethics of image manipulation.

**Notes:**

# Memory Self-Efficacy in Cognitively Normal Older Adults and Older Adults with Mild Cognitive Impairment (Poster)

**Mary Ellen Stolder**

***Nursing***

**Full Reference:**

2013 Midwest Nursing Research Society, Chicago, IL  
New Dissertation Award

**Abstract:**

Although there are ample studies confirming that memory self-efficacy (MSE) declines with age, less is known about what factors account for the variation in MSE among older adults. The purpose of this study was to examine the relationship between MSE, diagnostic and clinical characteristics, and subsequent episodic memory performance in older adults. A nonprobability sample of 200 cognitively normal and older adults with mild cognitive impairment (MCI) participating in a longitudinal population-based study investigating the incidence, prevalence and risk factors for MCI completed a questionnaire about self-referent beliefs of MSE. Bandura's (1989) self-efficacy theory and the Integration Model (Whittemore, 2005) informed the descriptive study. Pearson product-moment correlations, a general linear model and a multiple linear regression analysis were conducted. The difference in MSE ratings between the cognitively normal group and the MCI group tested as a whole was significant when adjusting for age, gender and educational attainment ( $p < .001$ ). The overall regression model explained 17% of the variance of MSE ( $p < .001$ ) and included age, gender, educational attainment, APOE genotype, family history of dementia, cognitive diagnosis and depressive symptoms. After controlling for age and the other variables of interest, cognitive classification and depression were significant predictors of MSE. Higher MSE ratings were correlated with better episodic memory performance for both groups ( $r = .27, p < .001$ ). The recognition and treatment of existing depression is essential for optimal cognitive function in older adults.

**Notes:**

# Marital values and satisfaction: Considerations for domestic and international couples (Poster)

**Stephanie Thorson-Olesen**  
**Psychology**

**Full Reference:**

Thorson-Olesen, S. J. (2012). Marital values and satisfaction: Considerations for domestic and international couples. (Doctoral dissertation). Retrieved from ProQuest database.

**Abstract:**

The term globalization is widely used to describe the current state of the world. Despite the emphasis on global interconnectedness, little has been written about the unique challenges of international marriages. As a result, this research was conducted to investigate the marital values and satisfaction of males and females in domestic (natives of the U.S.) and international (one is a native of the U.S. and the other is foreign born) marriages. The Characteristics of Marriage Inventory was used to gather information on marital values and satisfaction on a 6-point Likert scale through an online quantitative survey. This was an exploratory study that focused on marital values and satisfaction along the pathways of love, loyalty, and family values. A total of 80 participants were involved in data collection (41 males, 39 females). An analysis of marriage type resulted in a significant outcome, indicating that marriage type played a role in marriage values. More specifically, the mean family values score for American participants with American spouses (domestic marriage) was significantly higher than the mean family values score for foreign-born participants with American spouses (in an international marriage). However, there was no significant difference in marriage satisfaction. Furthermore, an analysis of gender resulted in a non-significant effect on the combined marital satisfaction variable, but indicated a significant main effect on loyalty. The mean loyalty score for male participants was significantly lower than the mean loyalty score for female participants. As a result, it is important for further research to understand what loyalty means to men. In addition, psychology must further explore the values of the international married population and take into account the context of a marriage.

**Notes:**

# From East Wisconsin Avenue to Francis Field and the 1904 Olympics: Administrative Factors and Faces of the Milwaukee Athletic Club

*(Poster)*

**David Waters**  
***Business***

**Full Reference:**

Presentation at the 4th International Conference on Sport and Society, Chicago, Illinois, June 2013

**Abstract:**

The 1904 St. Louis Olympic Games were the first hosted by an American city, the first to have racially-diverse athletes, and the first to award gold, silver, and bronze medals. In addition, these “World’s Fair Games” had lecture courses on the scientific aspects of physical training presented by prominent professors, organized a two-day athletic meet with indigenous peoples from around the globe, and even withstood a call for a boycott because of segregated facilities. Although Lucas (1905, p. 15) stated that “entries were promised from every nation on the globe,” diminished global competition was the reality due to the central U.S. location. “True it is, American collegians competed in several events, but their care, training, and expenses were undertaken by members of the Amateur Athletic Union...and not by colleges” (Lucas, 1905, pp. 16-17). Therefore, major American amateur sporting clubs competed for the Spalding Olympic Trophy, ultimately won by the New York Athletic Club, at Francis Field, August 29-September 3, 1904. The Milwaukee Athletic Club (MAC) led by Walter H. Liginger – its well-connected Athletic Committee Chairman – organized and prepared a team that won 12 medals, taking third overall. This research article will introduce details and facts regarding administration, team selection, and funding that were derived from MAC primary sources. In addition, several historical identities from the 1904 Games will be highlighted. The article will present information for the time period 1902-1906.

**Notes:**