

# Celebration of Faculty Scholarship

3:30-5:00 PM

Friday, October 25<sup>th</sup>, 2019

Fine Arts Center Lobby



**VITERBO**  
UNIVERSITY



## Poster Presentations

#	Name	Department/Area
1	Jim Evans	Sports Management and Leadership
2	Jacqueline Herbers	English and World Languages
3	Vickie Holtz Wodzak	English and World Languages
4	Sheryl Jacobson	Nursing
5	Melinda E Langeberg	Education
6	Chris Mayne	Biology
7	Kelsey McLimans	Nutrition and Dietetics
8	Maria Morgan-Bathke	Nutrition and Dietetics
9	Maureen Neuville	Mental Health Counseling
10	Stephanie Thorson-Olesen	Psychology & Counselor Education
11	Ted Wilson	Biology

## Roundtable Discussions

#	Name	Department/Area
1	Tammy Clark	Chemistry
2	Andrew Hamilton and Matthew Bersagel Braley	Ethics, Culture, and Society
3	Erin Jerozal	Theatre/Music Theatre
4	Michelle Marie Pinzl	English and World Languages
5	Kelly Samuels	English and World Languages
6	Michael Anthony Wodzak	Math
7	Cameron Kiersch and Lynne Kuhl	Nursing
8	Frank Ludwig	Theatre/Music Theatre

## Poster Presentations

### School Resources, Social Media Capabilities, and Recruiting Effectiveness in the National Collegiate Athletic Association Division I Football Bowl Subdivision

**Jim Evans**

Sport Management and Leadership

**Location:** Poster Presentation #1

**Abstract:**

Many coaches and administrators have identified recruiting as the primary driver of on-field performance in college athletics. However, previous research in this area has largely focused on college choice factors for small populations of individual athletes. This study asked which school-level reputational resources are most salient to overall recruiting effectiveness of major college football programs. Data were gathered for all National Collegiate Athletic Association (NCAA) Division I Football Bowl Subdivision (FBS) programs across 11 seasons (2008-2018). First, principal component analysis (PCA) and confirmatory factor analysis (CFA) were used to evaluate the dimensionality and structure of 29 observed variables believed to represent 6 latent constructs (i.e., historical reputation, recent performance, head coach reputation, academic reputation, professional development, and physical capital assets). PCA results suggested the model be simplified to only four latent dimensions; physical capital asset indicators loaded with historical reputation, while professional development was reduced to one observed variable. CFA confirmed good model fit ( $\chi^2[160]=546.2$ ,  $p<.001$ ; RMSEA=0.060[.054,.066]; CFI=.907; TLI=.890; SRMR=.079). Finally, multilevel structural equation modeling (MSEM) was utilized to analyze which school reputational variables significantly predicted recruiting effectiveness (as measured by a major commercial recruiting service), after controlling for power conference status and geographic proximity to talent. Historical reputation ( $B=.460$ ,  $SE=.070$ ,  $t=6.55$ ,  $p<.001$ ), recent performance ( $B=.163$ ,  $SE=.045$ ,  $t=3.65$ ,  $p<.001$ ), and professional development ( $B=.170$ ,  $SE=.058$ ,  $t=2.96$ ,  $p=.003$ ) were all significantly and positively related, while head coach reputation ( $B=-.084$ ,  $SE=.041$ ,  $t=-2.12$ ,  $p=.034$ ) was significant and negative, and academic reputation ( $B=-.054$ ,  $SE=.053$ ,  $t=-1.01$ ,  $p=.315$ ) was not significantly related to recruiting effectiveness.

**Reference:**

Evans, J. O. (2019). School resources, social media capabilities, and recruiting effectiveness in the National Collegiate Athletic Association Division I Football Bowl Subdivision (Doctoral dissertation). The Ohio State University, Columbus, OH.

### The Role of News Media in Constructing Gender, Politics, and the Presidency

**Jacqueline Herbers**

English and World Languages

**Location:** Poster Presentation #2

**Abstract:**

In order to better understand why the U.S. has never elected a women president, the purpose of this study was to analyze the relationships among language, power, and gender in the 2016 presidential election. Three research questions were posed to address this purpose: for the 2016 presidential election, how did journalists characterize women running for office; how do those characterizations align with previously established social frames of gender, the presidency, and politics, and how do those descriptions align with previously established notions of the double bind? Based on critical literacy theory and critical feminist literacies, the study employed a qualitative content analysis of digital news articles published in the week after the first Republican and first Democratic debates. Results showed that while some improvements in coverage of women candidates have occurred, some stereotypes still persist, and women candidates continue to find themselves in several double binds. By highlighting these changes, the results of this study extend previous research on language, power, and gender by revealing the ways in which social or discourse frames are slowly changing.

**Reference:**

Herbers, J. (2019). The role of news media in constructing gender, politics, and the presidency (Doctoral dissertation, Cardinal Stritch University).

## Poster Presentations

### Storytellers Underground: CS Lewis and JRR Tolkien

**Vickie Holtz Wodzak**

English and World Languages

**Location:** Poster Presentation #3

**Abstract:**

Both CS Lewis and JRR Tolkien served as soldiers in France during World War I and encountered a variety of underground spaces used for both shelter from the elements and for defense. These two articles examine the ways these authors and friends reimagined life underground in their fiction.

**Reference:**

Wodzak, Victoria Holtz. "Tolkien Underground: The Troglodyte War" in *The Hobbit and Lord of the Rings*. "Something Has Gone Crack": New Perspectives on JRR Tolkien in the Great War. Ed. Janet Brennan Croft and Annika Rottinger. Walking Tree, 2019.

Wodzak, Victoria Holtz. Lewis Underground: Echoes of the Battle of Arras in *The Narniad*. *The Faithful Imagination: Papers From the 2018 Frances White Colloquium*. Ed. Joe Ricke and Ashley Chu. Winged Lion Press, 2019.

### Making an Impact: An Interprofessional Model of Patient Care Training

**Sheryl Jacobson**

Nursing

**Location:** Poster Presentation #4

**Abstract:**

Recognizing that educational institutions bear the responsibility for developing interprofessional collaboration skills, a group of educators convened to discuss learning opportunities for health professions students to engage with patients in an interdisciplinary team. The result was the development of an annual interprofessional event that provides a concentrated learning environment in which students can share their own expertise and strengths while learning from other future healthcare professionals. The event, now in its fifth year, has brought together six disciplines from two educational institutions to provide a learning experience for over 250 students.

Students participating in the event are at various levels in their educational preparation. All take part in introductory web-based learning, followed by participation in a face to face learning environment. Students are divided into teams composed of nursing, dietetics, social work, occupational therapy, physical therapy and physician assistant students. They are presented with a simulated experience using standardized patients. After a case introduction, a team encounter with the patient occurs followed by development of a patient plan of care. Group debriefings occur within the team as well as the entire student population participating in the interprofessional event.

Students complete pre and post event surveys. Qualitative data is obtained from the surveys as well as in the group debriefings. Results indicate that not only do students see the value of interprofessional collaboration, but also the importance of staying focused on the patient, establishing a relationship, and allowing for the expression of feelings to create an environment in which healing can occur.

**Reference:**

40th Annual International Association for Human Caring Conference. "Caring and Interprofessional Practice: Re-imagining the Patient Care Experience." Clemson University, Greenville, South Carolina.

This scholarly work was done in collaboration with my colleagues at Viterbo-Kerri Busteed, Karen Gibson, Janet Holter, Cameron Kiersch and Terra White; at University of Wisconsin-LaCrosse-Pat Campbell Laura Schaffer, and Michelle Thorman; and at Scenic Rivers Area Health Education Center-Laura Pettersen.

## Poster Presentations

### The Power of Story: What educators can learn about story and trauma informed care from interdisciplinary fields

**Melinda E Langeberg**

Education

**Location:** Poster Presentation #5

**Abstract:**

Abundant research has clarified our understanding of childhood trauma and its impact. For example, Janoff-Bulman (1992) explained that trauma disrupts three main human schemas: personal perception, identity, and safety. Childhood trauma is complex because a child is still developing these schemas, and trauma interrupts their healthy development. However, explanations such as Janoff-Bulman's have informed policy and practice changes for social workers and for psychologists; but "the translation of these [trauma] insights" into classroom teaching practices has been limited" (Morris and Sah, 2016, p 146). For example, practitioners might use story to build a client's social and emotional coping skills (Health, Smith, and Young, 2017). Practitioners describe story as a laymen's therapeutic instrument. Teachers use story in the classroom for a number of reasons such as to build background knowledge or to teach key literacy skills but rarely do they use it to treat trauma. The irony of this situations is such: social workers and psychologists use story to treat trauma but have limited access to large groups of children. Teachers have access to large groups of children but little experience using story to treat trauma. Consequently, story, as a therapeutic tool, has limited results. But, what would happen if social workers, psychologists and educators collectively crafted school curriculum designed to combat childhood trauma? What story could we tell?

**Reference:**

Langeberg, M. E.(2020). The power of story: What educators can learn about story and trauma informed care from interdisciplinary fields. Manuscript in preparation.

### The Role of Micronutrients in Graft-VS.-Host Disease: Immunomodulatory Effects of Vitamins A and D

**Chris Mayne**

Biology

**Location:** Poster Presentation #6

**Abstract:**

Graft-vs.-host disease (GVHD) remains a major obstacle to the success of allogeneic hematopoietic stem cell transplantation (HSCT). GVHD occurs because donor T cells in the allograft recognize the genetically disparate host as foreign and attack the transplant recipient's tissues. While genetic incompatibility between donor and recipient is the primary determinant for the extent of alloimmune response, GVHD incidence and severity are also influenced by non-genetic factors. Recent advances in immunology establish that environmental factors, including dietary micronutrients, contribute significantly to modulating various immune responses and may influence the susceptibility to autoimmune and inflammatory diseases of experimental animals and humans. Emerging clinical and preclinical evidence indicates that certain micronutrients may participate in regulating GVHD risk after allogeneic HSCT. In this review, we summarize recent advances in our understanding with respect to the potential role of micronutrients in the pathogenesis of acute and chronic GVHD, focusing on vitamins A and D.

**Reference:**

Chen and Mayne. The Role of Micronutrients in Graft-VS.-Host Disease: Immunomodulatory Effects of Vitamins A and D. *Front Immunol.* 2018 Dec 6;9:2853

## Poster Presentations

### Is Cerebrospinal Fluid Superoxide Dismutase 1 a Biomarker of Tau but Not Amyloid-Induced Neurodegeneration in Alzheimer's Disease?

**Kelsey McLimans**

Nutrition and Dietetics

**Location:** Poster Presentation #7

**Abstract:**

Copper/zinc superoxide dismutase 1 (SOD1) scavenges free radicals that may otherwise damage brain parenchyma. Impaired SOD1 activity drives Alzheimer's disease (AD) neuropathology in animal models and postmortem AD brains. Yet, it is unknown how cerebrospinal fluid (CSF) SOD1 is related in vivo to AD-relevant cognitive, neuroimaging, and CSF neurotoxic factors, and what potential mechanisms underlie these associations. We found that higher CSF SOD1 correlated with better global cognition scores, yet less gray matter (GM) and glucose metabolism in AD-sensitive parietal and frontal regions. Higher CSF SOD1 was also associated with more CSF total tau and phosphorylated tau-181, but not beta-amyloid 42. Through mediation analyses, higher total tau largely mitigated higher CSF SOD1 and better global cognition associations, and it fully accounted for less predicted regional GM but not glucose metabolism. Among participants who developed AD over 2 years or had AD at baseline, higher CSF SOD1 was initially related to more regional GM. This association became nonsignificant with full mediation via higher CSF total tau, through which higher CSF SOD1 predicted more total tau and in turn less GM. Our observations lead to the hypothesis that SOD1 antioxidation reflects tau but not amyloid accumulation, which may lead to pro-oxidant-based neurodegeneration and cognitive dysfunction.

**Reference:**

McLimans KE, Clark B, Plagman A, Pappas C, Klinedinst B, Anantharam V, Kanthasamy A, Willette AA. Is Cerebrospinal Fluid Superoxide Dismutase 1 a Biomarker of Tau but Not Amyloid-Induced Neurodegeneration in Alzheimer's Disease? *Antioxidants & Redox Signaling*, 2019; 31(8) 572-578.

### Adipose tissue macrophage burden is not related to insulin resistance

**Maria Morgan-Bathke**

Nutrition and Dietetics

**Location:** Poster Presentation #8

**Abstract:**

*Background:* It has been suggested that adipose tissue inflammation is related to insulin sensitivity, but whether this applies to different fat depots has not been examined. We hypothesized, that adipose tissue macrophage (ATM) burden is greater in abdominal than femoral fat because of the relationship between abdominal adiposity and insulin resistance.

*Methods:* We measured HOMA-IR and used immunohistochemistry to measure abdominal (n=85) and femoral (n=57) subcutaneous ATM burden per 100 adipocytes in 103 adults, including lean (n=28, 14 males), lower body obese (n=28, 5 males), and upper body obese (n=47, 16 males). CD68 was used to identify total macrophage, CD14 for pro-inflammatory (M1), and CD206 for anti-inflammatory (M2) macrophages.

*Results:* ATM content in the abdominal and femoral depots was strongly correlated with CD68 (r=0.59, p=0.0001), CD14 (r=0.71, p=0.0001) and CD206 (r=0.62, p=0.0001). Men had no difference in CD68 (p=0.26), CD14 (p=0.16) or CD206 (p=0.28) ATM burden between the abdominal and femoral depot. Females, however, had significantly greater ATM content in the femoral depot (CD68: 16.1%±1.0 vs. 12.0%±0.8 (p=0.005), CD14: 5.9%±0.5 vs. 4.2%±0.4 (p=0.03), CD206: 15.4%±0.7 vs. 11.9%±0.7 (p=0.003) per 100 adipocytes). There was no correlation between ATM burden and HOMA-IR for either depot or sex.

*Conclusion:* The ATM burden in abdominal and femoral fat are strongly correlated indicating that ATM infiltration affects both depots simultaneously. Contrary to our hypothesis, females have greater ATM burden in the femoral depot than the abdominal depot, whereas men had no difference between depots.

## Poster Presentations

### Adipose tissue macrophage burden is not related to insulin resistance

Surprisingly, there was no relationship between ATM burden and HOMA-IR. Future studies should examine the relationship between ATM burden and other metabolic parameters associated with chronic disease.

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**Reference:**

The Obesity Society Annual Conference

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### Guided Drawing: Facilitating Trauma Narratives for Young Children

#### Maureen Neuville

Mental Health Counseling

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**Location:** Poster Presentation #9

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**Abstract:**

Young children who have experienced trauma need developmentally appropriate techniques when being counseled. Their verbal skills might not allow them to accurately describe their experience, even if they are willing to share. Counselors might ask children to draw what happened but young children's motor skills do not match their representational abilities. Guided Drawing's innovative technique allows a counselor and their young clients to co-construct simple drawings that depict the children's subjective experiences and to begin a narrative of their trauma. That drawing becomes the basis for ongoing therapeutic assessment and intervention. This article presents the Guided Drawing process, application, and potential ethical considerations.

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**Reference:**

Neuville, M. & Pfiffner, B. (2019) Guided Drawing: Facilitating Trauma Narratives for Young Children, *Journal of Creativity in Mental Health*, DOI: 10.1080/15401383.2019.1645630

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### Domestic Immersion: Building the Cultural Competence of Counselors-in-Training

#### Stephanie Thorson-Olesen

Psychology & Counselor Education

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**Location:** Poster Presentation #10

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**Abstract:**

The American Counseling Association Code of Ethics (2014) calls for an awareness and sensitivity to multiculturalism and diversity. Furthermore, research suggests that cultural immersion can have a positive impact on counselor development (Barden, Shannonhouse, & Mobley, 2015). As a result, the purpose of this poster presentation is to highlight domestic immersion experiences by presenting a model and the self-report findings of counselors-in-training, pre and post immersion. Domestic immersion can be a time and cost-effective way to expand the worldview of a counselor-in-training. Therefore, the goal of the presentation is to inspire other counselor educators to explore domestic immersion opportunities with community partners and provide resources for supervision throughout the experience. This aligns with the conference theme of forging the future of professional counseling by keeping up with the needs of diverse clientele. As Sue and Sue emphasize, working effectively with diverse counseling clientele requires professionals to be culturally competent (2012).

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**Reference:**

Thorson-Olesen, S. J., Murray, D., & Baker, M. (2019, March). Domestic immersion: Building the cultural competence of counselors-in-training.  
Poster presentation at the American Counseling Association Conference, New Orleans, LA.

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## Poster Presentations

### Using Insect Hotels to Improve Biodiversity at the La Crosse County Landfill

**Ted Wilson**

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Biology

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**Location:** Poster Presentation #11

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**Abstract:**

Worldwide levels of insect diversity have been declining due to habitat fragmentation and destruction, increased use of insecticides and insect resistant crops as well as urban sprawl and reduction of natural habitat options for native insects. This project examined the use of constructed habitat enclosures commonly called “insect hotels” that were placed in three different habitats (forest, marsh, and prairie) at the La Crosse County Landfill in Onalaska, Wisconsin. This location is considered a “disturbed” region due to the regular work of the landfill. Therefore, our approach was to try and increase insect diversity in the nearby forest and reconstructed prairie and marsh. Insect species were collected and identified during the summer of 2018 using hand collections, pitfall traps, and sweep and aerial netting. These samples were taken at the insect hotel and at each of the 3 habitats. We found that different insect species were found at the insect hotel as compared to those captured in the neighboring habitats. These initial results suggest that insect hotels placed near reconstructed habitats do increase insect diversity.

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**Reference:**

Presentation- Iowa State University- Day of Insects Conference.  
<https://www.reimangardens.com/collections/insects/day-of-insects/>

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## Roundtable Discussions

### Studies Toward Mechanism Determination of Formal [3+2] Cycloaddition Reaction

**Tammy Clark**

Chemistry

**Location:** Table #1

**Abstract:**

Proton NMR experiments were used to determine the rate law for a novel formal [3+2] cycloaddition reaction in order to carryout the reaction in a flow-through reactor.

**Reference:**

Tammy J. Clark. *Studies Toward Mechanism Determination of Formal [3+2] Cycloaddition Reaction*. Séminaire Département de Chimie Moléculaire, Université Grenoble Alpes, . Grenoble, France (December 3, 2018).

### Participation and Paradox: Creative Engagement in an Imperfect World - Then and Now

**Andrew Hamilton and Matthew Bersagel Braley**

Ethics, Culture, and Society

**Location:** Table #2

**Abstract:**

What does meaningful participation in modern societies entail? What do the formative institutions that support participation look like? Which features of twenty-first century life together restrict our capacity to participate? Which features expand our “repertoire of capacities” for participation? Has something that was assumed (i.e., broad participation) in setting up fundamental social institutions like the free market and the democratic state taken on a different character in light of the actual workings of these institutions over time?

Join us for a roundtable discussion of these questions guided by two Reinhart Ethics Fellows’ projects: (1) Andrew’s historical research on the wealth and virtue paradox in eighteenth century theorists like Adam Smith and (2) Matthew’s contemporary socio-theoretical inquiry into disruptive democratic practices of solidarity that (re)form persons for meaningful participation in society.

Both projects respond to concerns about the reduction of civil society to a group of atomistic, selfish individuals whose actions no longer translate into anything approaching the common good. The two inquiries hope to present pathways towards rebuilding socio-ethical norms and bolstering a sense of common purpose and civility, if not shared societal happiness.

**Reference:**

D. B. Reinhart Institute for Ethics in Leadership Fellowship Projects - 2018-2019

## Roundtable Discussions

### Know Yourself Better to Better Know Your Craft: Self-Care and Self-Awareness for the Working Artist

**Erin Jerozal**

Theatre/Music Theatre

**Location:** Table #3

**Abstract:**

The goal of this project is to give the developing sophomore level actor better insight into their own “character” so that they may explore and experience deeper insight into developing a character for the stage. By introducing them to self-care and self-awareness developing activities and discussions in a guided and mentored environment, students will be encouraged to engage healthily in these explorations, which can often be world-view changing and challenging.

Many of our students self-identify as struggling with anxiety and/or depression, along with feeling overly stressed with the rigorous schedules and requirements in our major. While this project is not meant to replace help from mental health professionals and/or university provided academic resources, these are skills we can teach to additionally help them better manage their time, better communicate with others, and grow an understanding and awareness of the radical personal responsibility required to succeed as an artist in the professional working world.

**Reference:**

This project was developed through the 2019 summer HIP syllabus revision grant, led by Matthew Bersagel Braley

### Mentoring At-Risk Students Via Developmental Relationships and Undergraduate Research

**Michelle Marie Pinzl**

English and World Languages (Interpreting Studies)

**Location:** Table #4

**Abstract:**

Low enrollment numbers and the challenge of student retention at universities across the United States, particularly for “at-risk” students, is a dilemma that starts much before students get to college and reaches much deeper than higher education itself. Since mentorship is one way to combat such issues, this paper analyzes a two-prong pilot mentorship program implemented for students (mostly first generation, non-traditional, Hispanic students) enrolled in Interpreting Studies at Viterbo University in 2017-18. The objective of this initiative was to 1) foster developmental student-staff or student-faculty relationships beyond the scope of students’ academic program and 2) incorporate course-embedded undergraduate research as a pillar for effective student retention in a program with a historically high rate of attrition. After an exploration of the methodology implemented, and an analysis of the quantitative and qualitative data, this paper discusses how these initiatives have impacted students, impacted retention and encouraged community-building. Results from the thematic content analysis of student surveys suggest that strategically designed mentorship programs can inspire students of diverse backgrounds to stay enrolled in higher education, and to become informed young professionals, leaders, and future researchers in their respective fields.

**Reference:**

Pinzl, M. (2018). 11th annual mentoring conference proceedings (2nd ed.): Mentoring, coaching and leadership for innovation and entrepreneurship [Special Issue 11]. *The Chronicle of Mentoring and Coaching*. 2(1).

## Roundtable Discussions

### An assortment of poems published in print and online journals

**Kelly R. Samuels**

English and World Languages

**Location:** Table #5

**Abstract:**

Eleven poems have been published in print journals in 2019, including RHINO, the Nassau Review, Inscape, Cold Mountain Review, saltfront, Permafrost, and the Pinch. Several more pieces have been published by online journals, including DMQ Review, Arcturus, Quiddity, and Heron Tree. The poems range in topic from the natural world and climate change to responding to a staining image of the thirst integration center in a mouse's brain.

**Reference:**

<https://rhinopoetry.org/buy/rhino-2019>

[https://www.ncc.edu/programsandcourses/academic\\_departments/english/nassau\\_review/](https://www.ncc.edu/programsandcourses/academic_departments/english/nassau_review/)

<https://washburn.edu/inscape/current-issue.html>

<https://www.coldmountainreview.org/issues/spring-summer-2019>

<https://www.saltfront.org/>

<https://permafrostmag.uaf.edu/>

<https://www.dmqreview.com/samuelsfall-2019>

<https://arcturus.chireviewofbooks.com/an-egg-buried-here-8c41b93c263d>

<http://quidditylit.org/issue-12-1/krsamuels/>

<https://herontree.com/>

### What did Mr Bliss Play at the Wedding of Day and Night

**Michael Anthony Wodzak**

Math

**Location:** Table #6

**Abstract:**

The tangled history of the English and Anglo-German Concertinas, Nineteenth Century Art Music, pioneering investigation of electric circuitry, the roots of the English Folk Dance and Song Society, the Bucks of Buckland in the Shire and the route between the houses of JRR Tolkien and CS Lewis in the suburbs of Oxford all converge in a story Tolkien wrote and illustrated for his children.

**Reference:**

2018 Tolkien Symposium at Kalamazoo

## Roundtable Discussions

### Engaging Young Adults in Conversations and Contemplation about Death, Dying and Grief

Cameron Kiersch and Lynne Kuhl

Nursing

**Location:** Table #7

**Abstract:**

Thinking about death often leaves one contemplating mortality, which elicits a sense of anxiety, thus reducing opportunities to consider, contemplate and discuss the topic (Phino & Barbosa, 2010; Hoeltherhoff & Chung, 2013). Although death is a fundamental part of the human experience, many are not prepared to talk about it (Bolkan, Srinivasan, Wewar & Schubel, 2015; Pinho & Barbosa, 2010). Furthermore, how young adults perceive mortality, or the loss of loved ones is often complicated by their developmental abilities and the need to balance the demands of everyday life (Cupit et al., 2016; Murrel, Jackson, Lester & Hulsey, 2018). Research regarding young adults' perception of the death is evolving. Stigma and societal influences contribute to limited opportunities for young adults to discuss death and dying. Kavalieratos, Ernecoff, Keim-Malpass, and Degenholtz (2015) utilize the process of advance care planning to engage college-aged participants in structured conversations regarding death and dying, and report that young adults are willing to discuss the topic in this environment.

*Aim:* In a death and dying course taught at a small liberal arts university, how does an educator create an environment conducive to contemplation and integrate activities into the course structure that enhances knowledge in order to reduce death anxiety, decrease learned bias and increase frequency of conversations regarding death, dying, grief and bereavement?

*Method:* Naturalistic inquiry as method of qualitative research (Kiyumba, Lester & O'Reilly, 2019) was used for data collection from emerging questions from the classroom experiences. IRB exempt under 45 CFR 46.101(b), data was collected as a part of continuous quality improvement. Conclusion/Results: 65% of students reported having meaningful conversations regarding death, dying and bereavement and reduction of death anxiety. Additional research is needed.

*Nursing Education Implications:* Students who explore death dying and bereavement in a university course which is grounded in exploration of belief, attitudes engaging in contemplation and creative activities express reduction of death anxiety and are likely to engage in conversations about death, dying and bereavement or recognize the significance of these conversations.

**Reference:**

Kiersch, C. & Kuhl, Lynne (June, 2019). Engaging young adults in conversations and contemplation about death, dying and grief. [Poster Presentation], International Death, Grief and Bereavement Conference.

### Is Now When We Panic?

Frank Ludwig

Theatre/Music Theatre

**Location:** Table #8

**Abstract:**

With many colleges and universities around the country taking a close look at the sustainability of academic programs, what exactly is the case for continuing design and production courses and majors? What are the crucial metrics and why does it seem as though some college administrations are at such complete odds with the training needs for our industry's youngest talent? This discussion will examine the need for re-thinking how we train our students and tell our stories in a data driven educational landscape.

**Reference:**

Presented at United States Institute of Theatre Technology (USITT) 2019 Conference and Stage Expo. Louisville, KY March of 2019.

Currently working on an article for TD&T, The quarterly journal of USITT. Schedule for publication in Winter issue, January 2020.

## Notes