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 5, 2012
2-4pm
Reinhart Center Boardroom & Reinhart Center 127
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In addition to the showcase of faculty scholarship in the Reinhart Center Boardroom, the sessions below will run concurrently in Reinhart Center 127. While the session content will be geared toward faculty, all event attendees are welcome to attend.

**Moving from Presentation to Publication: 2:40-3:00pm**
Facilitated by Deb Daehn-Zellmer & Ward Jones

**Preparing to Present Your Work: 3:10-3:30pm**
Facilitated by Judy Anderson, Susan Cosby Ronnenberg, & Emily Dykman

**Moving from Presentation to Publication: 3:40-4:00pm**
Facilitated by Jason Howard & Deb Murray
# Book Signings

## An Ethical Life: A Practical Guide to Ethical Reasoning

**Rick Kyte**  
*Ethics Institute*

Ethical thinking is a skill, one that everyone is capable of learning and developing. Richard Kyte’s ‘Four-Way Method for Ethical Decision-Making’—a logical, intuitive approach that relies on native abilities—shows readers how it’s possible to work out complex ethical problems on their own, no sophisticated theories necessary. Most important, readers will discover that the skill of ethical reasoning can be practically employed to live their lives more fully, more meaningfully, and well.


## Christian Theology: Scripture, Tradition, and Practice

**Bill Reese**  
*Religious Studies and Philosophy*

Christian Theology: Scripture, Tradition, and Practice. This university text introduces the student to exegetical, historical, systematic, and practical theology using the Bible, Patristic literature, homiletic and hymnody, theological vocabulary, and secular appraisal. It covers 16 main doctrinal areas when studying the Christian faith. The materials are presented from a Christian ecumenical view utilizing both Catholic and Protestant sources and catechesis.


*While attendees are welcome to bring their copies of the books, both books will also be available for purchase at the event.*
# Presenter Abstracts

## Infusing a New Ethical Decision Making Model in a Bachelors of Social Work (BSW) Curriculum (Roundtable)

Jennifer Anderson-Meger, Deb Daehn Zellmer and Connie Fossen  
*Sociology, Social Work and Criminal Justice*

Will BSW graduates be able to make ethical decisions in practice? Under the 2008 Council on Social Work Education Accreditation and Educational Policy, social work education programs are to develop student competency in the application of ethical principles to guide professional social work 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.

Publication/Presentation Information: this was a Baccalaureate Program Director’s Conference presentation. A manuscript is in progress.
Patterns of Communicating with High Fidelity Simulators

(Poster)

Judy Anderson
Nursing

The purpose of this study was to explore patterns of communicating with high fidelity (HF) patient simulators. Therapeutic communication is an essential skill for nurses working in any setting. Opportunities to develop this skill are essential to improve comfort and refine competence in various communication techniques. Upon IRB approval and informed consent from involved individuals, recordings were made of a scenario consisting of a 64-year-old patient experiencing burns to her face and chest. A total of 25 recordings, inclusive of 71 senior level nursing students, were observed to identify patterns of communication during a simulated experience. Each scenario lasted approximately 20 minutes. Thematic analysis identified categories of data and patterns emerged and were refined. Three patterns were identified: focusing on tasks, communicating-in-action, and being therapeutic. Sub-themes included missing opportunities, relying on informing, viewing the small picture, speaking in “medical tongues,” feeling uncomfortable, and offering choices…okay? Finding support the need for continued emphasis on integrating communication experiences into scenario development and debriefing experiences. A limitation to using HF patient simulators in communication skill development is the lack of non-verbal cues, which may have also served as a limitation of this study. A need exists for additional research on the use of HF patient simulators for communication for enhancing skills in therapeutic communication.

Publication/Presentation Information: this work was presented at Sigma Theta Tau International's 23rd International Research Congress.
Determination of leaching rate of florfenicol in incorporated and top-coated medicated fish feed via HPLC

(Poster)

Kyle Backstrand
Chemistry

Florfenicol (FFC; available commercially as AQUAFLOR® [a Type A medicated pre-mix]) is an antibiotic approved by the U.S. Food and Drug Administration for use to control mortality associated with certain diseases in fish reared in U.S. aquaculture. Florfenicol is administered orally as a medicated feed under veterinary prescription. The two methods used for manufacturing FFC medicated feed are incorporation of the medicated pre-mix into the feed prior to pelleting or extrusion or top-coating non-medicated feed with the medicated pre-mix at the feed mill. Incorporation allows the antibiotic to be mixed into the feed mash before extrusion or pelleting. Top-coating uses an animal or vegetable oil carrier to infuse the antibiotic into the feed after pelleting. Although the two methods are frequently used interchangeably and with similar efficacy, the leaching rate of FFC was found to differ significantly (P<0.01) depending on the manufacturing method. The half-lives for six types of top-coated medicated feeds were found to be 2.3-4.7 times shorter than the corresponding incorporated medicated feeds.

Publication/Presentation Information: this work appeared in Aquaculture America, 2012.
Music composition is the ideal modality for igniting creativity in the application of analytical and theoretical tools presented as part of university-level music curricula. Not only do students benefit from the reinforcement of foundational material, they have the opportunity to express themselves in the creative realm on both personal and communal levels. “Creativity, Meaning, and Purpose: Essential Tools for Taking the Fear out of Music Composition” describes a course-embedded music theory project that affords students the knowledge and opportunity necessary for composing a musical work that is uniquely theirs. The Robinson Creativity Model, which incorporates meaning and purpose, knowledge of the subject, risk-taking, and critical evaluation, aptly describes the five-month process of developing a concept, composing, editing, and finally performing their works.
The November 13, 2011 concert of the One-of-a-Kind Chamber Series featured the work of Louise Farrenc, a notable female French composer of the 19th century whose work is steadily gaining popularity. As we were preparing for the concert, research into Farrenc’s work turned up only a few recordings of some of her more popular compositions, while there were no recordings of the violin sonatas and only one recording of the Op. 33 piano trio (NAXOS MUSIC LIBRARY)! Some of Farrenc’s music is published by HILDEGARD PUBLISHING; most is available in a critical edition by the German publisher FLORIAN NOETZEL. After an exhaustive search for scores and recordings, I submitted a set list to CENTAUR RECORDS with a CD of the November One-of-a-Kind Chamber Series concert. Performances and proposal were well-received and CENTAUR agreed to label and distribute the recording: “When Centaur takes on a project, we work closely with the artists to ensure that the final product is of the highest quality, and that it receives the necessary promotion and distribution support. Centaur compact discs are distributed in major markets throughout the world. Additionally, of course, Centaur recordings are sold through the major download and streaming sites, such as i-Tunes, Amazon, E-Music.com, Rhapsody, ClassicsOnline and Naxos Music Library, in addition to many others.”

Publication/Presentation Information:
CD recording on Centaur Label (one of the largest independent recording labels in the United States).

Louise Dumont Farrenc (1804-1875): Deux Sonates de Chambre
*Deuxième Sonate pour Piano et Violin, Op. 39*
*Sonate pour Piano et Violoncelle, Op. 46*
Mary Ellen Haupert, piano
Nancy Oliveros, violin
Kirsten Whitson, cello
**Anything but Plain: Chant, Recycled for Piano, CD recording**
*(Roundtable)*

**Mary Ellen Haupert**  
**Music**

 Anything but Plain: Chant, Recycled for Piano is a set of eight piano pieces written during my sabbatical (Spring 2012) that could be used during instrumental-friendly spaces in the catholic liturgy. The form and inspiration for the project was inspired by a mingling of the words “Sabbath” and “sabbatical” with my intent to write chant-based piano music. Just as the Jewish SABBATH is rest from the creation of the world on the seventh day, the eighth day symbolizes new creation and rejoices in salvation for the world. And so the idea of writing eight chant-based pieces chronicling eight events in the liturgical year became the focus of the work.

The set marks God’s humble incarnation, the Passion and Resurrection of Jesus Christ, and the promise of the Holy Spirit. The Salve, Regina opens the set because it was Mary’s “yes” that set the plan in motion!

- Advent (Salve, Regina and Veni, Emmanuel)
- Christmas/Epiphany (Divinum mysterium)
- Lent (Attende Domine)
- Holy Thursday (Ubi caritas et amor)
- Holy Thursday/Good Friday (Pange lingua gloriosi)
- Easter (Victimae paschali laudes)
- Pentecost (Veni, Creator)

CD recording on Perigrin Sound Label, (Christopher Scheuermann, Viterbo University)  
**Anything but Plain: Chant, Recycled for Piano**  
*Mary Ellen Haupert, piano*  
*Maureen Kelly, cello*  
*Emily Dykman, cantor*
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<th>Shaping Patient Education in Rural Hospitals: Learning from the Experiences of Patients (Poster)</th>
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Patient education is a crucial aspect of nursing practice, but much of the research about it is quantitative and has been conducted in urban medical centers. These urban-based studies have limited utility for nurses working in rural hospitals where the populations they serve often have unique and challenging health contexts and cultures. Since rural residents value knowledge that comes from within their own culture, we used phenomenology and hermeneutics to learn from patients about their experiences of receiving patient education in rural hospitals. Fifteen patients, 7 females and 8 males from 4 rural hospitals participated in non-structured, audio recorded interviews where we asked them to describe their experiences of receiving patient education. The findings emphasize the need for patients to receive patient education in ways that help them be self-reliant. The findings also suggest the need to involve family members as co-educators when providing patient education to patients hospitalized for familial chronic illnesses.

Currently, uncertainty and unpredictability have become part of the norm for teachers. How can teachers not only survive, but strive for improvement within this ambiguity? When involved in action research, teachers become part of the learning process while students become part of the research process. This is a lean and dynamic process. Action research data can provide evidence to meet increasing accountability standards while providing educator renewal for the teaching and learning process. Teachers engaged in action research scrutinize their own pedagogical work and from those results can plan their own professional development. Action research allows educators to create new options or new approaches to old problems by working with and through others to effect the change. This action research study was conducted at an institution of higher learning with practicing teachers in a graduate program in education. The purpose of the study was to determine if teachers who were taught the benefits of action research in their program of study 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 as a tool for continuous professional development. The researchers see benefits in extending the data collection to investigate how the practice of action research impacts teaching at one-year and three-years after graduation.

Publication/Presentation Information: this work was presented at the 7th Annual LEAN Educators Conference, Norfolk, VA, September 27-29, 2012.
## Post-racial Politics: Martin Luther King Day 2012 & 2013 (Roundtable)

**Keith Knutson**  
*History*

For Martin Luther King Day 2012, I gave an address at English Lutheran Church. I followed this up in the spring with a presentation at the DB Reinhart Institute's conference on HOPE: “The Dream of a Post-racial Society.” I submitted an Opinion column to La Crosse tribune entitled “Work still remains on fulfilling King’s dream.” When we honor the legacy of the Rev. Martin Luther King, we might also ask ourselves whether we are living up to the social aspirations he espoused. He peacefully demanded America end its racist “mode of thought” and integrate our society’s institutions. Today we’ve inherited King’s legacy, and in January 2013 I hope to help Viterbo University hold a celebration on MLK Day, January 21, 2013.

Publication/Presentation Information: this work will be presented as a Martin Luther King Day Address, English Lutheran Church, January 2012. A 2013 Martin Luther King Day Celebration may be held at Viterbo University.
The Search for Grace that Underpins Human Rights
(Roundtable)

Keith Knutson
History

When Bartolome de las Casas became “a fierce advocate for indigenous rights,” his subsequent campaign on their behalf recognized the indigenous peoples’ natural humility, patience and inclination to peace. He then documented their treatment and embraced their humanity in The Devastation of the Indies, 1542, advocating for their basic human rights.

Three centuries earlier St. Francis of Assisi extended his embrace to the Sultan of Egypt in 1219. Paul Moses, in The Saint and the Sultan, argues that contrary to medieval hagiography, Francis didn’t intend to be a martyr. Rather, he sought dialogue with Islamic people, as Franciscans actively do today. When he returned to Italy in 1520, the Franciscan Founder sought, but failed, to incorporate into his order’s rule that friars in his order would go into the Islamic world, and live under Islamic law.

Emmanuel Le Roy Ladurie describes the people of a small French village in the Pyrenees Mountains that was engulfed by the Cathar heresy early in the 14th century, in Montaillou: The Promised Land of Error. Ladurie sees some of the heretics’ lives as defining Grace. I will apply this perspective to the efforts of both las Casas and Francis. I see the inspiration for a globalizing notion of human rights in the daily lives of French peasants who were executed because of medieval Christian intolerance. No wonder both religious men struggled to implement their visions of Grace in their own lives, as Christian behaviors struggled to grapple with the formative stages of its interaction, and too often confrontation, with a diverse world.

Publication/Presentation Information: this work will be presented at the Bartolomé de Las Casas Conference to be held October 5-6, 2012 at Viterbo University.
Teaching Motivational Interviewing to Nurse Practitioner Students: A Pilot Study (Poster)

Bonnie Nesbitt and Deb Murray
Graduate Nursing and Graduate Mental Health Counseling

A core competency of nurse practitioner (NP) education involves learning how to counsel persons to adopt positive health behaviors. The use of Motivational Interviewing (MI) has been reported as a successful strategy to employ; however, little is known about the best practices to teach this skillset to NP students, already in an intense, content-laden curriculum. The authors developed an online and face to face educational module that incorporated independent reading/lecture/discussion/and two videotaping sessions. Fourteen students consented to participate in this IRB approved study involving the analysis of pre and post data derived from two pre and post coded videotapes, a pre and post written narrative response to specific patient scenarios, and evaluative surveys. Paired t tests revealed that after the training, students used significantly fewer closed questions (t = 3.15; p = .013), more open questions (t = 6.78; p = .001), and less advice giving without permission (t = 4.38; p = .004). The increased use of affirmations (t = -3.51; p = .007), reflections (t = -2.45; p = .029) and concluding summaries (t = -2.23; p = .044) also were noted. Students reported the module to be valuable for application to their clinical work with patients and asked for more practice with MI skills. While a small, convenience sample, initial support that beginning MI communication strategies can be successfully taught to students in a brief educational module, incorporating approximately 8 hours of class time.

Publication/Presentation Information: this work was presented at the National Organization of Nurse Practitioner Faculties Annual Conference, April, 2012.
Using Rubrics to Assess Student Learning in Collegiate Music Courses

(Poster)

Timothy Schorr
School of Fine Arts

This poster presentation showcases a variety of rubrics used to articulate expectations through qualitative descriptors, provide feedback to students on their development of intended learning outcomes, and generate meaningful data about the collective performance of students in a music program. Participants will have the opportunity to receive examples, engage in discussion about creating rubrics, identify commonalities and challenges across disciplines in using rubrics, and understand the role of student self-reflection in the learning process.
Fidelity to a Theory Model in a Multisite Nursing Home Clinical Trial (Poster)

Mary Ellen Stolder
Nursing

Purpose: Discuss mechanisms to promote treatment fidelity and identify significant challenges to the maintenance of fidelity in translational research. Theoretical Framework: This presentation addresses challenges to treatment fidelity encountered in a translational study testing the effects of staff empowered dissemination and implementation of nursing evidence-based practice (EBP) pain and urinary incontinence (UI) protocols in nursing homes (NHs). The theoretical model depicting determinants of the rate of adoption, informed by Rogers’ theory of innovation, explicated the relationship between the intervention, organizational processes and structures, individual characteristics and NH and resident outcomes. The theory-based intervention incorporated educational sessions, team building and leadership training and expert nurse consultation. Resident pain and UI outcomes and NH quality indicators, as well as the relationship of NH characteristics to high and low adoption of EBPs among intervention NHs were hypothesized. A detailed training manual and a standardized protocol; team-taught training classes delivered in small group sessions at accessible locations; and adherence monitoring per nurse consultant through direct observation were design elements used to strengthen fidelity to the theory model. Subjects: 48 nursing homes were matched for aegis, size, and urban/rural setting. 1263 nursing staff and 392 residents with either pain or UI were enrolled at baseline. Methods: This study used a two-group, quasi-experimental design with repeated measures. Resident, facility and staff level measures were collected at baseline, 6, and 12 months. Results: Although few differences between groups emerged, there was an intervention effect for the perception of the use of EBPs in the treatment sites over time (p=0.000), with a difference between high and low adopters at 12 months (p=0.038). Challenges to fidelity included the dosing of the expert nurse consultant, competing priorities for NHs, staff availability compromising participation, and modification of subject inclusion. Conclusions: Controlling treatment fidelity in a feasible and cost-effective manner remains problematic.
