



Celebration of Faculty Scholarship

Abstract Book

Thursday, October 2, 2014

2:30-4:30pm


Fine Arts Center Main Theatre Lobby

Presenter Information (in alphabetical order)


Full Name	Department	Poster or Roundtable Number
David Bauer	Psychology	Roundtable #8
Matthew Bersagel Braley	Servant Leadership	Roundtable #7
Susan Cosby Ronnenberg	English	Roundtable #1
Emily Dykman	Religious Studies/Philosophy	Roundtable #4
Lynda Fernholz	Education	Poster #5
Scott Gabriel	Chemistry	Poster #4
Robyn Gaier	Religious Studies/Philosophy	Roundtable #3
David Gardiner	Theatre	Roundtable #5
Mary Lu Gerke	College of Nursing, Health, and Human Behavior	Roundtable #6
Larry Harwood	Religious Studies/Philosophy	Roundtable #4
Mary Ellen Hauptert	Music	Roundtable #5
Jason Howard	Religious Studies/Philosophy	Roundtable #3
Jesús Jambrina	World Languages & Cultures	Poster #7
Keith Knutson	History	Roundtable #7
Becky Liebert	Graduate Nursing	Roundtable #2
Michael Lopez-Kaley	Religious Studies/Philosophy	Poster #6
Venancio Luz	Communication	Poster #1
Beth Marzoni	English	Roundtable #1
Kimberly Nelson	Nursing	Roundtable #2
Colleen Paramesh and Cammie Jaekel	Graduate Nursing	Poster #2
David Saunders-Scott	Psychology	Poster #3
Ted Wilson	College of Education, Science, and Mathematics	Roundtable #6
Michael Wodzak	Liberal Studies and Mathematics	Roundtable #8

PRESENTATION MAP: FINE ARTS CENTER MAIN THEATRE LOBBY


East Entrance to the Main Theatre Lobby




Roundtable #1
Beth Marzoni
Susan Cosby Ronnenberg




Roundtable #2
Becky Liebert
Kimberly Nelson



Roundtable #3
Robyn Gaier
Jason Howard




Roundtable #4
Emily Dykman
Larry Harwood




Roundtable #5
David Gardiner
Mary Ellen Hauptert




Roundtable #6
Mary Lu Gerke
Ted Wilson



Roundtable #7
Matthew Bersagel Braley
Keith Knutson




Roundtable #8
David Bauer
Michael Wodzak




Food tables




Poster #1
Venancio Luz




Poster #2
Colleen Paramesh &
Cammie Jaekel




Poster #3
David Saunders-Scott




Poster #4
Scott Gabriel




Poster #5
Lynda Fernholz




Poster #6
Michael Lopez-Kaley



Poster #7
Jesús Jambrina



Poster #7
Jesús Jambrina, Part II



Poster #8
Susie Hughes

West Entrance to the Main Theatre Lobby

Sustainable Design Education: Transforming Consumption by Fostering Innovation

Venancio Luz

Communication

Poster #1

Abstract:

The graphic design discipline has been undergoing a dramatic transformation in its response to expanding environmental, economic and societal pressures that threaten our planet. As the profession continues to craft the messages and artifacts that influence public opinion, it is an imperative that it increasingly expands its influence on the flow of materials and energy throughout the various stages of the materials economy. Graphic design curricula at the undergraduate level must undergo a paradigm shift that focuses beyond form and meaning. It must progressively reflect values of the sustainability movement in order to adequately prepare and develop students for the complex design challenges of this era. Sustainability must be an integral component of design education in teaching and mentoring students to engage in sustainable practices in order to maintain their own relevancy in society, as well as, to create opportunities for critical leadership roles in the communities they serve. By synthesizing various initiatives including course work, undergraduate research and experiential learning, their level of awareness of the effects the graphic arts industry has on society and the environment expanded their consciousness of their own potential to influence processes and impact social change. By examining various production practices and exploring ways for implementing them, students were able to realize how they can affect issues relating to deforestation, species extinction, global warming, fresh water consumption and pollution. As a result of these experiences, students not only became more effective designers, but more responsible stewards of their environment as well.

Reference: University & College Design Association: Design Education Summit 2014, Madison, WI

Application of a Policy Convergence Process to Develop a System-Wide Evidence-Based Policy on Urinary Catheter Removal

Colleen Paramesh and Cammie Jaekel

Graduate Nursing

Poster #2

Abstract:

Problem/Significance: Variations in the use of standardized processes, policies, and procedures across health care organizations affects patient safety, quality, and outcomes. Within nursing practice there is a need for current evidence-based practice that is consistently applied to improve care processes and patient outcomes. Policy convergence is a model that can be used to standardize policies and procedures across a health care system. **Purpose:** The purpose of this project was to formalize a model of evidence-based policy convergence and to apply the model to standardize the nursing policy on urinary catheter removal within a large health care organization. **Method:** The model of policy convergence is a seven-step model developed for this project adapted from a process utilized by Nes and Moen (2010) and includes: (1) initiation; (2) primary team development; (3) identification; (4) project team development; (5) evidentiary support; (6) convergence; and (7) submission. The model was applied to converge the policy on urinary catheter removal within a large Midwestern health care organization using a team of nursing leaders from multiple sites in the organization. **Results:** A four person team of nursing leaders from multiple sites in the organization implemented the convergence model steps and developed a system-wide, evidence-based policy on urinary catheter removal. **Conclusion/Implications:** The process of policy convergence can be utilized by an organization to provide a framework for work groups to follow in converging their own variant policies or procedures. The process of policy convergence provides a framework to translate evidence, standardize nursing practice, and improve patient outcomes.

Reference:

Potential Avenue for Improving Grit and Academic Success in College

David Saunders-Scott

Psychology

Poster #3

Abstract:

We examined whether grit would negatively correlate with stress; and whether grit, ACT score, and high school GPA would positively correlate with college GPA. We also explored which of these three variables best predict college GPA. We obtained data from 165 students at Viterbo University. Analyses revealed a significant negative correlation between grit and stress, that grit was not significantly associated with college GPA, and that high school GPA was the best predictor of college GPA.

Reference: American Psychological Association (APA) Convention; Washington DC

A Modified Challenge Based Learning Approach in a Capstone Course to Improve Student Satisfaction and Engagement

Scott Gabriel

Chemistry

Poster #4

Abstract:

Advanced Biochemistry, a senior capstone course for biochemistry majors, was first offered in 2011. The course objectives focused on students' ability to access and use primary literature. Despite engaging conversation and excellent student presentations, evaluations of the course content were lower than what this instructor usually receives (3.65/5 compared to 4.3/5 from the previous semester). However, the evaluation of just the instructor was equivalent to historical results. In an effort to improve the course, a challenge based learning (CBL) design was implemented in 2013 to frame the course around four big questions relevant to our world and local community. This change was made to test if a CBL course design would increase student engagement in the course and therefore their achievement of learning outcomes. Collected data show an improvement in students' perception of 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).

Reference: Gabriel, S.E.. A Modified Challenge Based Learning Approach in a Capstone Course to Improve Student Satisfaction and Engagement. *Journal of Microbiology & Biology Education, North America*, 15, 2. 2014.

Theory into Practice: Preparing Pre-Service Teachers for Effective Literacy Instruction Using New Literacies and Technologies

Lynda Fernholz

Education

Poster #5

Abstract:

Teacher preparation programs have an obligation to facilitate authentic learning opportunities for increasing pre-service teachers' technological, pedagogical, and content knowledge (TPACK) understandings during their methods courses. Additionally, these courses must be supported by curriculum goals and not simply for technical integration or as instructional add-on (Harris & Hofer, 2009; Hutchison et al., 2012). Therefore, this study examined how pre-service teachers integrated the iPad and iPad "apps" to support the emergence of new literacies and technologies during the implementation of a one-to-one iPad tablet project within the context of a pre-service teacher literacy preparation course practicum. Research questions used to guide this study included: (1) to what extent did pre-service teachers themselves become familiar with and knowledgeable about how to best exploit the affordances unique to the iPad and the iPad Apps, (2) how did pre-service teachers use their understanding of new literacies to build on these affordances and, (3) how did pre-service teachers incorporate (or not incorporate) a critical literacy perspective when planning their literacy activities? In an effort to advance literacy research and practices that encompass new literacies and technologies for teacher preparation programs, a Technological, Pedagogical, and Content Knowledge (TPACK) framework (Koehler & Mishra, 2007; Mishra & Koehler, 2006) was used as a lens through which to observe the development of TPACK in these ten pre-service teachers. Participant surveys, pre and post interviews, collected assignments and researcher observations were analyzed using TPACK tools (Harris, Grandgenett & Hofer, 2012). The data were analyzed to examine the participants' beliefs about the affordances of the iPad and iPad "apps" for literacy lessons designed for authentic tutoring sessions. The results indicate that participants' TPACK understandings improved as their confidence to incorporate the device into literacy lessons increased. Collected data supported the notion that pre-service teacher TPACK development is closely related to a shift in identity from learners of literacy to teachers of literacy. Good teaching using technology required that the pre-service teachers understood the interrelationships among content, pedagogy, and technology.

Reference: **Wisconsin Universities Literacy Symposium Milwaukee, WI June 2014**

Solidarity in the Franciscan Tradition

Michael Lopez-Kaley

Religious Studies and Philosophy

Poster #6

Abstract:

The paper connects the Franciscan tradition with a more modern theology of solidarity as defined by the last three Catholic popes.

Reference: Presented at the Association of Franciscan Colleges and Universities (AFCU) Conference, June 2014, Aston, Pennsylvania.

Signposting of Medieval Jewish Quarters in Zamora, Spain

Jesús Jambrina

World Languages and Cultures

Poster #7

Abstract:

In 2010, I started research on the Jewish Sephardic heritage of city of Zamora, Spain. This scholarly work led, among other things, to two International Conferences (2013 and 2014), expanded to Portugal, brought Sephardic musicians together for a concert this summer at Teatro Principal, and established a collaboration with the City Council to signpost the Medieval Jewish Quarters. My poster presentation deals with the historical importance of the signposting years as a cultural awareness intervention in the public space, and its potential impact for other social areas like economical development and neighborhood revitalization.

Reference: International Congress "Zamora and La Raya: Common Sephardic Legacy"; Vimioso and Carção (Portugal) and Fermoselle and Zamora (Spain), July 1-5, 2014.

Making the Grey MATTER: Brain-compatible Teaching and Learning in the Higher Education Classroom

Susan R. Hughes

Education

Poster #8

Abstract:

Since the Year of the Brain was declared by then President George W. Bush in 1989, much has changed in the ways that teachers teach and students learn. In the PK-12 arena, brain-compatible teaching and learning is now a commonly-utilized term by many teachers and education professionals. However, in higher education classrooms, instructors are much less likely to utilize or understand what it means to teach using brain-compatible strategies, or to understand the importance of Teaching with the Brain in Mind (Jensen, 1998). In the 25 years since the year of the brain, much has been published about the importance of brain-based teaching and learning. In 2009, at the Decade of the Mind Symposium in Berlin, Germany, participants met to discuss the impact of neuroscience on teaching and learning. One of the outcomes of this symposium addressed the need to inform and educate teachers about the practices and classroom conditions that are necessary to engage our students in ways that allow them to learn to the fullest. Researchers and educators now believe that neuro-education (the term used to refer to the application of neuroscience to teaching and learning) has significant merit in changing educational practices of the past and present by sharing research-based, brain-compatible classroom strategies that can be universally utilized by all educators (Fischer & Immordino-Yang, 2008). Goals for the presentation include (a) presenting a brief background on brain-based teaching, (b) modeling the use of a variety of brain-compatible strategies as a way to engage the participants in the experience of learning in an environment that values brain-compatibility, and (c) sharing a wealth of resources for developing brain-compatible classroom teaching strategies in higher education. Learning outcomes for the participants include (a) understanding the benefits of brain-based teaching and learning in higher education, (b) applying a variety of brain-compatible strategies as part of the presentation, and (c) synthesizing the information, activities, and resources to develop their own repertoire of brain-compatible strategies to take back to their classrooms.

Reference: Work will be presented that the 2014 International Society for the Scholarship of Teaching and Learning Conference in Quebec City, Quebec, CA from October 22-25, 2014.

Poems from No Shape Bends the River So Long

Beth Marzoni

English

Roundtable #1

Abstract:

The poems in *No Shape Bends the River So Long* meander through the American landscape in search of site and relic, home and away-from-home. Part meditation on our tenuous position in the natural world and part interrogation of that relationship, these poems map what any place records and what it has erased. Weathered by obsolescence, chance, complacency, and awe, they carve out a new idiom for how we go on. Berlin and Marzoni's collaboration sometimes floods, sometimes traces then turns then retraces to return. And where we arrive, again and again, is the tender address: dear disasters; dear cities spilled over and small towns droughting; dear what the wind carries off; dear the river takes back. As this is collaborative work, I'm also happy to discuss process--the challenges, joys, and discoveries that come with crafting poems in tandem with another writer word by word and line by line.

Reference: Berlin, Monica and Beth Marzoni. *No Shape Bends the River So Long*. Anderson, SC: Parlor Press, forthcoming.

The Complementarity of Copenhagen and Breaking Bad: Tracing the Darkness inside the Human Soul

Susan Cosby Ronnenberg

English

Roundtable #1

Abstract:

In Michael Frayn's Tony Award-winning play *Copenhagen* (1998), the complicated relationship of Werner Heisenberg and Neils Bohr embodies the physics they each developed through the uncertainty principle and the complementarity principle. Frayn employs these scientific ideas as metaphors by which to explore the relationship between the two men, teacher-student, colleagues-competitors, friends-enemies, and father-son. The play provides a magnifying lens for exploring the rich and evolving relationship between Walter White and Jesse Pinkman in AMC's *Breaking Bad* (2008-2013). The immediate direct connections are, of course, the name Heisenberg and the science at the heart of both stories. But the associations also include use of the uncertainty principle and complementarity as metaphors for their relationship.

Reference: National Popular Culture Studies Conference, April 2014, Chicago, IL

An Interpretive Study of Nursing Students' Experiences of Caring for Suicidal Persons

Kimberly Nelson

Nursing

Roundtable #2

Abstract:

The purpose of this phenomenological and hermeneutical study was to understand the experiences undergraduate nursing students had in regard to caring for suicidal persons. The aim of the study was to gain insights into the basic preparation of students in the care of suicidal persons to inform pedagogical approaches pertaining to suicide and improve the nursing care for these individuals.

Reference: Nelson, K., & Scheckel, M. (2014). An Interpretive Study of Nursing Students' Experiences of Caring for Suicidal Persons. *Journal of Professional Nursing*, 30 (5), 426-435.

1) The Elbow and 2) Hand and Wrist

Becky Liebert

Graduate Nursing

Roundtable #2

Abstract:

I authored 2 chapters in the Core Curriculum for Orthopedic Nursing, which is considered the orthopedic model for knowledge/textbook for orthopedic nurses and orthopedic nurse practitioners. The information covers basic to advanced care, and is used for both basic review as well as deeper understanding of pathology, diagnosis, treatment and nursing interventions (both basic and advanced practice) of adults and children with orthopedic conditions and injuries. The textbook discusses pathology of disease, assessment, treatment, diagnosis and nursing interventions. Imaging from real life scenarios were utilized to enhance learning for the reader (new to this edition based on my practice). My chapters included the elbow, and the hand/wrist.

Reference: Perz, R. (2013). The elbow. Hand and wrist. In National Association of Orthopedic Nurses (Eds.), Core Curriculum for Orthopedic Nursing (7th ed). Chicago.

Conscience in Moral Life

Jason Howard

Religious Studies and Philosophy

Roundtable #3

Abstract:

My research explores where our widespread confidence in conscience stems from, examining the history of conscience as a moral concept and its characteristic moral phenomenology. Looking at the rich conceptual history of conscience, theories about its relationship to moral development, and the role of conscience claims in the history of US legislation, I make the case that many of our beliefs concerning conscience exaggerate its capacity for moral guidance. Rather than a trivial problem, our overconfidence in conscience has a detrimental impact on how we see the role of moral reasoning, the value of moral consensus and even the function of moral education. Although traditional descriptions of conscience as a faculty of moral insight— infallible, innate and ontologically distinct—are indefensible, I argue that conscience remains indispensable for understanding moral experience provided its identity as a unique and distinct faculty are given up. Capitalizing on a dialectical perspective developed by G.W.F Hegel and Paul Ricoeur, and integrating this with recent work in the philosophy of emotion, I argue that conscience is best seen in terms of the function it serves in moderating the destructive tendencies of guilt, shame and pride. To the extent my approach envisions the development of conscience as an existential struggle of self-interpretation and integration, as opposed to focusing on its outcome as implacable moral judgment, I provide a much richer and more realistic assessment of how conscience shapes moral belief and behavior.

Reference: Jason Howard, *Conscience in Moral Life: Rethinking How Our Convictions Structure Self and Society* (Rowman & Littlefield, 2014).

Self-Love and Moral Agency

Robyn Gaier

Religious Studies and Philosophy

Roundtable #3

Abstract:

Self-love is a largely neglected topic in discussions concerning moral agency. Certainly when self-love is equated with egoism or self-infatuation, it is seen as standing in opposition to what morality demands of an agent – namely, respect for others. But I aim to challenge this common understanding of self-love by suggesting a plausible and promising way of understanding self-love that is deserving of attention in discussions concerning moral agency. Specifically, I will draw upon Eleonore Stump’s relational account of self-love, which maintains that self-love consists of both the desire for one’s well-being and the desire for internal integration. I proceed to suggest that our basic assumptions about moral agency presuppose such an account of self-love.

Reference: Rocky Mountain Ethics Congress (Boulder, CO in August of 2014), Southwestern Philosophical Society Conference (Lawrence, KS in November of 2014), Southwest Philosophical Review (forthcoming).

Communal Mystagogy: Reflecting Together on God's Mission and the Vocation of the Baptized

Emily Dykman

Religious Studies and Philosophy

Roundtable #4

Abstract:

This mixed methods action research project studied the impact of the missional practice of dwelling in the word on the Parish Council in a Roman Catholic congregation. The project was framed by systems theory, organizational culture, change theory, and leadership and power. These frames were integrated with biblical and theological frames of covenant, gift, vocation, and ecclesiology. The study offered insight into the impact of a specific practice with the intention of shifting the culture from reliance on clergy leadership and decision-making to one which more fully utilized the leadership and insight of the lay community.

Reference: Dykman, Emily A. 2014. Communal mystagogy: reflecting together on God's mission and the vocation of the baptized. Thesis (D. Min.)--Luther Seminary, 2014.

Putting Philosophy in its Place: A Preface to the Life of Philosophy, book

Larry D. Harwood

Religious Studies and Philosophy

Roundtable #4

Abstract:

This book is a preamble text to the university study of philosophy. While many standard introductions devote a short chapter to the question of what philosophy is, this book address only that question about philosophy. The book focuses on what philosophy is before requiring the student to set about doing philosophy. Questions addressed are designed to mend and then to build positive student impressions of this peculiar subject. Through a readable style designed to address hesitations about the subject, the reader hears the merits and demerits of philosophy considered, not philosophical debates. In reading *Putting Philosophy in Its Place* students will hear their own reservations candidly addressed. The book specifically focuses on how people initially baffled or indifferent toward the strange subject of philosophy can find philosophy a helpful and friendly companion in life. Each of the four individual chapters of this brief book can easily be read within an hour. This text is written as a reasoned study of the reasons to study philosophy.

Reference: Kendall Hunt, 2014.

Beyond Commencement: A New Model for Extending Teaching and Learning

Mary Ellen Hauptert

Music

Roundtable #5

Abstract:

Viterbo-COMP is an initiative fueled by a 2014-2015 Scholarship of Teaching and Learning grant. Grant money will be used to connect four "sites", using NOTEFLIGHT online music writing software. The primary outcomes of the project are 1) creating a learning community of music education classrooms, 2) helping teachers meet the Wisconsin State Music Education outcome--"students will arrange and compose music," and 3) encouraging students and teachers to creatively incorporate technology in the classroom. The Viterbo-COMP project, a SoTL Fellow initiative, will provide support via technology, composition exercises, and a performance venue for compositions at the end of the academic year!

Reference:

Paris and London

David Gardiner

Theatre

Roundtable #5

Abstract:

Giving a 2 week workshop on "Acting the Songs of Stephen Sondheim" in Paris. 6 weeks directing a play, "In Arabia We'd All be Kings", in London.

Reference: Giving Paris workshop and play directing in London.

New Deans: Research Interests

Mary Lu Gerke

College of Nursing, Health, and Human Behavior

Roundtable #6

Abstract:

Reference:

Diversity of Prairie Insects from Western Iowa

Ted Wilson

College of Education, Science, and Mathematics

Roundtable #6

Abstract:

Prairie insects were collected by faculty and students of Briar Cliff University 2004 - 2013. Collection methods included by hand, aerial net, burlese funnel, flight net and pitfall trap. Over 500 different species of insects were collect during that time.

Reference: Iowa Prairie Conference, Decorah, Iowa, July 18-20, 2013.

Liberal Arts in the 21st Century

Keith Knutson

History

Roundtable #7

Abstract:

Higher Education has been under attack in the 21st century. We now question the value not only of the liberal arts, but even of a college degree. At a small, denominational institution like Viterbo University, the faculty acknowledges that we train our students for a life of work. But this learning community also broadens minds in preparation for life-long learning, as well as critiquing the way we live our lives.

Reference: 2014 Arts, Humanities and Social Sciences Conference, Honolulu

The Christian Medical Commission and the World Health Organization

Matthew Bersagel Braley

Servant Leadership

Roundtable #7

Abstract:

Frequently in partnership, but sometimes at odds, religious institutions and public health institutions work to improve the well-being of their communities. There is increasing awareness among public health professionals and the general public that the social conditions of poverty, lack of education, income inequality, poor working conditions, and experiences of discrimination play a dominant role in determining health status. But this broad view of the social determinants of health has largely ignored the role of religious practices and institutions in shaping the life conditions of billions around the globe. In *Religion as a Social Determinant of Public Health*, leading scholars in the social sciences, public health, and religion address this omission by examining the embodied sacred practices of the world's religions, the history of alignment and tension between religious and public health institutions - including the unique history of Christian involvement in the primary health care movement - the research on the health impact of religious practice throughout the life course, and the role of religious institutions in health and development efforts around the globe. Together, these groundbreaking essays help complete the picture of the social determinants of health by including religion, which has until now been an invisible determinant.

Reference: Religion as a Social Determinant of Health

Cerebellar dentate nuclei lesions alter prefrontal cortex dendritic spine morphology

David Bauer

Psychology

Roundtable #2

Abstract:

Anatomical tracing studies in primates have revealed neural tracts from the cerebellar dentate nuclei to prefrontal cortex, implicating a cerebellar role in nonmotor processes. Experiments in rats examining the functional role of this cerebellothalamocortical pathway have demonstrated the development of visuospatial and motivational deficits following lesions of the dentate nuclei, in the absence of motor impairment. These behavioral deficits possibly occur due to structural modifications of the cerebral cortex secondary to loss of cerebellar input. The current study characterized morphological alterations in prefrontal cortex important for visuospatial and motivational processes following bilateral cerebellar dentate nuclei lesions. Rats received either bilateral electrolytic cerebellar dentate nuclei lesions or sham surgery followed by a 30-day recovery. Randomly selected Golgi-impregnated neurons in prefrontal cortex were examined for analysis. Measures of branch length and spine density revealed no differences between lesioned and sham rats in either apical or basilar arbors; however, the proportion of immature to mature spines significantly decreased in lesioned rats as compared to sham controls, with reductions of 33% in the basilar arbor and 28% in the apical arbor. Although expected pruning of branches and spines did not occur, the results are consistent with the hypothesis that cerebellar lesions influence prefrontal morphology and support the possibility that functional deficits following cerebellar dentate nuclei lesions are related to prefrontal morphological alteration.

Reference: Bauer, D.J., Peterson, T.C., & Swain, R.S. (2014). Cerebellar dentate nuclei lesions alter prefrontal cortex dendritic spine morphology. *Brain Research*, 1544, 15-24.

The Christian Medical Commission and the World Health Organization

Michael Wodzak

Liberal Studies

Roundtable #8

Abstract:

This is a cross-disciplinary work looking at Tolkein's use of 20th century and medieval concepts of light and time.

Reference: Paper was in Tolkien's studies and a chapter in the forthcoming book "The Hobbit and Tolkien's Legendarium".
