VITERBOUNIVERSITY

7th Annual

Celebration

of

Teaching and Learning

3:30-5:00 PM

February 18, 2022

FSPA Lobby
Viterbo Fine Arts Center

Presentation Summary

	Table 1	Table 2	Table 3	Table 4	Library/ISS
3:30-3:35	Presenter setup; mingle and enjoy a beverage!				
3:35-3:50	*Managing Ethics and Language with Limited English Proficient (LEP) Patients in VU Simulation Lab (M. Pinzl)*	*Intro to Systems Engineering: A Hands-On Experience (R. Harned)*		*Storytelling to Engage, Connect, and Remember (J. Lichty)*	*Stop by and visit with the library and instructional support staff!*
3:55-4:10	*Personal Branding: Clarity through Contemplation (J. Neumann)*	*Replacing VUSM 300 with Social Justice and Equity (K. Knutson)*	*Mental Health Communication Skills Training with Standardized Patient Feedback: A Theatre and Nursing Collaboration (E. Jerozal, J. Waldera)*		
4:15-4:30	*Connecting students to the Spanish speaking community through video interviewing (J. Jambrina)*		*Using Case Study Analysis as a Way to Develop Critical Clinical Thinking Skills (C. Houin, C. Klose Smith, B. Massengale)*	*3 Easy and Effective Strategies to Increase Engagement (D. Figueroa)*	
4:35-4:50		*Exploring Small-Scale PhD-DNP Academic Faculty Collaboration: A Qualitative Study (A. Falkenberg-Olson, M. Merten, M.E. Stolder)*	*Social Justice as a Learning Outcome (J. Howard, J. Herbers)*	*Unlock Learning! (L. Rauch)*	
4:50-5:00	Converse, mingle, and enjoy a beverage!				

Presentation Format

Four concurrent sessions are on 15-minute rotations with five minutes between sessions. Presenters have 15 minutes to tell their teaching "story" at their assigned table, including time for discussion and questions.

Ongoing

Library and Instructional Support Services: Technology "Petting Zoo"

Library and Instructional Support Services

Visit the Tech Petting Zoo to try out some of the gadgets available at the Todd Wehr Memorial Library. Not sure where to start or why you'd need to use any of this stuff? Visit our table to learn how faculty have successfully incorporated our equipment in their courses.

3:35 PM Presentations

Managing Ethics and Language with Limited English Proficient (LEP) Patients in VU Simulation Lab

Michelle Pinzl, Community Interpreting Certificate

Location: Table #1

Abstract:

Several departments at Viterbo University collaborated in 2019 to carry out non-scripted role-plays in a simulation lab setting. While nursing and social work students cared for limited English proficient (LEP) community members (who acted as patients), interpreting students facilitated language access for all parties involved. Recordings of these dialogues were then transcribed, annotated and analyzed. In this session, overall and comparative findings of interpreting between heritage speakers and second language learners will be shared, placing emphasis on both textual and interactional aspects of dialogue. Ethical dilemmas that came up in these role-plays will also be explored.

Intro to Systems Engineering: A Hands-On Experience

Ric Harned, Engineering

Location: Table #2

Abstract:

Systems engineering is a discipline that concentrates on the design and application of the whole (system) as distinct from the parts. It involves looking at problem in its entirety, taking into account all the facets and all the variables and relating the social to the technical aspect (Ramo).

Systems engineering is a relatively new engineering discipline that evolved from the need to coordinate large engineering efforts with thousands of technical requirements. Examples of systems engineering efforts would include the Space Shuttle, the US satellite/internet network or the highway transportation of the US.

Intro to Systems Engineering explores current and past systems engineering efforts and places the student in the driver seat designing and fielding a mini-systems engineering project using the systems engineering approach.

Reference:

Federal Aviation Administration [USA], Systems Engineering Manual, definition contributed by Simon Ramo.

Storytelling to Engage, Connect, and Remember

Josh Lichty, Education

Location: Table #4

Abstract:

Storytelling is an effective and engaging way for students to connect to their instructors and remember the lessons and messages taught. This presentation will share practical and intentional strategies to plan and share personal stories throughout a semester to draw in student interest and achieve course objectives.

3:55 PM Presentations

Personal Branding: Clarity through Contemplation

John Neumann, Marketing

Location: Table #1

Abstract:

Personal and Professional Branding provides students the necessary tools to discover the unique value they bring. Through guided exercises, reflection-based activities, and required journaling, students learn to incorporate contemplation and gratitude expression. They also develop self-awareness, later informing their "personal brand."

Replacing VUSM 300 with Social Justice and Equity

Keith Knutson, Ethics, Culture, and Society

Location: Table #2

Abstract:

I was part of a fall 2021 Task Force that contributed to the Faculty Council voting to replace Serving the Common Good requirement of VUSM 300 with courses focused on Social Justice and Equity. I'll present the foundations for a proposed new course on "American Civil Rights Since Reconstruction."

Mental Health Communication Skills Training with Standardized Patient Feedback: A Theatre and Nursing Collaboration

Erin Jerozal, Theatre, **and Jamie Waldera,** Nursing

Location: Table #3

Abstract:

In a continuing collaboration between nursing and theatre faculty, the Mental Health Nursing course incorporates interview simulations using standardized patients. Theater students are trained as standardized patients portraying patients with a mental health concern. They receive training on accurate case portrayal, effective verbal communication feedback skills, and checklist assessments for interview skills. Theater students benefit from this training as standardized patient work is great way for actors to make additional income in their careers after graduation, applying their skills in spaces beyond the stage. The nursing students benefit by applying their knowledge of communication and clinical interview skills, while getting individual feedback from the theater students.

4:15 PM Presentations

Connecting Students to the Spanish Speaking Community through Video Interviewing

Jesús Jambrina, World Languages

Location: Table #1

Abstract:

This presentation shares SPAN 305 course activities leading students to interview a member of the Spanish speaking community in WI. Through the course, as preparation, students explore the culture of their interviewee, aspects like, for instance, country, region, language dialect, reasons to immigrate, families, and professions. The course final exam consists of an interview in which students display their cultural and linguistic learning as they engage in a minimum 10-minute conversation in Spanish with a native speaker. In the presentation, samples will be discussed in which students reveal their personal connection with the language, as well as how it helps them to grow in self awareness and empathy toward the immigrant community.

Using Case Study Analysis as a Way to Develop Critical Clinical Thinking Skills

Carol Klose Smith, Cameron Houin, and Brittany Massengale, Mental Health Counseling

Location: Table #3

Abstract:

Development of counselors requires an instructor to help students learn not only basic course content and clinical skills, but also critical thinking skills. These skills assist counselors-in-training to be able to approach assessment, diagnosis, and treatment planning in a thoughtful and purposeful manner. This roundtable discussion will explore the various strategies to incorporate case studies within one's curriculum.

4:15 PM Presentations (continued)

3 Easy and Effective Strategies to Increase Engagement

Daisy Figueroa, Education

Location: Table #4

Abstract:

As the saying goes, "Two heads are better than one!" Teamwork is essential in today's classrooms and work environments. Reciprocal teaching, cooperative learning, and peer coaching are effective instructional methods for adult learners because they require cooperation, collaboration, and interaction. Furthermore, humans are innately social beings, and brain research reveals that the "brain learns at least 95% of what it is able to teach to someone else" (Tate, 2012).

This past fall, I incorporated several strategies that required reciprocal teaching, cooperative learning, and peer coaching, including the following: 1) Numbered Heads Together, 2) Fan-N-Pick, and 3) Inside-Outside Circle (Kagan, 1994). These three strategies increased student engagement, promoted teamwork, developed students' social skills, and required participation by every student, not just a few. During this session, I will explain how these teaching strategies can be used in various disciplines to increase student engagement.

References:

Kagan, S. & Kagan, M. (1994). *Kagan cooperative learning*. San Clemente, CA: Kagan Publishing.

Tate, M. L. (2012). *"Sit and Get" won't grow dendrites: 20 professional learning strategies that engage the adult brain*. Thousand Oaks, CA: Corwin Press.

4:35 PM Presentations

Exploring Small-Scale PhD-DNP Academic Faculty Collaboration: A Qualitative Study

Ann Falkenberg-Olson, PhD, FNP-BC, WHNP-BC, FAANP; Michele M. Merten, DNP, ANP-C; and Mary Ellen Stolder, PhD, RN, ANP-BC, Nursing

Location: Table #2

Abstract:

Background
Effective collaboration among doctoral-prepared (PhD/DNP) nursing faculty is essential for professional advancement, promoting graduate education excellence and sustaining faculty development. Larger university studies examined relationships between these roles, but smaller private universities were often excluded.

Purpose
Identify attitudes, perceived opportunities, and determinants for effective collaboration among/between PhD/DNP faculty at a small private Midwestern university. A large multi-site qualitative study informed development of nine (9) questions within three categories: General Educational (3), Organizational Philosophy (4), and Personal (2).

Methods
An IRB-approved descriptive qualitative study used single-category group design with convenience sampling to recruit two informant groups (DNP [n=4] and PhD [n=4]) from 23 qualified full-/part-time/adjunct small university graduate faculty. Qualtrics survey determined demographics and group assignment; one qualitative-experienced facilitator and one notetaker recorded two 90-minute informant group audio-visual Zoom formats. Recordings and transcriptions were electronically secured and de-identified; after initial bracketing, authors categorized preliminary themes by clustering comments.

Themes
General Educational
Different but complementary roles (PhD-research; DNP-clinical translation) advance nursing knowledge and practice outcomes.

Organizational Philosophy
DNP: Barriers within clinical organizational structures undermine PhD-DNP collaboration; Academic institutional support includes strong respectful faculty; adjuncts are often not involved in decision-making. Both: Equal academic opportunities facilitate professional development.

Personal
Academic team-teaching and Clinical partnerships make Nursing more solid and help retention rates.

Conclusions
DNP and PhD faculty are committed to collaborative efforts and highly regard team-teaching. Faculty with clinical roles identify organizational barriers to DNP-PhD collaboration. Further qualitative analysis will compare group responses adding valuable understanding about small university doctoral faculty collaborations.

4:35 PM Presentations (continued)

Social Justice as a Learning Outcome

Jason Howard, Ethics, Culture, and Society, **and Jacqueline Herbers,** English

Location: Table #3

Abstract:

Our presentation explores the notion of social justice as a learning outcome for the new suite of upper division liberal arts courses that will replace the VUSM 300.

We will lead a discussion with faculty that looks at the current AAC&U rubric for social justice and uses this rubric to consider questions like how social justice is related to, but also different from, cultural competency, and then formulate some alternate, more precise, notions of social justice than what is provided by AAC&U. We will end our discussion brainstorming some different ways the learning outcome of social justice could be effectively taught and assessed.

Unlock Learning!

Lin Rauch, Nursing

Location: Table #4

Abstract:

This will be a brief overview on how to create an escape room to use online or in the classroom setting (paper version). Escape rooms encourage collaborative learning in the classroom, and also challenge students individually to solve/answer questions in order to move through the "rooms" of the assignment. They self-correct, thus providing immediate positive reinforcement for students. Student feedback has been very positive! From the instructor point of view, they are a win/win!

Room Layout

East Entrance –
Fine Arts Center Lobby

Check-In Table

Table 3

Table 4

Food and Drink

Technology
"Petting Zoo"

Table 1

Table 2

Check-In Table

West Entrance –
Fine Arts Center Lobby