

# Celebration of **Faculty Scholarship**

3:30-5:00 PM

Friday, October 27<sup>th</sup>, 2023

FSPA Lobby

Viterbo Fine Arts Center



**VITERBO**  
UNIVERSITY

## Presentation Format

Concurrent sessions are on rotation with one set of presentations starting at 3:30 and another at 4:15. Poster presenters are part of the rotation.

## Presentation Summary

	Table 1	Table 2	Table 3	Table 4	Table 5
3:30-3:35	Presenter setup; mingle and enjoy a beverage!				
3:35-4:15	<i>Mark Twain's Mississippi and Life at Quarry Farm</i> (A. Ashland)	<i>Development of an Evidence-Based Nursing Care Guideline for Health History Inventory and Foot Self-Care Education</i> (J. Kuennen)	<i>Scanning the Healthworld: Religion and Health as Emergent and Entangled</i> (M. Bersagel Braley)	<i>The power of Expressive Arts: Exploring Creativity in Counseling via Neuroscience</i> (B. Massengale Houin & C. Houin)	<i>Teaching Spanish in the 21<sup>st</sup> Century</i> (J. Jambrina)
	Converse, mingle, and enjoy a beverage!				
4:20-5:00	<i>VUSM 205: Living in a Diverse World Away—Thailand</i> (L. Rauch)	<i>Blessed Is the European Union</i> (K. Knutson)	<i>Interpreting Studies as an Empowering "Contact Zone" for Heritage Speakers of Spanish</i> (M. Pinzl)	<i>Feedback First Classrooms: Rethinking Grades in College English</i> (J. Herbers)	<i>CNA's, Religion, and COVID: Emotional Work, Spiritual Support, and Implications for Practice</i> (J. Anderson-Meger, M. Bersagel Braley, & T. Flockhart)
After 5:00	Converse, mingle, and enjoy a beverage!				

## 3:35 PM Presentations

### Mark Twain's Mississippi and Life at Quarry Farm

**Alexander J. Ashland**

English

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**Location:** Table #1

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**Abstract:**

This presentation is a summary of the research I did for the 2023 Quarry Farm Fellowship, an award given to scholars whose work focuses on the life and literature of Mark Twain. My research, which was presented at the historic Park Church in Elmira, NY, explores Twain's autobiographical narrative, *Life on the Mississippi*. I argue that the text's sketchbook aesthetic owes much to the works of Washington Irving, particularly *The Sketch-Book of Geoffrey Crayon, Gent.*, a foundational text in early U.S. literature. I frame my analysis using Irving's text to show how U.S. literature's preoccupations with the ruins, relics, and monuments of the "Old World" provided a useful framework for reconceptualizing post-Reconstruction expressions of new southern literary identities. In doing so, I intend to invite reevaluations of *The Sketch-Book* by suggesting that the many "mixtures" present in the works of Mark Twain are predicated on Irving's earlier explorations of "racial" degeneracy, blended nations, hybrid identities, cross-cultural exchange, intertextual migration, indigeneity, and mixed-race competition. My presentation will also include photographs of my time at Quarry Farm, which is where Twain and his family spent many of their summers, and where Twain himself wrote some of his most well-known texts, including *Adventures of Huckleberry Finn*.

The 2023 Quarry Farm Fellowship was awarded by the Center for Mark Twain Studies. My invited talk, titled "The Ruins, Relics, and Reshaping of Mark Twain's Mississippi Memory," was presented as part of the Park Church Summer Lecture Series.

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### Development of an Evidence-Based Nursing Care Guideline for Health History Inventory and Foot Self-Care Education

**Jackie Kuennen**

Nursing

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**Location:** Table #2

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**Abstract:**

This project included a literature search of published research reports to substantiate the development of a comprehensive foot care guideline to be used at DNP University-sponsored foot care clinics. The search included reports published over a span of ten years (2013 to 2023). The guideline included a comprehensive health history inventory and foot self-care education. Risks for foot care problems when detected early, can be minimized with foot self-care practices and if needed, timely referrals to specialized care. Simple foot care problems can lead to mobility risks including falls thereby resulting in further problems associated with a loss in independence and reduced quality of life. The guideline will be available for review in this presentation.

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**Reference:**

Nurse Practitioner Re-certification Project for use in DNP Viterbo-sponsored Foot Care Clinics

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## 3:35 PM Presentations

### Scanning the Healthworld: Religion and Health as Emergent and Entangled

**Matthew Bersagel Braley**

Ethics, Culture, and Society

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**Location:** Table #3

**Abstract:**

This chapter critically engages seminal works in the field of religion and health, inviting scholars to revalue the religious imagination as a complex capacity that resists reduction to conventional correlational and causal models. The chapter sets the stage for a new handbook of religion and health focused on the emergent and entangled nature of our everyday healthworlds and the institutions responsive to them.

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**Reference:**

Bersagel Braley, Matthew. (forthcoming, 2024) Scanning the Field: Religion and Health as Entanglement. In J. Cochrane, T. Cutts, and G. Gundersen, *Handbook of Religion and Health: Diagnosis, Prognosis*. Edward Elgar Publishing.

### The Power of Expressive Arts: Exploring Creativity in Counseling via Neuroscience

**Brittany Massengale Houin and Cameron Houin**

Counselor Education

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**Location:** Table #4

**Abstract:**

Explore the rationale and benefits for using expressive and experiential techniques in counseling and within counselor education. Creative modalities include play, writing, sand, color, movement, paint, sound, clay, imagery, and many other means of expression. Expressive techniques have been found appropriate for use with individuals from a variety of backgrounds, cultures, and abilities. Neuroscience literature continues to highlight the power of using the body in tandem with the brain to integrate thoughts, feelings, and insight. Potential ideas for application of expressive and experiential techniques in counseling and counselor education will be shared and discussed.

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**Reference:**

Houin, C.B., & Massengale Houin, B. (2023). *The power of expressive arts: Exploring creativity in counseling through neuroscience*. [Conference Workshop]. American Counseling Association International Conference. Toronto, Canada.

### Teaching Spanish in the 21<sup>st</sup> Century

**Jesús Jambrina**

World Languages - Spanish

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**Location:** Table #5

**Abstract:**

On this poster I will share the work done during my Sabbatical in the Spring 2023. One, survey on Teaching Languages during the transition from face-to-face to online during COVID, and two, organizing the first Viterbo Spanish Immersion Program.

## 4:20 PM Presentations

### VUSM 205: Living in a Diverse World Away—Thailand

**Lin Rausch**

Nursing

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**Location:** Table #1

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**Abstract:**

This presentation is intended to discuss building collaborative interdisciplinary opportunities for faculty and students in Thailand. “Wisconsin has the third largest Hmong population in the U.S.” (“Asian Americans in WI,” 2018, para. 4). Hmong is the most common foreign language spoken in La Crosse... this is equivalent to “3.45% of the overall population of La Crosse” (“La Crosse, WI,” 2017, Diversity 1).

The newly developed VUSM 205 course “Living in a Diverse World Away” offers students a two-week immersion opportunity in Thailand. This course may act as a springboard for other faculty members to develop diverse programs across several disciplines. In turn, this collaborative effort may attract more Hmong and other new arrivals to consider Viterbo University a safe and welcoming educational institution, and a place that helps settlers maintain their cultural identity while growing a new future. This reflects Viterbo University’s core values.

Various organizations in Thailand provide programs to support the hilltribes. The ICare Thailand Foundation has built over 18 mini-dormitories for children to stay in so they can attend school and learn English. Other interdisciplinary possibilities include music therapy, social work, nursing, education, business, mental health, disaster relief, rehabilitation for human trafficking victims, and caring for abandoned or ill children. This foundation could be an important link in creating international relationships. The International College at Payap University (Chiang Mai) offers a PhD in Peacebuilding and Chiang Mai University has a robust nursing department. These connections benefit students, faculty, and the Viterbo community.

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**References:**

Asian Americans in Wisconsin: History. (2018). Retrieved from [https://www.dhs.wisconsin.gov/minority health/population/asian-pophistory.htm](https://www.dhs.wisconsin.gov/minority_health/population/asian-pophistory.htm)

Data USA: La Crosse, WI. (2017). Retrieved from <https://datausa.io/profile/geo/la-crosse-wi/>

### Blessed Is the European Union

**Keith Knutson**

History

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**Location:** Table #2

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**Abstract:**

The European Union (EU) may be at a propitious moment in its history. The six original member states - France, West Germany, Italy, Belgium, the Netherlands, and Luxembourg - declared in the 1957 Rome Treaty that they were creating “an ever-closer union,” indicating the necessity of a historical process to achieve future goals. Understanding human transformation over time is the foundational learning outcome in every history class taught at Viterbo University. European integration is the pooling of national governments’ sovereignty into a supranational organization – the EU. This unique governing structure that exercises regulatory political power above the nation state members is now comprised of twenty-seven countries. The Russian invasion of Ukraine in February 2022 has introduced a new dynamic that offers an opportunity to significantly transform the EU. My previous research provides a foundation for understanding and explaining the current potential for the EU’s momentous transformation. Results of this work will be used for teaching European History at Viterbo.

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**Reference:**

Presented Spring, 2023 at DB Reinhart Conference “Blessed Are the Peacemakers” at Viterbo University

## 4:20 PM Presentations

### Interpreting Studies as an Empowering “Contact Zone” for Heritage Speakers of Spanish

**Michelle Marie Pinzl**

English and World Languages

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**Location:** Table #3

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**Abstract:**

Heritage speakers of Spanish in the United States are individuals growing up in contexts where Spanish is spoken (and who are, to some degree, bilingual in English and Spanish). While the cultural and linguistic landscape of Spanish-speakers in the United States continues to grow exponentially and it is in constant evolution, heritage speakers of Spanish continue to face specific challenges in speaking Spanish in US educational contexts.

To measure the vitality of heritage languages and revitalize them through language policy, scholars such as Francois Grin and Joseph Lo Bianco have proposed a framework of three conditions: (1) Capacity Development (capacity of speakers to speak the language), (2) Opportunity Creation (the opportunity to use the language in community) and (3) Desire (the investment we place on the language as a society) (2013). While there are plenty of opportunities to hear and speak Spanish in the US, the capacity to speak Spanish continues to be determined by each individuals' experiences, social contexts, and motivations. Historically, US systems and politics have not largely invested in fostering languages other than English. English-only legislation and policies over many decades have provided ample evidence of the hostility and difficulties of heritage speakers in the U.S school system, with government and schools fighting to keep Spanish out, and perpetuating discriminatory and exclusive practices that negatively impact the experiences of Latinx students (Lam & Richards, 2020).

In this presentation, we explore the higher education classroom and institution as an example of a “contact zone,” redefined by Sureth Canagarajah as a space where linguistically and culturally diverse people cooperate to negotiate meaning, co-construct of norms and expand of repertoires of understanding (2011). Specifically, the “contact zone” of the interpreting studies classroom can be complimentary, rather than in conflict, raising up the strengths of all language profiles and centering the depth of cultural and linguistic experience of heritage speakers. The desire to invest meaningfully in teaching strategies that uplift the heritage speaker may thus empower traditionally underrepresented students and create more unified communities of Spanish-speakers in the United States.

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**Reference:**

Pinzl, Michelle. *Retention of Underrepresented Interpreting Students through Undergraduate Action Research, Mentorship, Curriculum Design and Assessment: A Case Study of the Community Interpreter Program at Viterbo University*. PhD dissertation, forthcoming.

## 4:20 PM Presentations

### Feedback First Classrooms: Rethinking Grades in College English

**Jacqueline M. Herbers**

English and World Languages

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**Location:** Table #4

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**Abstract:**

Do grades help students thrive, or do they actually hinder growth and learning? In fall 2019, after being introduced to the idea by a dear colleague, Dr. Susan Cosby Ronnenberg, even before college instructors were directed to grade with more compassion as a result of the pandemic, I began experimenting with the pedagogical practice now known as “ungrading,” “going gradeless,” or “feedback first,” which provides avenues for students to improve their metacognition skills by allowing them to focus more on their own learning and growth and less on collecting points and grades. Feedback first classrooms use a variety of methods to help students assess their own work including critical reflections, self-evaluations, and portfolios. Central to structuring my new approach was the work of critical pedagogy theorist, Paulo Freire, and the practical applications shared by current researchers and practitioners, Jesse Stommel and Susan Blum. In this session, I will share information and resources on going gradeless, including example assignments and suggestions for further reading.

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**Reference:**

Herbers, Jacqueline. “Feedback First Classrooms: Rethinking Grades in College English.” Minnesota Writing and English: Learning Ecologies: Building, Improving, and Refining Pedagogy. St. Cloud St. University, St. Cloud, MN. 1 April 2023.

### CNA's, Religion, and COVID: Emotional Work, Spiritual Support, and Implications for Practice

**Jennie Anderson-Meger, Matthew Bersagel Braley, and Tyler Flockhart**

Social Work, Sociology, and ECAS

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**Location:** Table #5

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**Abstract:**

This qualitative research project grew out of two summers of SURF mentorship that involved 21 interviews of CNA's employed during the COVID pandemic. Students transcribed the interviews and contributed to preliminary findings. The faculty are engaged in a second round of data analysis with particular focus on how students navigate emotional work in a direct care medical environment and find support. Initial findings indicate a lack of training and preparation for the emotional aspects of CNA work, particularly during the pandemic when CNA's were experiencing death, disruption, and fear in the workplace on a daily basis. Particular attention is given to how aspects of spirituality may provide protective factors in dealing with this high stress work.

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**Reference:**

Bersagel-Braley, M., Flockhart, T., & Anderson-Meger, J. (2023) *CNA's, religion, and COVID*. [ In progress ] College of Engineering, Letters, and Sciences, Viterbo University.

## Notes