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# SOARS PROJECT VIGNETTE

**Faculty Name(s):**

**Heather E. Coles & Kathy Stoklosa**

**Student Name(s):**

Rebecca Victory

MacKenzie Swinehart

Leah Brown

Shannon Johansen

**Project title:**

Barriers and Support for Compliance in an Intensive Home Program: An Interprofessional Qualitative Study

**The purpose of this project was to...**

The purpose of this research was to determine the qualitative aspects of adhering to a home program that stems from an interprofessional approach to treating language and motor functions through co delivered speech-language and occupational therapies.

**To accomplish this, we...**

Students developed detailed assessment and treatment plans for weekly sessions which occurred twice weekly. Students had clients participate in stations and function-based activities, and provided both speech and OT components with each task for the co- treatment group.

**With the following interesting results...**

Results are still being analyzed. Preliminary results suggest improved participation with combined OT and speech therapy. Qualitative information from interviews and caregiver interviews are being analyzed. Videotaped interviews as well as treatment sessions are being transcribed and analysis of emerging themes is being conducted at this time.

**I anticipate this activity will enhance student retention and increase student success...**

The students all reported a high degree of satisfaction with the experience of working across disciplines and learning about other disciplines' scope of practice and treatment techniques. The students learned to work in a team, did all the planning together and are completing the analysis together. Outcomes included enthusiasm for the project and for Nazareth's commitment to working interprofessionally.

**As a faculty mentor, I incorporated the following characteristics of guided mentorship...**

Collaborative approach and regular meetings and discussions regarding planning and development of the research study along with regular editing of written work, HSRC submissions, treatment plans and review of each session with the students. In person and zoom meetings are conducted regularly to support student progression with the project.

**My mentoring supported the following student learning outcomes (SLO)...**

Conducting research

Assessments and Treatments

Regular and ongoing meetings with students to facilitate analysis of data

Assessment of Co Treatment Outcomes

**In the future, I (we) hope to build on this project by...**

Continuing this research with a new student group

# SOARS PROJECT VIGNETTE

**Faculty Name(s):**

**Lisa Hiley**

**Student Name(s):**

Tessa Miller

Abbey Zych

**Project title:**

Utilization of Urban Public Libraries to Promote Summer Literacy: Perspectives of Diverse Families and Library Professionals

**The purpose of this project was to...**

During Summer 2019 Dr. Lisa Hiley and two research assistants partnered with the Rochester Public Library to explore utilization of literacy programming for young children in library settings during the summer months; the project recognized perspective of both parents'/caregivers' and library professionals perspectives. Questions guiding the inquiry addressed factors possibly influencing attendance and engagement with library program designed for young children during the summer months as follows: *access; equality of and motivation for participation; valuing of literacies in home and community settings; cultural, linguistic and/or developmental modifications for participation and engagement; and, underlying perspectives of stakeholders on summer literacy experiences.*

**To accomplish this, we...**

Several methods were employed to understand the perspectives of families/caregivers regularly using the library and those not regularly using the library, as well as library professionals. The following summarizes key data collection efforts across summer 2019:

- **Initial Interviews:** Library Staff and High-Utilization Families (early summer)
- **Photo Journaling (@ library branches):** Library Staff and High-Utilization Families (mid- summer)
- **Literacy Environmental Observation Form:** at participating branch libraries (mid-summer)
- **Photo Journal/Final Interviews:** Library Staff and High-Utilization Families (later summer)
- **Community Member Surveys:** Community members as public events completing a survey

*\*\*It should be noted that literacy kits/materials were distributed to participants throughout the study as well as small tokens of appreciation.*

The following summarizes the data collected:

- 63 community member surveys
- 7 CHELLO observations were completed (each at a unique branch) - results suggest that literacy environments were consistently scored as “excellent”

- 10 librarians completed initial and final (photo) interviews which are currently transcribed and being coded for analysis; these librarians represented 7 branches
- 4 families completed initial and final (photo) interviews which are currently transcribed and being coded for analysis; these families represented 4 branches
- 200+ photos were collected as part of the photo journaling project illustrating the offerings, spaces and experiences at the library; these are being coded for analysis

### **With the following interesting results...**

The data continue to be analyzed; however, the following are emerging findings to date:

- Structured observations suggest that all libraries are scored as ‘excellent’ spaces for early literacy learning; containing the materials, experiences and interactions that support early literacy learning. Materials and spaces for writing and free/pretend play were the only materials and experiences identified as an opportunity to further enhance the libraries as ideal spaces for early literacy learning.
- Interviews suggest the following emerging themes from the perspectives of librarians as well as ‘high-utilization’ families:
  - Technology is changing the ways libraries are changing their offerings and being utilized by the community; technology appears to be a primary reason people access library spaces.
  - Play in libraries is critical; materials and offerings are important to librarians and families.
  - Community initiatives both reinforce and impact the offerings of the libraries; for example, the expanded offerings of pre-school (UPK) in the city of Rochester has reduced attendance of storytimes across the city
  - Diversity and inclusion are important topics for families and librarians in their programming and use; for example, libraries are working to diversify their literature to be more representative of the population served
  - Libraries are working to message themselves to the community as a space for learning, literacy and families; they recognize that environment and socialization are important and are therefore working to share with families that libraries are not just quiet spaces (anymore).
  - Staffing and training continue to be realities for librarians to ensure they are providing innovative, responsive and fully-staffed supports and programs for families; some innovative strategies have been employed to respond to the library data.
- Photo elicitation (journaling) analysis of the more than 200 images collected is on-going, but initial review suggest the following emerging themes:

- Families and librarians see connections between the materials and experience they have in the library and home setting
- Environmental print is viewed as a key aspect of literacy
- Interactions around text and play are important early literacy experiences for kids and families in library spaces
- Play is recognized as an important aspect of literacy and an opportunity in the library spaces
- Technology is present and used in library spaces

**I anticipate this activity will enhance student retention and increase student success...**

The SOARS opportunity is a mutually beneficial opportunity for faculty and students. The following SOARS characteristics likely enhancing retention and success were generated from conversations with and reflections provided by undergraduate research assistants contributing to this project:

- Understanding of basic principles of research ethics and boards as a means to reduce the novelty in future graduate and post-graduate research work
- Exposure to community partners as a means to increase awareness of and connects to community-based efforts that were otherwise unfamiliar
- Awareness of principles of project management and the necessary adjustments based on the realities of community work (e.g., not working phone numbers) as a means to expose students to logistics, budgets, ordering and monitoring of progress
- Experience in interviewing diverse professionals and community members as a means to build confidence and responsivity

**As a faculty mentor, I incorporated the following characteristics of guided mentorship...**

My philosophy of guided mentorship extends from my teaching and clinical education philosophy. As an instructor, clinical educator and mentor I am committed to a **cooperative, planful, informed, reciprocal and reflective mentoring relationship** as a means to **empower and inspire mentees to grow personally while also beginning to make contributions professionally and socially**. I believe a **respectful and supportive relationship, positive environment and shared purpose** are the cornerstones of a productive and transformational mentoring experience for both the mentee and mentor. As work unfolds I am conscious of the learning and work environments where mentees are challenged to critically think in order to make connections, apply learning and create their own meaning. Across the mentoring relationship I am deeply committed to constructive, detailed and timely feedback to support learning and professional growth. I believe that a **reflective review of progress, challenges, successes and learning balanced with opportunities for solutions-oriented continued improvement efforts embedded in a respectful dialogue are ultimately supportive of mentee learning**.

**My mentoring supported the following student learning outcomes (SLO)...**

I supported the following SLOs through specific mentoring activities as outlined:

1. **Students' critical thinking was supported through methodological commitments embedded in the project** - Qualitative research/inquiry is iterative in nature and requires critical thinking. Qualitative researchers engage with individuals, spaces, circumstances and systems in an authentic and reflective way demanding reasoning, questioning and application of evidence. Through the process of qualitative inquiry researchers actively participate in data collection and an on-going analysis of emerging themes.
2. **Students collaborative skills were supported through community-based (CBO) partnerships** - The essence of 'Community Engaged Participatory Action Research (CPBAR)' promoted researcher and community collaboration in order to effectively partner in researching stated community needs/issues and to fully incorporate the community knowledge to inform the research and findings. I worked to teach and expose mentees to this research stance privileging the role of community based organizations (CBOs) and expose the need for collaborative practice in all aspects of planning, piloting, implementation and reporting.
3. **Students respect and awareness of cultural variation and diversity** - The nature of an urban public library demanded a culturally responsive and sensitive approach to (action) research and professional interactions. To support mentees' understanding and appreciation of diversity within the Rochester community I embedded honest conversations about one's own *self-examination of cultural and professional background* as a means to identify biases potentially impacting work providing professional resources to inform discussions. Subsequently I worked to ensure mentees presented with *cultural skills* in interviewing and interacting with diverse community members. Finally, I promoted various *cultural encounters* across the community as a means for the mentees to directly engage in diverse and multicultural celebrations, programs and informal spaces.
4. **Students sense of social responsibility and justice through partnership with one of Rochester's convenors of collective impact** - The Rochester Public Library (RPL) is a convenor of local collective impact initiatives and address key community outcomes of health, education and poverty. Collective impact promotes shared action and social justice at an individual and systems level. Through community partnerships individuals and child-serving organizations act collectively toward social change at the community level. '*Community Engaged Participatory Action Research (CPBAR)*' effectively aligns with the collective impact model considering the role of community participation and collaborative social action As with many forms of research and practice a continuum of community engaged action research exists and it is my intention, as a mentor, to support mentees in the equal positioning of community (CBOs and families) perspectives at the family and systems-levels.

5. **Students effective written and oral communication through qualitative data collection, partnership and dissemination** - Oral and written communication were two primary means of communicating supported and developed as part of this project. I supported written communication through work associated with key phases of the project including: *expanded literature review, analyzing and summarizing research results, synthesizing research discussion and developing a concise executive summary for the overall project*. I supported oral communication in both formal and informal settings through key elements of the project.
  
6. **Students professionalism through reinforcement of discipline specific expectations** - The Communication Sciences and Disorders (CSD) Department is deeply committed to supporting the development of students' 'essential professional skills' and is guided by a '*Professional Skills*' document informed by clinical ethics and professional (i.e., ASHA) standards. Key elements of the professional skills fostered as part of department efforts include: *(1) commitment to learning, (2) organization and time management, (3) interpersonal skills and effective collaboration, (4) professional agility, (5) critical thinking, (6) problem solving and perspective taking, (7) stress management and (8) use of constructive feedback*. These foundational skills were modeled out reviewed as part of this project.

**In the future, I (we) hope to build on this project by...**

Continued partnerships with the Rochester Public Library to enhance their initiatives such as: developmentally appropriate spaces and interactions for diverse children, innovative program offerings for young children and families (e.g., STEAM, STREAM programming), professional learning support for literacy and language, and enhanced curricular and co-curricular connections.



# SOARS PROJECT VIGNETTE

**Faculty Name(s):**  
Stephen Hill

**Student Name(s):**  
Celine Kristoff

**Project title:**

Do you see what I see? Examining college internships from both the intern and supervisor perspectives.

**The purpose of this project was to...**

This project consisted of conducting a follow-up study to the internship-supervisor relationship project completed by Jessica Nielsen '16G & Dr. Stephen Hill, examining the role of professional mentorship within the internship program and placements at Nazareth. Since the initial project, we wanted to examine new data from both the intern and supervisor perspectives. The extent to which the intern-supervisor relationship impacts the development of professional identity was also examined.

**To accomplish this, we...**

We completed a literature review of mentorship research, created a new research design, coordinated the project, analyzed data analyses, and created project posters and a manuscript.

**With the following interesting results...**

Increasing the amount of time spent with a supervisor can have a positive impact on the quality of the relationship for both supervisors and interns. This increased quality can lead to a greater sense of career support for the intern and a clearer sense of professional identity.

**I anticipate this activity will enhance student retention and increase student success...**

Working on the project allowed Celine to practice and improve her own research skills through the creation of the manuscript and poster. We believe the results of the project itself also may help to increase student success as we found support for ways to help to create a successful mentorship environment.

**As a faculty mentor, I incorporated the following characteristics of guided mentorship...**

I created a syllabus which included a delineation of student expectations, readings, meeting times, and a schedule of deliverables to ensure that the project components were completed on-time.

I worked to help coach the research student regarding how to establish expectations and work effectively with her peers.

I believe my student collaborator benefited from substantial autonomy in completing this project. As a mentor, I was available at regular intervals to provide feedback and answer questions in an effort to cultivate active learning and collaboration.

**My mentoring supported the following student learning outcomes (SLO)...**

1. Critical thinking, 2. Reflective thinking, 3. Effective reasoning, 4. Commitment to ethics and integrity, 5. Pursuing goals, 6. Communicating effectively, 7. Demonstrating professionalism.

Through weekly meetings we were able to effectively communicate any problems or concerns we were having about the project and create a timeline for various steps of the process. This allowed us to stay on track with our overall goals and address any new ideas that came up while working on the project.

**In the future, I (we) hope to build on this project by...**

Presenting these results in an alternative poster format at the Society for Industrial and Organizational Psychology national conference. Additionally, we hope to publish our manuscript in a scholarly journal to share our findings with others in the field. Finally, we hope to distribute a modified survey instrument in order to collect further data to better understand intern-supervisor relationships.

# SOARS PROJECT VIGNETTE

**Faculty Name(s):**  
Stephanie Zamule

**Student Name(s):**  
Cassandra Dupre

**Project title:**

A Review of the Current Research on Bioremediation of Neonicotinoid Pesticides

**The purpose of this project was to...** The purpose of this project was to review the literature related to the bioremediation of neonicotinoid pesticides, persistent environmental contaminants that have been implicated in the disappearance of honey bees, also known as Colony Collapse Disorder.

**To accomplish this, we...**To accomplish the goals of the project, we 1) surveyed the primary literature to identify relevant research, 2) analyzed each article to determine where it fit into our specific research questions, and 3) drafted a literature review.

**With the following interesting results...**We incorporated the literature review we developed into the introduction of a manuscript our research group is currently formatting for publication, entitled “Transformation of the Neonicotinoid Insecticides, Thiamethoxam and Imidacloprid, by Select Bacterial Species”

**I anticipate this activity will enhance student retention and increase student success...** I anticipate that this activity will enhance my mentee’s success by having exposed her to the scientific research and writing process that she will be conducting in graduate school and in her future career, and by giving her the opportunity to do graduate-level work with a high level of mentorship. More generally, this project will contribute our research group’s publication record, which will increase the visibility of the undergraduate research being done here at Naz.

**As a faculty mentor, I incorporated the following characteristics of guided mentorship...**

**Establish Expectations:** I worked closely with my mentee to establish joint expectations prior to and at the beginning of the project, with respect to her responsibilities and mine, including 1) workload expectations, 2) how the work will be divided, 3) a timeline, 4) meeting frequency, and 5) communication. We revisited these expectations periodically.

**Provide Regular Meetings:** I communicated with my mentee regularly through video conferencing, email, and text messaging.

**Utilize the Entire Research Process:** Over the course of this experience, my mentee completed the entire process of writing a literature review, from identifying relevant literature to drafting the final work. She will be presenting this project at the American Chemistry Society's Annual Meeting in March 2020.

**Offer a Collegial Type Environment:** This project was, ultimately, my mentee's work. I saw my role as that of a mentor to guide her through the process of writing a literature review. She had a significant level of autonomy, particularly as the project progressed, and was free to pursue her own ideas in relation to the project.

**Student Mentors:** While I had planned to implement a student mentorship aspect to this project, I ended up not being able to do so because I had only one mentee. However, this allowed me to provide more direct mentorship, which I think enhanced my mentee's overall experience in many ways.

**My mentoring supported the following student learning outcomes (SLO)...**

**Critical thinking:** Developing critical thinking skills was an important part of this project and is an essential part of my mentoring approach. My mentee determined appropriate search terms for the literature survey and critically evaluated each source for relevance and quality. As she became familiar with current research in the field, we worked together to decide how best to organize the literature review.

**Reflective thinking:** My mentee applied what she had learned in her coursework to this new project. A primary goal of my mentoring approach was to help my mentee along in this reflection process, in order to help expand and build upon what she already knew through this work.

**Effective reasoning:** Effective reasoning skills were essential to this project and fostering their development was one of the main goals of my mentoring approach. As part of this project, my mentee gathered information from many different sources and used that information to frame potential solutions to the problem of neonicotinoid pesticide persistence. By working closely with my mentee throughout this process, I supported her in developing and applying the necessary reasoning skills at each step of the project.

**Collaboration:** Collaboration is vital to my mentoring approach, which involves helping students to further develop the skills necessary to work in an effective team, including listening skills, empathy, accountability, leadership skills, responsibility, etc. Because I had only one mentee, I was not able to form a research team, per se, but she and I worked closely throughout the project which allowed her to further develop many of the aforementioned skills related to collaboration.

**Communicating effectively:** The goal of this project was to communicate complex scientific information about an important environmental issue to other scientists. Thus, my mentee gained experience writing in the concise and highly technical manner of a scientific

paper. My mentoring approach involved facilitating mastery of this very specific style of writing by breaking it into smaller parts and working closely with my mentee on each part.

**In the future, I (we) hope to build on this project by...** We plan to submit this manuscript for publication to the journal *Ecotoxicology and Environmental Safety*.