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# SAIFF PROJECT VIGNETTE

**Name(s):**

**Michael Chen**

**Grant title:**

Understanding the Role of Food Insecurity in Early Childhood Health and Development

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

Specifically:

- (1) Estimate the association between food insecurity and child development outcomes.
- (2) Test whether a proposed explanation based on the Family Stress Model (FSM) can explain the association between household food security and healthy child development.

More generally:

- (3) Continue pursuing my research interests in maternal and child health, poverty, and public health by using a multidisciplinary approach with a focus on the identification of potential causal mechanisms.
- (4) Lay the groundwork for a future application to NIH grant mechanisms with extramural funding support (R03, R21, or R15).

**To accomplish this, I (we)...**

- Obtained public use and restricted data from the Fragile Families and Child Wellbeing Study.
- Processed data from baseline and two additional follow-up waves for analyses.
- Developed regression and structural equation models to estimate the target association (food insecurity—child development) and test the theoretical implications.

**Thus far, I (we) have...**

- Completed data processing from baseline and two follow-up waves.
- Developed, estimated, and interpreted cross-sectional regression models, per (1) above.
- Written a preliminary abstract for submission to research conference; currently targeting smaller scale national research and policy conferences (National Research Conference on Early Childhood or Society for Research in Child Development) or possibly larger scale national conferences (AcademyHealth, American Association of Public Health).
- Developed and estimated preliminary structural equation models, per (2) above; minor statistical modifications may potentially improve the precision of the estimates.

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

- Household food insecurity is inversely associated with child development, particularly in the context of families with unmarried parents and single mothers (i.e., mother as head of household). This association seems to persist even after controlling for parental

educational attainment, household poverty status, race and ethnicity, and other sociodemographic characteristics.

- The FSM-based explanation appears to partially explain the (cross-sectional) association between food insecurity and child development outcomes.

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

- Explore whether these associations (i.e., household food insecurity and child development) also bear out in longitudinal analyses in this population. For example: “Is being exposed to food insecurity at age 1 associated with internalizing and externalizing behavior problems at age 5 (and beyond)?” To answer a question such as this, I will need to develop longitudinal models (e.g., incorporating fixed and/or random effects) and potentially explore the feasibility of merging additional data (e.g., county and census tract level data from the U.S. Census) to the Fragile Families data set.
- Write up a manuscript based on findings from (1) above and prepare for submission to a journal.
- My “pie in the sky” big picture is to continue conducting research to better understand how poverty, its correlates, and various components of social determinants of health (e.g., housing, transportation, violence, education, social support, employment) affect the health and well-being of children through the theoretical lens of stress and family systems. A deeper understanding about these issues of population health will expand our existing evidence base and (hopefully) inform the design, implementation, and optimization of social and health policies and practices that are more effective, just, and equitable.

# SAIFF PROJECT VIGNETTE

**Name(s):**

**Francesca Gentile**

**Grant title:**

**NazWrites: Digital Resources for ENGW 101 and 102**

**The purpose of my project was to...** create a digital, open-access sourcebook for use in Nazareth's college writing courses. Such a sourcebook will allow us to update and standardize the ENGW 101/102 curriculum while better supporting our instructors and reducing textbook and material costs for our students.

**To accomplish this, I (we)...** completed a curriculum study and drafted a new ENGW 101/102 curriculum in response to best practices in the field of writing pedagogy, assessed instructor and student need within the context of ENGW 101/102, reviewed and evaluated models for campus-specific open-access and OER materials, and drafted a student-facing sourcebook and supporting instructional materials.

**Thus far, I (we) have...** completed a first draft of the proposed project in preparation for review and revision at the program and department levels. While we've delayed the rollout of the new curriculum in response to the challenges of COVID-19, the delay does give us time to contribute building on and refining the project prior to sharing it with the wider Nazareth community.

**In the future, I (we) hope to build on this project by...** building additional open-access/OER materials for other courses in the program and department and by continuing to strengthen the ENGW 101/102 sequence and its connection to the Core.

## SAIFF PROJECT VIGNETTE

**Name(s):**

**Zbigniew Granat**

**Grant title:**

Conference presentation on "Harp and Dulcimer Sounds in Chopin's Ballades for Piano"

**The purpose of my project was to...** complete a scholarly paper for presentation at the International Chopin Congress, to be held in fall 2020 in Warsaw, Poland. My research hypothesis was that Chopin based his newly invented genre of piano music – the ballade – on the idea of imitation of a chordophone, i.e., an instrument with strings. One potential instrument that may have served as a model for Chopin is the cymbaly (hammered dulcimer). In the 19th-century, this instrument was very popular among Gypsy, Jewish, Polish, and Ukrainian musicians. Another conceivable model is the harp, which was widely used in various 19th-centuries repertoires.

**To accomplish this, I (we)...** conducted historical research on the instruments in question as well as a new type of “archeological” analysis of Chopin’s works, designed to uncover hidden sound layers that can be traced to the string instruments as models. I have explored Chopin’s familiarity with dulcimer and harp music, which he may have encountered at various points in his life. I also analyzed ways in which the composer “translated” the sounds of those instruments for the piano.

**Thus far, I (we) have...** collaborated with harpist Rosanna Moore and composer/music engraver Jakub Rojek on producing musical recordings and score examples. I have also worked with a recording engineer to produce video material demonstrating my findings.

**With the following interesting results...** I have prepared recording examples from four Ballades by Chopin as well as excerpts Ballades by Liszt, Brahms, and Grieg to be used in multimedia presentations and scholarly publications. I have also collected scholarly data on my topic and drafted a review of literature.

**In the future, I (we) hope to build on this project by...**presenting my findings at conferences, publishing a paper, and utilizing the multimedia materials in the creation of educational short film on Chopin’s ballades.

# SAIFF PROJECT VIGNETTE

**Name(s):**

**Lisa Hiley & Melissa Reed**

**Grant title:**

Infant Mental Health Endorsement: A micro-credentialing seminar to prepare Nazareth students in supporting children 0-5 years and families using an evidence-based, interprofessional, and relational model

**The purpose of our project was to...** develop a 1-credit graduate seminar addressing Infant Mental Health (IMH) competencies. IMH is an interprofessional model focusing on the development of children 0-5 years within the context of early parent-child relationship as the foundation for healthy social-emotional, cognitive, language, and motor development.

**To accomplish this, we...** used the New York State Association for Infant Mental Health competencies as the foundation for a comprehensive curricular crosswalk completed in summer 2020. Faculty from across the School of Health and Human Services as well as School of Education completed a curricular survey to ascertain how key IMH topics were embedded in coursework and fieldwork. The NYSAIMH areas least addressed in existing coursework and field placements were then used to develop the 1-credit graduate seminar as the seminar is designed to position students toward at least Level I IMH endorsement; the seminar scope and sequence was developed in summer 2020. The course is now listed in the catalog for Summer A 2021 as a hybrid option (HHS520). Due to generous grant funding up to 10 students will be supported via stipend to complete the summer 1-credit seminar in 2021.

**Thus far, we have...**

- Completed curricular crosswalk (HHS and SoE)
- Developed course syllabus
- Listed course (HHS520) in catalogue; offered hybrid in Summer A 2021
- Obtained grant funding to support up to 10 students via stipend to complete the course and start NYSAIM endorsement process
- Created a student recruitment flyer and student interest form (see below)



**INFANT MENTAL HEALTH SEMINAR**

1-credit seminar in Summer A 2021  
Dr. Lisa Hiley (CSD) & Professor Missy Reed (CATS, MT)

**THE SEMINAR: Overview**  
The Infant Mental Health (IMH) Seminar engages students interprofessionally in topics necessary for developmentally-appropriate and responsive practices in work with children 0-5 years of age and their families. This seminar explores the role of the provider in early parent-child relationships as related to a child's healthy social-emotional, cognitive, language and even physical and motor development.

**THE BENEFITS**

1. FUNDING AVAILABLE to cover the cost of the course for up to 10 students (includes cost of course materials).
2. Competencies necessary for NYS IMH endorsement are specifically addressed to position graduate students to apply for NYSAIMH Level I endorsement.

**HN5530**  
Hybrid in Summer A 2021  
Synchronous Dates:  
5/22 and 6/12 from 9am-2pm

**What is Infant Mental Health (IMH)?**  
IMH is an interdisciplinary field representing a dramatic shift in clinical practice with a clear focus on the development of 0-5 year olds within the context of the early parent-child relationship as the foundation for healthy social-emotional, cognitive, language and even physical and motor development (NYSAIMH, 2020).

**INTERESTED STUDENTS SHOULD**

1. Confirm availability for BOTH synchronous dates.
2. Email Dr. Hiley (lhiley1@mtaz.edu) for brief application for course funding OR with questions.
3. Complete the form for application by May 1, 2021.

**With the following interesting results...** *\*\*due to changes necessary because of the COVID-19 pandemic we had to push the course offering back to Summer A 2021, instead of January 2020, and therefore do not have course feedback; however, we have received positive feedback from colleagues on the offering.*

**In the future, we hope to build on this project by...** engaging additional students in the 1-credit seminar; this is an ideal interprofessional learning experience as the topics are cross-cutting all health, educational and social service professions at the graduate and undergraduate levels. As students complete the seminar, and possibly pursue the NYSAIMH endorsement, there are research opportunities on the impact of graduate level coursework on clinical practice.

# SAIFF PROJECT VIGNETTE

**Name(s):**

**Rupert Johnson**

**Grant title:**

Nazareth College Summer Stuttering Program

## **The purpose of my project was to...**

Launch a pilot, intensive treatment program for people who stutter, ages 7 and up, in the local Rochester area. Specifically, the program will help clients become more educated and empowered about stuttering, learn and practice stuttering therapy techniques, learn effective coping strategies to maintain skills outside of the program, and build community and solidarity with others who stutter. This program not only benefits people who stutter, but it also benefits Nazareth student clinicians, in the Communication Sciences and Disorders (CSD) program, who would otherwise have limited opportunity to work with this population.

## **To accomplish this, I (we)...**

Recruited 5 clients who stutter (ages 7 – 14 years old) from the Speech and Language Clinic at Nazareth College. I then consulted with a colleague from SUNY Buffalo, who also runs an intensive stuttering program to gain a better understanding of the day-to-day logistics of running a summer camp (especially over Zoom). This led to the development of a schedule that was manageable for the clients, their families, and the two graduate student clinicians involved. From January 20<sup>th</sup> – 30<sup>th</sup> group therapy sessions were held Monday – Thursday mornings with all 5 campers; followed individual sessions in the afternoons. Next, I developed curriculum that featured daily themes related to stuttering:

### *WEEK 1*

- *Monday: What is Stuttering? What does my Stuttering look like to me?*
- *Tuesday: Pros and cons of stuttering. Self-Affirmations/positive self-talk.*
- *Wednesday: Becoming Assertive: How can we educate others about stuttering?*
- *Thursday: Speaking challenges: Building the hierarchy ladder toward communicative confidence.*

### *WEEK 2*

- *Monday: Mindfulness, Meditation, Modifying attitudes*
- *Tuesday: Bullying & Teasing*
- *Wednesday: Maintenance: Problem Solving Stuttering Relapse*
- *Thursday: Celebration of Stuttering & Self-Expression*
- 

With the tireless help of two graduate students, we were able to prepare themed lesson plans filled with engaging activities; develop assignments to transfer skills and concepts to the home environment; and celebrate the clients' achievements throughout the camp. My CSD colleague, Susan Mack, was also integral in the development of the camp. She served as a liaison to the families, participated in therapy activities, and also supervised the graduate clinicians. Unfortunately, due to COVID-19, I was not able to execute my original plans for an in-person summer camp.



Nonetheless, I was still able to use the SAIFF funding to purchase digital material that will be used in this stuttering camp for years to come.

**Thus far, I (we) have...**

Developed a two-week pilot stuttering intensive program, which serviced 5 clients who stutter in group and individual therapy formats. Each client achieved therapy gains in at least one therapeutic goal. Collectively, the clients showed improvements in: self-confidence; the application of stuttering modification and fluency shaping strategies; the use of appropriate conversation skills; approach behaviors (i.e., reducing avoidance behaviors); and acceptance of stuttering.

Additionally, two graduate student clinicians were able to obtain the clinical hours and experience necessary for graduation. Most importantly, however, these graduate students gained confidence in the application of client-centered stuttering therapy, which will serve them well in their future places of employment.

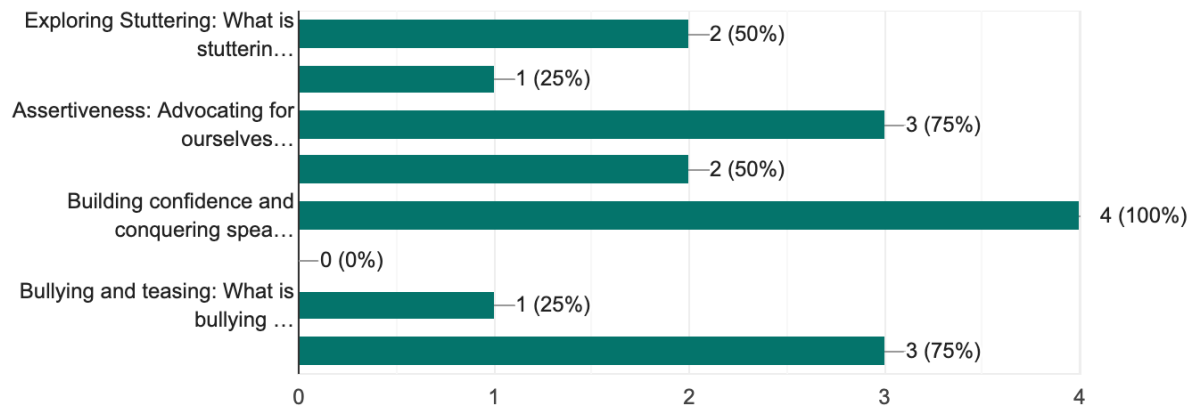
**With the following interesting results...**

Aside from the therapeutic results noted above, feedback was solicited from the clients and their parents with a brief, end-of-camp survey. Four-out-of-five clients and/or their parents responded to the survey. The survey questions and anonymized responses (in italics and figures) are listed below:

1. What did you and/or your child like about the Summer Stuttering Virtual Camp?
  - a. *He met a friend and like the activities*
  - b. *I enjoyed helping all of the other students and hopefully inspiring them to be proud of their stutter.*
  - c. *It was well-organized and also a lot of fun. As a parent, we loved the different approach to stuttering and dealing with the very practical aspects that are not normally covered in regular speech sessions. We also liked meeting other people who stutter and learning from their experiences.*
  - d. *[Camper] enjoyed the camp and looked forward to it everyday. She enjoyed the music, dancing and games the instructors really tried not only to get the other kids and [Camper] talking and answering questions but also made it fun. Having multiple children was great. Not only did it let [Camper] see other kids but it also reduced the pressure to have to respond right away instead she was able to take her time and listen to some of her peers responses which I think is big deal for someone that is shy.*
  
2. What did you and/or your child dislike about the Summer Stuttering Virtual Camp?
  - a. *Nothing comes to mind.*
  - b. *that he was uncomfortable talking in front of a group*
  - c. *The only thing I would say is that unfortunately Zoom sometimes freezes or drops out but for the most part it works great and glitches are to be expected.*
  - d. *I Disliked Nothing At All.*
  
3. What improvements would you suggest for the virtual camp?
  - a. *not sure*
  - b. *I can't really think of anything. I think everyone did a great job. From what little I heard it seemed to go very smooth which I think is amazing when you have 10 or more people on a virtual call.*
  - c. *There isn't anything I'd change*

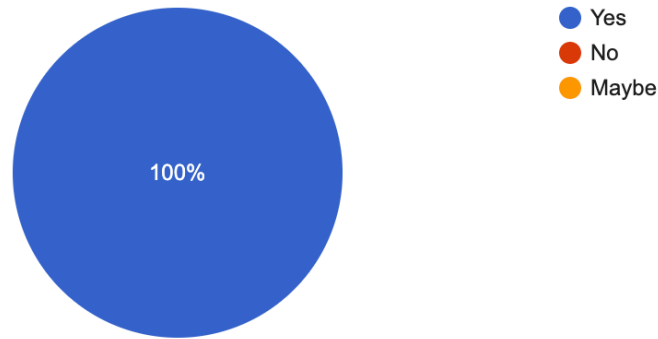
- d. *It is really hard to come up with anything that could be improved upon. Also, they used the technology so well. My son really enjoyed the breakout groups and working together in smaller groups as well.*
4. Assuming this summer camp will be in-person next summer: what would you and/or your child like to see from an in-person camp about stuttering? (Note: feel free to be as imaginative here as possible)
- maybe that they can do fun activities outside that/fun activities that inside - ie things that are fun to the kids (minecraft or things that the kids like)*
  - As great as the virtual camp is for convenience I think [Camper] and also your students would probably get more out of in person camps. I think the more one on one and in group conversations they can have in person the better.*
  - I mean board games are always good*
  - The kids seemed to really enjoy the games and also breaking into smaller groups. I think those activities would work even better in person. I think everything covered in camp would work well in person, but it really worked so well online, also.*

5. Please indicate the camp themes that most resonated with your child. (Check all that apply).



**(Fig. 1. Building confidence and conquering speaking challenges was rated as the camp theme that resonated the most with the clients).**

6. What are some themes (not mentioned above) that you and/or your child would like to see addressed in future camps?
- I don't know, All the main points were addressed in camp.*
  - I think for [Camper] confidence is the biggest one. As we move forward if there are any ideas we as parents have or [Camper] has to bounce off of you in order to know if it something that we can continue to work on or if it is a bad idea and should be left alone. One idea I have that I haven't mentioned to [Camper] because I don't know if it will do more harm than good is telling [Camper] to maybe try to think of shorter sentences or try to saying what you want to say in less words. This is something I would like your opinion on when you get a chance.*
7. Would you recommend this camp to other families with children who stutter?



**(Fig. 2. All four campers/parents who responded to the survey would recommend the camp to other families of people who stutter).**

8. Are there any other comments that you would like to make about the Summer Stuttering Program?
  - a. *Thanks for all your time and dedication planning such a great stuttering camp for the kids!*
  - b. *I don't have any other comments.*

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

Developing an in-person version of this intensive summer camp, as well as growing the camp to include more clients and graduate clinicians. This camp also has the potential for interdisciplinary collaboration with other academic departments at Nazareth and may even be the subject of future research opportunities, given HSRC approval.

# SAIFF PROJECT VIGNETTE

**Name(s):**

**Rebecca S. Rouland**

**Grant title:**

Promoting Social Work Education for Rural Learners

**The purpose of my project was to...**promote social work education among rural learners including understanding of strategies and models to best target, recruit, and train rural social work learners.

**To accomplish this, I...**completed a literature search and developed and administered a survey to learn about current and best practices in social work education. First, a literature review was conducted to consider existing models of social work education as well as strategies to recruit, target, and train rural social work learners. In addition, the strengths and limitations of each model were reviewed. Then, an electronic survey of rural social work educators was developed and administered to understand strategies and models to promote social work education for rural learners that are being used in practice. The survey was distributed via a rural social work listserv. A preliminary summary of best practices to promote social work education for rural learners was developed.

**Thus far, I have...**completed the literature review, finished phase one of data collection, and synthesized preliminary findings.

**With the following interesting results...** Findings from the literature review indicated there were few formal models of targeting, recruiting, and training rural social work learners. There was some literature considering the strategies used (such as online education or satellite models). Strengths (increasing access to training, addressing barriers to higher education, promoting cohesion) and limitations (separation from a physical campus, compromises on community feeling or culture, challenges with varying learning models such as online education) of such approaches exist. Preliminary results from the survey revealed a dichotomy: some educators using no unique strategies to recruit, retain, and train rural social work learners (treating a student as a student irrespective of geographic location) and other educators finding ways to promote engagement and retention of rural students.

**In the future, I hope to build on this project by...**continuing data collection. As stated above, the survey was distributed via a rural social work listserv. This approach resulted in 72 participants. I plan to redistribute the survey again through other social work listservs, including those targeting social work educators in general, to obtain more participants. I also plan to distribute the survey in different time periods as original data collection was over summer 2020 (when many social work educators are off contract and during the COVID-19 pandemic).

# SAIFF PROJECT VIGNETTE

**Name(s):**

**Machessa Samz**

**Grant title:**

“Presence and Individuality: Two Problems for Thirteenth-Century Philosophers”

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

I aimed to investigate the notions of presence and individuality in three thirteenth-century philosophers: Thomas Aquinas, Matthew of Aquasparta, and Vital du Four. I sought to develop two papers on them.

One paper would concentrate on Thomas Aquinas’s account of the separated soul’s knowledge of individuals, which has implications for his accounts of knowledge and faith. On many interpretations of Aquinas, a person can only know individuals through the senses, which requires that one has a body and is present to others. However, this would mean that the soul separated from the body after death would not be able to remember or understand individuals; they could not recall their loved ones or their own actions on earth, nor could they gain new knowledge about individuals including God. All of these consequences conflict with central articles of Aquinas’s Catholic faith. Thus, I aimed to consider how Aquinas might allow the separated soul to know individuals, while emphasizing the importance of human persons being actually present to others through the body.

My second paper would focus on a broadly similar theme in Matthew of Aquasparta and Vital du Four. I would show that motivated by religious concerns similar to those found in Aquinas, Matthew of Aquasparta and Vital du Four suggest how we can know individuals through the intellect, not merely the bodily senses. In this way, they appear to be precursors to the famous theory of intuitive cognition, developed in John Duns Scotus. For them, being present to or realizing the existence of another is still integral to knowing another as an individual; however, this is now something we can get through our intellect or mind, not just our body. This shifts the focus from theories of knowledge that emphasize abstract, universal knowledge to theories that emphasize attending to the individual qua individual, not merely as a member of a kind or group.

**To accomplish this, I (we)...**

I have submitted abstracts for two different papers that have been accepted at conferences that have been rescheduled for Summer/ Fall 2021. I have completed much of the research for these conference papers, including close examinations and personal translations of primary texts from Thomas Aquinas, Vital du Four, and Matthew of Aquasparta. I have also engaged with much of the current secondary literature on these authors in order to situate my own interpretations of the thirteenth-century philosophers and to shed light on their importance for perennial questions as well as contemporary issues on personal identity (i.e., what it means to be an individual human being), the interaction between our bodily senses and our intellect or mind, and the meaning of being present to others in the world.

**Thus far, I (we) have...**

I have been scheduled to present two papers at conferences for Summer/Fall 2021. Originally, the conferences were scheduled for Summer/ Fall 2020, but they have been postponed due to COVID-19. The first conference will be the Thomistic Summer Conference on Faith and Reason. This will be where I present the paper on Thomas Aquinas. The second conference will be the Society of Medieval and Renaissance Philosophy Conference at Notre Dame University. I will present my paper on Matthew of Aquasparta and Vital du Four at this conference.

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

One very broad result is that all three philosophers recognize that one sense of individuality is that of presence or of actually existing in the present. This is noteworthy because many philosophers tend to distinguish between individuality and presence, in such a way that to be an individual is to be one of a kind; that is, one's identity is tied to membership in a kind or group. However, the view of these medieval philosophers suggests that a human person has a uniqueness that is not captured outside of being present to them; it is not something descriptive or categorizable. This metaphysical view has important implications for ethics.

A significant result from my paper on Thomas Aquinas is the extent to which he affirms the separated soul's knowledge of individuals, especially when it comes to affirming truths that are necessary for faith.

Lastly, the most important result from my paper on Matthew of Aquasparta and Vital du Four is the evidence that both authors are precursors to John Duns Scotus's theories of intuitive cognition. They realize that we can know individuals intellectually through presence and not through a concept or species.

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

My hope is that the two conference papers will be the basis of later published papers. In particular, they should help me synthesis themes that I explored in my dissertation and previous conference papers on thirteenth-century authors (especially Vital du Four) and their theories of how we can know individuals. This is an important project for the history of philosophy, especially for an appreciation of the diversity and depth of thought among authors in the Middle Ages. I also hope to indicate in future research how their perspectives and questions relate to perennial human questions that are becoming more prominent to us during these times of social distancing, technological change, and hyperactivity. For example, we might wonder, what is the value of presence for our understanding and relationships in the world? How can we know human beings as the individuals they are?