



2018 SIA Vignettes Table of Contents

Andrew Bartlett and Jennifer Fay	2
The Effect of an Educational Website on Student Learning and Patient Satisfaction	2
Rui Cheng	4
Internationalizing Curricula? International Students’ Post Program Reflection on Teacher Education in the United States	4
Lisa Hiley, Julie Kunisch, & Cathy Rasmussen	6
Interprofessional Faculty Development Workshop.....	6
Paul Kramer	7
An Exploration of the Governance of Azeri Sexual Others	7
Matthew Temple	8
Ecological Ethics in Ukraine.....	8

SIA PROJECT VIGNETTE

Name(s):

Andrew Bartlett and Jennifer Fay

Grant title:

The Effect of an Educational Website on Student Learning and Patient Satisfaction

The purpose of my project was to...

The goal of this project is to develop an educational website for physical therapist (PT) students who are treating patients/clients within the pro-bono clinics at Nazareth College. The website will allow students to easily access educational content on a variety of diagnosis (i.e., stroke, diabetes, multiple sclerosis) to support students' ability to provide comprehensive patient/client education. Moreover, the website may improve students' self-efficacy in treating their patients/clients.

To accomplish this, I (we)...

To accomplish this project, we created an educational website through the Google Sites platform. Specifically, we developed two web pages that consisted of a Home Page and a page on Multiple Sclerosis. The Home Page provided strategies and helpful tips for student learning and application within the PT clinic. A video was also developed, which introduced first year graduate students to the clinic environment. The Multiple Sclerosis Education and Guidelines page offered Google Slide presentations including Medical Considerations, Exercise Prescription, and Musculoskeletal Impairments. In addition, helpful links were provided as practical resources for additional learning.

Thus far, I (we) have...

Thus far we have completed the following tasks:

- Creation of a website with two web pages
- Sought feedback from faculty and students regarding usability of site
- Oriented first year graduate PT students working in the Multiple Sclerosis Clinic to the site as a learning resource

With the following interesting results...

We received positive feedback from both students and faculty regarding the site. Below are a few examples of responses we received.

"I think it is a fantastic resource for the first year students. It was easy for me to navigate and had a ton of very helpful info. My main suggestion would be to add a section with a rough template of what the initial exam should look like. A huge stressor for me when I went through MS clinic was having no idea what a physical therapy note even looked like in terms of formatting."- C.B.

"I really like the "tips" section, that is really nice. I think the reminder to have meaningful & functional goals is great. That is what I needed to be reminded of most... How each specific goal I set related to their specific goal they stated during IE."- K.P.

“PT Interventions for exercise - the third attachment on the far right "Exercise Prescription of In..." was a pop-up that was blocked by my computer. I really liked the format of the other PowerPoint slides in the section above - how you could click through while staying on the page, not having to download something.” -K.P.

“For me, I thought everything flows really well. I liked the different pages and how you have the information grouped. The embedded docs and videos throughout the pages are understandably small, but I like that much more than a generic hyperlink and I think it is great that you can open it in a new tab right from the icons. I think it was well put together and covered all of the pertinent aspects of the MS clinic.” - N.A.

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

In the future we hope to build on this project in the following ways:

We will utilize feedback provided by students and faculty to edit and update the site. Specifically, we plan to enhance the content on concept mapping by producing a short video demonstrating the process.

We will analyze the use of the site via Google Analytics at the end of the clinic semester and survey the first year graduate students working in the Multiple Sclerosis Clinic.

We hope to develop more diagnosis specific webpages to add to the website. Additional funding would support the achievement of this goal.

SIA PROJECT VIGNETTE

Name(s):

Rui Cheng

Grant title:

Internationalizing Curricula? International Students' Post Program Reflection on Teacher Education in the United States

The purpose of my project was to...

The proposed project aims to explore whether and how the international and American graduate students prepared in the US TESOL program at Nazareth College effectively transfer what they learned in the US program to their teaching positions at their home countries or other countries. The result of the study will guide the program to further internationalize the curriculum to meet the needs of a growing number of international pre-service teachers (not necessarily at Nazareth) or American students who aim to teach abroad.

To accomplish this, I (we)...

I contacted a few international students who completed their master's degree in the International TESOL program at Nazareth College and are holding teaching positions in their home countries and some American graduates of the program who taught in foreign countries. I presented the project ideas to those students and mentioned to them the participation of the project is totally voluntary. I obtained consent from four students for the first round: two Chinese students, one American and one student from Saudi Arabia. In the summer, I interviewed these students and asked them to reflect on what they learned at the TESOL program as most useful for their current teaching, what they wished they learned and what modifications they had to implement to make what they learned in the US work for their students at the countries of their teaching. Based on the convenience of the participants, some of them participated only in interviews and others would do a combination of interviews and weekly reflective journals. To be more specific, the questions they need to answer and reflect include: 1). Whether they utilized any strategies or approaches they've learned from the program during that week? 2), if yes, how do students react? 3). Are there any modifications needed for the strategies/approaches to be more applicable or effective to their students? 4). Are the modifications successful? I believe the study will be meaningful to the TESOL program and many other programs that focus on teaching in the international contexts.

Thus far, I (we) have...

The data collection and analysis has completed. The study was submitted to be considered for presentation at AAAL (American Association and Applied Linguistics) 2019 convention. However, due to the small sample size I had this year, I plan to reach out to more students to hopefully get more data in the spring

With the following interesting results...

The findings indicated that directly borrowing best teaching practices in one educational setting to another will lead to failure for the most part. Participants in the study made efforts to revise the methods and approaches and made them work for their students. Most students were satisfied with the internationalized TESOL curriculum we provided to prepare them to teach in an international setting, and some provided advices of further internationalization such as providing more opportunities for students to engage in projects with an international student population as an audience. The study shows the importance of internationalizing curricula in the US teacher education programs that enroll international students and prepare American students who teach abroad. University faculty and curriculum designers need to accommodate the needs of these students and make the adaptations and transitions easier for the students.

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

In the near future, I am working on composing the manuscript developed from this project and the completed manuscript will be sent for review for potential publication. Right now, the intended journal is *Studies in Higher Education*. Also, I am planning to collect more data to have more representation of countries and students, and hopefully by doing this, my finding can be enriched and more comprehensive.

SIA PROJECT VIGNETTE

Name(s):

Lisa Hiley, Julie Kunisch, & Cathy Rasmussen

Grant title:

Interprofessional Faculty Development Workshop

The purpose of our project was to develop and deliver a workshop to:

1. Increase faculty awareness of interprofessional student learning outcomes, IP education initiatives, and IP practice opportunities.
2. Develop faculty knowledge and skills for facilitating IP education and practice.
3. Provide opportunities for new collaborations for IP coursework and clinical experience on campus and externally.
4. Provide support for the development of research agendas to include IPE/P projects

To accomplish this, a committee worked over the summer to plan the workshop. Presentations were solicited from HHS and SOE faculty. Presenters worked individually or in teams to prepare.

Our workshop was held on August 20th with approximately 40 faculty participating. 18 faculty members presented. JJ Mowder-Tinney led one plenary session on interprofessional supervision fundamentals. Another plenary session detailed work on an interprofessional practice start-up guide, which should be useful for any faculty members considering IP clinical opportunities for students. Breakout sessions included topics such as clinical and academic module teaching, site-based supervision, measuring student learning, and LifePrep partnerships. Adam Lewandowski was our lunch speaker on using IPE for social innovation.

Survey results following the workshop indicated a high level of satisfaction and relevance, as well as a desire/need for continued faculty develop and opportunities in this area. Presentations and discussions during this event were important foundation for dialog about collective impact on the Assembly Day event that occurred later that week.

In the future, we hope to share this content with colleagues in other agencies and institutions, as well as offer other workshops on these topics. Interprofessional education and practice could play an important role on potential college-wide coordination of civic engagement/collective impact efforts.

SIA PROJECT VIGNETTE

Name(s):

Paul Kramer

Grant title:

An Exploration of the Governance of Azeri Sexual Others

The purpose of my project was to...

To accomplish this, I (we)...

Thus far, I (we) have...

Unable to pursue this project due to significant travel issues that prevented traveling this summer.

With the following interesting results...

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

SIA PROJECT VIGNETTE

Name(s):

Matthew Temple

Grant title:

Ecological Ethics in Ukraine

The purpose of my project was to... Collaborate with Ukrainian colleagues in offering presentations on the environmental ethics of using GMO (genetically modified organisms) in agriculture and aquaculture in Ukraine; and to discuss how scientific evidence supports moral reasoning in *Laudato Si*, a recent papal encyclical on the environment.

To accomplish this, I ... presented four lectures: 1) “Genetically engineered plants: scientific and ethical considerations” to the Department of Ecology at Kiev-Mohyla Academy, Kiev; 2) “To Grow GMO or Not to Grow GMO: That Is the Question”, to the Departments of Ecotrophology and Bioethics at the University of Bila Tserkva; 3) “*Laudato Si*: using science in moral reasoning” at Vorzel Roman Catholic Seminary; and 4) “*Laudato Si* in American Parishes” to the Annual Assembly of Priests, Greek Catholic Eparchy of Mukachevo-Uzhhorod, Ukraine. I also collaborated in planning sessions with Ukrainian colleagues in Kiev and Uzhhorod on future activities in ecological ethics.

Thus far, I (we) have... continued collaboration with my Ukrainian colleagues in Uzhhorod via email.

With the following interesting results... 1) I was named to lead a committee on ecological theology within the IRCEF (International Religious and Civil Environmental Forum of Eastern Europe); 2) I submitted a Fulbright Teaching Award proposal to design and present a new course in Ecological Ethics at Uzhhorod National University during the Spring, 2020 semester; 3) in collaboration with Dr. Doot Bokelman of the Nazareth Art Department, proposed a summer (2019) course to digitize and analyze rare folios and frescos in Uzhhorod which have never been examined in this way; and 4) I began the molecular genetic characterization of a 400-year old tree in Uzhhorod whose appearance resembles an American species but whose DNA thus far resembles a European species.

In the future, I (we) hope to build on this project by... returning to Uzhhorod, through some combination of summer course work, a Fulbright award and/or further SIA support from Nazareth to 1) continue to lecture on Ukrainian ecological ethics; 2) convene the ICREF ecological theology committee; 3) begin image capture and analysis of rare folios and frescos; and 4) pursue the genetic mystery of the 400 year-old Ukrainian plane tree which looks American.

