

# Development Grant Program Series

Supporting Excellence in Learning and Innovative Pedagogy



The Teaching and Learning Center Faculty Development Grant Program has provided \$320,390 to many faculty and staff, who have encouraged and facilitated the development and creation of findings relevant to the assessment of student learning, the Scholarship of Teaching and Learning, or research relevant to institutional research, assessment and accreditation for 20 years. What has remained constant is the annual programming designed to enhance student learning, promote the scholarship of teaching and learning, and facilitate institution-wide understanding of effective teaching. Grant recipients commit to publicly share their research to on-campus presentations designed to familiarize the campus with the grant recipients and their projects.

## Grant Program Goal/Purpose:

The goal of the Grant Program is to encourage and facilitate the development and creation of findings relevant to the assessment of student learning, the Scholarship of Teaching and Learning, or research relevant to teaching and learning. The purpose of this grant program is to provide "seed money" for a work in its early stages, developing a Scholarship of Teaching and Learning (SoTL) project, and/or designing faculty development initiatives to achieve advancements in student learning.

**Eligibility:** Grants, of \$500 - \$2000, are awarded competitively to fund projects led by benefit-eligible faculty or professional staff members or collaborative teams. Examples of suitable projects for funding include (a descriptive, but not inclusive list):

- Study of the impact of interdisciplinary, service-learning, experiential, distance, etc. pedagogy on student learning.
- Comparative studies of distance and face-to-face venues on (parity of) student learning outcomes.
- Research support for the analysis of student learning outcome data (e.g., course-, program- or college/school-level assessment), particularly as it is used to modify teaching and learning activities.
- Development of rubrics to assess student learning in or across a variety of teaching sites (i.e., classroom, clinic, service-learning site, on-line instruction).
- Development of an assessment project into a SoTL paper.
- Design faculty development initiatives to achieve advancements in student learning.

**Criteria for Selection:** Proposals will be reviewed and evaluated according to the following criteria:

- Able to lead to significant, positive changes in student learning.
- Likelihood that the project will be successfully completed.
- Likelihood that the project will advance the department's or the unit's pedagogy, curricular or assessment efforts.
- Sustainability of results beyond the funding period.

## Expectations for Recipients:

- All recipients must provide a brief, progress report of their project, detailing products and actions resulting from their work. The report will be due on May 18, 2018.
- All recipients must publicly share their product in an appropriate venue; unless another venue is identified, it will be assumed that you will commit to an on-campus research presentation/poster session, or other suitable venue, scheduled for 2018-2019.

## Procedures to Submit Grant Proposal:

### A title page clearly indicating:

- A project title.
- A short (fewer than 200 words) project abstract suitable for public distribution if the project is funded.
- Names and contact information for all project participants/investigators. Identify the principal investigator.
- Note: Should this grant proposal be concurrently under review with another grant (in whole or in part) sponsor, please identify all areas of overlap between grant applications.

Proposals should not exceed two pages (proposal body and budget), single-spaced, in 12-point font. Each proposal must include:

### The proposal body indicating:

- A statement of purpose, describing how the project will help meet departmental, college/unit, or university goals, **and** how student learning will ultimately improve as a result of the project.
- A project design, describing what will be done.
- A timeline for completion of the project.
- The expected product(s) of the project.
- A discussion of the sustainability of the project after the end of the funding period.

### Budget information indicating:

- The amount requested, the person(s) for whom the funds are requested, and the justification for the funds requested. Student stipends are negotiable, but grants will NOT replace lost clinic revenue, nor will they fund faculty travel/conferences (presentation of results), general office supplies, and print materials.
- Brief descriptions and costs of any materials requested.
- Brief descriptions and costs of any other budgeted items.

**Submit proposal:** Email proposal to the Teaching and Learning Center at [Teaching&LearningCenter@creighton.edu](mailto:Teaching&LearningCenter@creighton.edu).

Grant recipients publicly shared research presentations of projects.



## **Assessing the Effect of Video and Virtual Reality as Pedagogy**

Date: October 6, 2017

### **"Assessment of Clinical Knowledge and Interprofessional Collaboration during Multidisciplinary Telehealth Case Studies"**

*Kimberley Begley, Amy Pick, Katie Packard – School of Pharmacy and Health Professions and Alan Klem; Amy Lane – College of Arts and Sciences, Fine and Performing Arts, Theater*

### **"Assessing the Effectiveness of the Use of Videos for Teaching Mediation Skills"**

*Kathy Gonzales and Amanda Guidero – Graduate School, Interdisciplinary Studies*

### **"Stepping into the Map: Using Virtual Reality and Digital Mapping to Increase Experiential Learning Across Disciplines"**

*George F. (Guy) McHendry – College of Arts and Sciences, Communication Studies; Adam Sundberg – College of Arts and Sciences, History*

### **"The Use of Augmented Reality Photospheres in the College of Nursing to Decrease Student Anxiety"**

*Sarah Ball, Jacque Miller, Anne Schoening, Dana Koziol, Kandis McCafferty, Cindy Selig, Christine Murcek, Ethan Fukuda, Emily Koster - College of Nursing; Mark Panning – Creighton Research and Development (RAD) Team*



## **Reflections on Strengths-based Student Leadership**

Date: November 6, 2017

### **"Spiritual Integration to Enhance Reflective Practice in the Creighton University Accelerated Nursing Program"**

*Sara Banzhaf, Becky Davis, Jenna Woster, Mandy Kirkpatrick, Sr. Candice Tucci, Margo Minnich, Kandis McCafferty, Jane Parks, Cindy Slone, Marilee Aufdenkamp, Trisha Beiermann – College of Nursing*

### **"Implementation of a Strengths-based Leadership Training for Third Year Pharmacy Students: A Pilot Study"**

*Amy Pick, Andrea Adler-Garcia, Shawn Cook, Kimberley Begley – School of Pharmacy and Health Professions*

### **"Applying Gallup StrengthsQuest Themes to Learning and Academic Success Strategies"**

*Kevin Powers and Katie Wadas-Thalken – School of Pharmacy and Health Professions, Academic Success*



## **Deepening Learning through Experiential and Service Learning**

Date: March 21, 2018

### **"Pre-Major Service Learning Practicum: Assessment through Reflection"**

*C. Timothy Dickel - College of Arts and Sciences, Education; Max Engel - College of Arts and Sciences, Theology*

### **"Community Health Nursing Clinical Immersion Experiences?"**

*Margo Minnich, Nancy Shirley, Amanda Kirkpatrick, Lori Rusch - College of Nursing*

*Kelly Tadeo Orbik - Mission and Ministry, Schlegel Center for Service and Justice*

*Andrea Montoya and Jeff Peak - Mission and Ministry, Institute for Latin American Concern*

### **"From Perception to Perspective: Assessing the Effectiveness of a Service Learning Project"**

*Gail Poskey and Bobbi Greiner - School of Pharmacy and Health Professions, Occupational Therapy*



## **Assessment for Learning**

Date: April 9, 2018

### **"Manage Life Challenges Through Resiliency Teachings"**

*Jacque Miller, Erick Hill, Ann Harms, Cindy Selig - College of Nursing*

### **"Changing the Candidacy Process in the Interdisciplinary Ed.D. Program in Leadership to Assessment for Learning"**

*Candace Bloomquist, Jennifer Moss Breen, James Martin - Interdisciplinary Ed.D. Program in Leadership*

### **"Preparing Nurse Practitioner Students to Deliver Bad News"**

*Lindsay Iverson, Susan Connelly, Meghan Potthoff, Ronda Coffman - College of Nursing*



## **Classroom Assignments – AS – Assessments of Student Learning**

Date: Sept. 28, 2016

### **“Assessment of a Novel Leadership Skill Development Assignment in OTD 406 Management and Program Development”**

*Amy Mayer, OTD, OTR/L, Katie Wadas-Thalken, M.Ed., Andrea Thinnis, OTD, OTR/L*

*Department of Occupational Therapy and Academic Success, School of Pharmacy and Health Professions*

### **“The Tactile Experience of Making Hardware: Creating a Hands-On Digital Circuit Lab for CSC 414 Students”**

*Brian Kokensparger, Ph.D, Department of Journalism, Media and Computing*



## **Student Success: Strategies, Analyses and Intervention**

Date: January 25, 2017

### **“Meeting Milestones: Assessing the Effect of a Dissertation Proposal Development Course on the Quality and Timeliness of Dissertation Proposals and Defenses”**

*James R. Martin Jr., Ph.D., Leah Georges, Ph.D., M.L.S., and Gretchen Oltman, J.D., Ph.D., Ed.D. Program in Interdisciplinary Leadership*

### **“Creating Changes in Faith Practices”**

*Max Engel, Ph.D., Education and Theology, C. Timothy Dickel, Ed.D., Education*



## **Reflective Analysis of Assessing Student Learning**

Date: February 1, 2017

### **“Writing Across the Curriculum: How Reliable is Our Standardized Rubric?”**

*Margo J. Minnich, DNP, RN, Mandy J. Kirkpatrick, MSN, RN-BC, Helen S. Chapple, Ph.D., RN, MSN, CT, Anne M. Schoening, Ph.D., RN, CNE, Joely T. Goodman, MSN, RN, and Ali A. Whittaker, Ed.D., MS, RN, School of Nursing*

### **“Using Reflections to Capture and Probe Student Epistemologies and Attitudes”**

*Gintaras Duda, Ph.D., and Alexis Munchrath, Student, Chemistry Department*



## **Project-Based Learning**

Date: September 22, 2015

### **"Project-Based Learning: What It Is and How to Get Started"**

*Gintaras Duda, Ph.D., Department of Physics, Worcester Polytechnic Institute Team Leader*



## **Student Voices in Assessment of Student Learning**

Date: March 22, 2016

### **"Mixed Methods Evaluation of University-Wide Interprofessional Education (IPE) Student Assessment Data"**

*Kathleen Packard, PharmD, MS, BCPS-AQ Cardiology; Ann Ryan-Haddad, PharmD; Michael S. Monaghan, PharmD, BCPS; Joy Doll, OTD, OTR/L; Yongyue Qi, MS, School of Pharmacy and Health Professions*

### **"Identifying Spiritual Needs for Baccalaureate Nursing Students in a Multi-Campus Jesuit University"**

*Sandra Schlup Woods, DNP, Marilee Aufdenkamp, RN, Jenna Woster, Ph.D., Ann Harms, Ed.D., Maribeth Hercinger, Ph.D., Joely Goodman, MSN, Cindy Selig, DNP, Sue Selde, MS, College of Nursing*



## **Curricular Development and Course Redesign**

Date: March 31, 2016

### **"Collaborative Curriculum (re)Construction: Continuing Collaborative (re)Construction of EDU 210"**

*C. Timothy Dickel, Ed.D.; Christine Gonderinger, Student, Department of Education*

### **"Enhancing Student Learning through Active Experiential Learning for Vestibular Rehabilitation"**

*Heather Knight, PT, DPT, NCS, CBIS; Lisa Black, PT, DPT; Kelly Nelson, PT, DPT, PCS, CWS, Department of Physical Therapy*

### **"Exploring How Clinicians Evaluate Patient Transfers: A Pilot Study to Improving Teaching Student Evaluation Skills"**

*Amy Mayer, OTD, OTR/L, Department of Occupational Therapy, Creighton University; Valerie Maeker, OTD, OTD OTR/L, Department of Occupational Therapy, University of Mary, Billings, MT; Kylie Widhelm, OTD, OTR/L, Department of Occupational Therapy, CHI Bergan Mercy Campus*



## **Reflective Practices: Developmental Exercises to Maximize Student Learning**

Date: December 5, 2014

### **“Observation and Reflection Exercises to Develop and Assess Reflective Practice Skills and Values”**

*C. Timothy Dickel, Ph.D., Department of Education*

### **“Teaching Students to Teach Students: The Effects of Peer Coaching”**

*Anne Dimond, Westin Miller, Faith Kurtyka, Ph.D., Office of Residence Life and Department of English*

### **“Ignatian Reflective Exercises in Natural Science Courses”**

*Gintaras Duda, Ph.D., Soochin Cho, Ph.D., Departments of Physics and Biology*



## **Educational Learning Environments: Enhancing Student Skills and Successes**

Date: March 23, 2015

### **“Assessment of Video Discussion as a Learning Experience to Develop Students’ Verbal Communication Skills in Distance Education”**

*Karen Paschal, PT, DPT, MS, Lou Jensen, OTD, OTR/L, Naser Alsharif, Pharm.D., Departments of Occupational Therapy, Physical Therapy and Pharmacy Sciences*

### **“Improving Educators’ Classroom Management Skills”**

*Beverly Doyle, Ph.D., Lynne Houtz, Ph.D., Department of Education*

### **“Dedicated Education Unit: Creating New Learning Environments”**

*Lori Rusch, Ph.D., Anne Schoening, Ph.D., Nancy Shirley, Ph.D., Cindy Slone, Ed.D., College of Nursing*



## **Assessing Student Learning: Recall, Retention and Impact**

Date: April 10, 2015

### **“Assessing Different Methods of Retrieval Cues to Facilitate Student Recall”**

*Kimberley Begley, Pharm.D., Shana Castillo, Pharm.D., Amy Pick, Pharm.D., Amy Wilson, Pharm.D., School of Pharmacy and Health Professions*

### **“Longitudinal Assessment of Basic Science Retention in Dental Students”**

*Margaret Jergenson, D.D.S., Laura Barrett, Ph.D., Barbara O’Kane, Ph.D., Sonia Sanchez, Ph.D., Michael Weston, Ph.D., School of Dentistry, Department of Oral Biology*

### **“Institute for Latin American Concern: A Study of the Impact of an International Service Immersion Experience”**

*Andy Gleason, Andrea Ordonez, Institute for Latin American Concern (ILAC)*

Scholarship  
of  
Teaching and  
Learning

## **Scholarship of Teaching and Learning**

Date: October 10, 2013

**“The Institute for Embodied Learning: A Study on the Impact of the Enneagram on Student Learning”**

*Faith Kurtyka, Ph.D., Anne Dimond, Liz Ivkovich, Department of English*

**“A Hybrid Approach to Logic Instruction in Philosophy: Proposal for a Scholarship of Teaching and Learning Project”**

*Kevin M. Graham, Ph.D., Department of Philosophy*

**“The Perceptions of Using Online Story Telling: From Course Material to Student Constructivist”**

*Donna Ehrlich, Ph.D., Ed.D. in Leadership Studies Program*



## **Ignatian Values**

Date: November 5, 2013

**“Effect of an Educational Intervention on Incorporation of Ignatian Values into Continuing Medical Education at a Jesuit Medical School”**

*Sally O’Neill, Ph.D., Lee E. Morrow, M.D., Mark A. Malesker, PharmD, James Clifton, S.J., Department of Medicine, Department of Internal Medicine, School of Pharmacy and Health Professions, VPHS*



## **Innovation**

Date: March 7, 2014

**“Impact of iPad Use on Student Learning”**

*C. Timothy Dickel, Ed.D., Maya M. Khanna, Ph.D., Department of Education, Department of Psychology*

**“Making the Grade: Implementing Uniform Grading Procedures in Courses Offered Across Two Modalities”**

*Jacqueline N. Font-Guzman, J.D., Ph.D., Noam Ebner, LL.M., School of Law, Werner Institute*



## **Interprofessional and Team-Based Learning**

Date: March 25, 2014

**“An Investigation of the Influence of Previous Team Experience on Medical Students’ Attitudes about the Value of Teamwork”**

*Kathryn N. Huggett, Ph.D., Thomas Pisarri, Ph.D., Kathryn Istas, M.P.H., School of Medicine*

**“Health Science Student Readiness and Perceptions of Interprofessional Education: A Pilot Study”**

*Lindsay Iverson, DNP, APRN-NP, ACNP-BC, Jodi SeEVERS, MBA, NRP, Cathy Carrico, DNP, APRN-NP, Kim Hawkins, MS, APRN-NP, Meghan Potthoff, MSN, APRN-NP, College of Nursing, Emergency Medical Services Program*

**“Teaching Students How to Define Occupational Therapy to the Public and Peers Using a Constructivist Model”**

*Amy Mayer, OTD, OTR/L, Brenda Coppard, Ph.D., OTR/L, FAOTA, Department of Occupational Therapy, School of Pharmacy and Health Professions*



## **Rubrics: Programmatic Assessment Made Easier**

Date: November 30, 2012

### **“Rubric and Remediation Case Development for a ‘Brown Bag’ Drug Utilization Review Activity”**

*Kimberley Begley, Pharm.D., Shana Castillo, Pharm.D., Sam Augustine, Pharm.D., Amy Pick, Pharm.D., School of Pharmacy and Health Professions*

### **“Grading Rubrics for Writing Projects in Interdisciplinary Education: Strategies for Developing a Consistent Application of Rubric Criteria”**

*Isabelle Cherney, Ph.D., Graduate School and University College, Tracy Chapman, M.Ed., Creighton Office for Online Learning*

### **“Assessment of Essential Clinical Reasoning Skills: Development of a Grading Rubric”**

*Jennifer Furze, DPT, Lisa Black, DPT, Teresa Cochran, DPT, Julie Hoffman, DPT, Department of Physical Therapy, Gail Jensen, Graduate School and University College*



## **Transcultural Immersions and Other Innovative Pedagogies**

Date: March 7, 2013

### **“Problem/Project-Based Learning in Upper Division Physics Courses: New Pedagogies and Student Learning and Epistemologies”**

*Gintaras Duda, Ph.D., Department of Physics*

### **“Transcultural Competence and Perceptions of Interdisciplinary Healthcare in Students: An Outcomes Study of a China Immersion Program”**

*Kirk Peck, Ph.D., Cathy Carrico, M.S., Keli Mu, Ph.D., Alfred Bracciano, Ed.D., Lou Jensen, OTD, Department of Occupational Therapy*

### **“Assessment of Student Attitudes and Participation in Low Income Dental Clinics”**

*Terry Wilwerding, School of Dentistry*



## **InterProfessional Education and Ignatian Values**

Date: April 12, 2013

### **“Integrating Ignatian Values into Inter-Professional Continuing Education for Healthcare Professionals at Creighton University: A Prescription for Lifelong Learning”**

*Sally O’Neill, Ph.D., Lee Morrow, M.D., Mark Malesker, PharmD., Jeff Klein, BSBA, James Clifton, S.J., Departments of Health Sciences Continuing Education, Medicine, Pharmacy Practice and Jesuit Community*

### **“Assessment of Health Science Students Engaged in an Inter-Professional Fall Prevention Program”**

*Ann Ryan Haddad, Pharm.D., Kelli Coover, Pharm.D., Joy Doll, OTD, Teresa Cochran, DPT, Departments of Pharmacy, Occupational and Physical Therapy*

### **“Faith Development in the College Years and its Impact on Identity and Choices”**

*Craig Zimmer, Marie Hilton, Campus Ministry*

### **“Assessing Critical Thinking Skills in Occupational Therapy Students Using the Health Sciences Reasoning Test”**

*Anna Domina, OTD, Wen-Pin Chang, Ph.D., Kathy Flecky, OTD, Lou Jensen, OTD, Keli Mu, Ph.D., Brenda Coppard, Ph.D., Al Bracciano, Ed.D., Joy Doll, OTD., Bette Poutre, Yongyue Qi, Department of Occupational Therapy*