Carnegie Foundation CASTL Leadership Program
Proposal Submitted by
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References for CASTL Leadership Team – Creighton University

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Linda Gabriel Franck, Ph.D.:

Mu, K., Franck, L., Konz K. Attitudes of entry level occupational therapy doctoral students toward inclusion for students with disabilities. Accepted for the *Australian Occupational Therapy Journal* (2006).

Amy M. Haddad, Ph.D.:


Kathryn Huggett, Ph.D.:

Young D., Houghton B., Sakowski H., Bramble J.D., Huggett K., Dunlay R., Rich E. Medical Student Perspectives on the Introduction of Personal Digital Assistants into an Internal Medicine Inpatient Clerkship. (Submitted).


**Gail M. Jensen, Ph.D.:**


WEBSITES:

http://chpe.creighton.edu/chpe/index.htm The Center for Health Policy and Ethics is a multidisciplinary group of scholars dedicated to the study and teaching of ethical dimensions of health care and health policy.

http://oisse.creighton.edu The Office of Interprofessional Scholarship, Service and Education site provides an overview and evidence of the School of Pharmacy and Health Profession's leadership in engaging students in authentic experiences that promote their understanding of and ability to engage in critical reflection of moral and civic responsibilities as well as social justice issues.

http://spahp.creighton.edu/faculty_dev/overview.asp The School of Pharmacy and Health Professions' Office of Faculty Development and Assessment provides a variety of resources toward the fulfillment of the Office's mission: "... to facilitate the development of a learning community in the School that is transformative and centered on enhancing faculty effectiveness and promoting student learning."

http://medicine.creighton.edu/OME/professionalism.htm The Office of Medical Education provides an overview of components of medical professionalism.

http://spahp.creighton.edu/spahp/student_affairs/policies/school_policies/Examples%20of%20Professional%20Behaviors_final.pdf School of Pharmacy and Health Professions Professionalism Workgroup; Examples of professional behaviors, a tool to facilitate discussion about professionalism among faculty and students.
Why do you want to participate in the CASTL Leadership Program?

The current public distrust of the health professions is a direct result of a variety of immoral behaviors by health professionals, for example, conflicts of interests of clinicians, mistreatment of human subjects in clinical research, and escalating problems with nonacademic student misconduct in classroom and clinical settings. Health professions have responded to public pressure for accountability and improved monitoring of lapses in ethical behavior by looking at what it means to be “called” to professional life and all that being a member of a profession entails.

Health professions have traditionally used the language of “professionalism” to describe affective learning or development. Furthermore, health science professional programs have frequently described the process of becoming a member of a profession as “professional” socialization. Therefore, in response to public pressure for accountability, health science programs, accrediting bodies, and professional associations have focused on “professionalism” rather than affective development. Much of the work centers on criteria for accountability, disciplinary-specific core values, and less emphasis on teaching and learning strategies to help students develop character consistent with professional expectations.

We argue that many current pedagogical strategies with their exclusive focus on professionalism, professional socialization, and tracking professional behaviors doesn’t completely capture student learning in the affective domain nor does it begin to describe moral education and character development. We want to unbundle affective development in the health professions and broaden our inquiry beyond professionalism in one discipline. We also want to explore how affective development is related to all the other aspects of professional education in the health sciences and should be a critical, interdependent component of professional competence. Because of our preliminary SoTL work in ethics education of health professional students in a variety of disciplines at CUMC, we are also interested in examining the connections between ethical development and self-reflection.

We want to participate in the CASTL Leadership Program because of our collective experiences in interdisciplinary inquiry in teaching and learning in the affective domain specifically in ethics education in the health science professions, our national reputation as leaders in novel approaches to ethics education in the health sciences, and the opportunity to work with colleagues at CASTL who are involved in the development of emerging models for exploration of professional formation. We want to build on our established successes in
SoTL internal to our institution, share those successes with other institutions, and learn from their successes.

What goals will participation accomplish and in what way will your institution be a leader?

Goals:

1. Explore and document the nature of the affective side of student learning in the health professions with a specific focus on ethics and moral education.

2. Develop models of collaborative inquiry across health professions and other disciplines for the study of the affective side of student learning.

3. Begin to map how affective development is related to all other aspects of professional education in the health sciences and whether it is a critical, interdependent component of professional competence.

4. Provide leadership for a national interdisciplinary dialogue on affective learning in the health professions and other disciplines through implementing an innovative leadership institute in ethics education.

To which scholarship of teaching and learning institutional theme will you contribute, and what will you bring to this aspect of the work and the movement?

The Creighton project addresses the theme of affective development with a specific focus on ethical and moral education applied to the health professions. Our work will build on the work of the cognitive/affective leadership cluster that identifies that affective talent is facilitated by practices that promote empathy, a sense of social responsibility and social justice. The genesis of our proposal stems from ongoing interdisciplinary work in SoTL in ethics education and interest in “professional formation” across health professions. As a Jesuit institution we claim that our students and graduates have had experiences of enduring learning that prepare them as moral agents with a strong sense of social justice and responsibility. The project focuses on the disciplines of pharmacy, occupational therapy, physical therapy, and medicine and as such provides a broader view of health professions that parallel the current Carnegie initiative in the study of the professions. The interdisciplinary team represents an experienced group of educators who have excellent linkages to their respective national professional associations. Creighton’s Center for Health Policy and Ethics has implemented several successful initiatives that convene groups of experts across disciplines and countries for the purpose of engaging in dialogue, critical inquiry, and
scholarly writing in ethics and health policy. Creighton University is part of the leadership core of the Mentoring Newer Scholars of Teaching and Learning Cluster.

What do individual team members bring to the work; why these people?

Creighton University as a Jesuit institution holds a strong commitment to do the following: “to form well educated, morally responsible and reflective humanists who will leaven their communities with knowledge, wisdom and virtue.” Individual team members bring the following:

Scott Chadwick has engaged in the Scholarship of Teaching and Learning since 1998. He led the SoTL Task Force while at Iowa State University, helping that school come to agreement about what is SoTL, how it can best be supported and rewarded within a comprehensive, research-oriented university. While at Creighton, Dr. Chadwick has facilitated an academic-year long workshop to develop SoTL scholars among the faculty, as well as consulting to similar scholars individually. At present, he is the Associate Director of the Mentoring Newer Scholars of Teaching and Learning CASTL SoTL Cluster.

Amy Haddad was a national Carnegie Scholar of the Center for the Advancement of the Scholarship of Teaching and Learning in 2001. As part of her Carnegie project, Dr. Haddad evaluated various methods of teaching applied ethics including the use of standardized patients. She has presented results of the project at national and international SoTL and disciplinary meetings including the: American Association of Colleges of Pharmacy Annual Meeting, American Association of Higher Education, International Society of the Scholarship of Teaching and Learning, American Physical Therapy Association Combined Sections Meeting, and American Educational Research Association, the latter two with Dr. Gail Jensen. She has lead two academic year-long, interdisciplinary SoTL workgroups at Creighton University. Her present focus is on the longitudinal impact of clinical simulations in ethics and interdisciplinary learning in ethics education in the health professions.

Kathryn Huggett is the Director of Medical Education Development and Assessment for the School of Medicine at Creighton University Medical Center. She directs assessment and evaluation activities, fosters faculty scholarship in medical education and creates opportunities for faculty development in the school and across the continuum of medical education. She recently participated in a national consensus conference on educational scholarship sponsored by the Association of American Medical Colleges where she served as a member of a working group on the scholarship of curriculum development in medical education. In addition, she conducts research in the areas of academic program quality, curriculum, and professional identity.
**Linda Franck** brings experience and leadership in ethics education in occupational therapy. She is a member of the Ethics Commission of the American Occupational Therapy Association, which is charged to provide ethics education and fulfill the enforcement function of the AOTA Code of Ethics. Dr. Franck will be presenting a short course at the AOTA annual conference in April, 2006, titled Facilitating Ethical Reasoning in OT Clinical Education. She has been an OT practitioner and educator for 30 years.

**Gail Jensen** is an experienced educational researcher who has worked extensively over the last 10 years with federally funded interdisciplinary education projects. She is well known in physical therapy for her research and writing in the development of expertise, clinical reasoning and reflection. She has been promoting the scholarship of teaching and learning initiative within the profession through presentations, publications and other activities with the American Physical Therapy Association (APTA). Dr. Jensen has focused her SoTL activities on her teaching of ethics and has collaborated with Dr. Haddad on national presentations at the American Educational Research Association, American Association for Higher Education, and the two recent meetings of the APTA. She serves as Associate Dean for Faculty Development and Assessment in the School of Pharmacy and Health Professions where she facilitates faculty development and assessment activities across three health professions (physical therapy, occupational therapy and pharmacy).

**Tracy Chapman** is the Executive Director of eLearning and Technology for the School of Pharmacy and Health Professions at Creighton University; she oversees the Office of Information Technology and Learning Resources. The Office provides technical, instructional design, and web development support for the faculty, staff and students of the School. Additionally, she coordinates the five online degree offerings of the School across the disciplines of Occupational Therapy, Physical Therapy, Pharmacy, and Health Services Administration, including the nation’s first entry level web-based Doctor of Pharmacy degree. She has presented many workshops locally, nationally and internationally, with the purpose of preparing faculty for moving their teaching and learning to the online environment, including best practices for using web-based resources for teaching and learning, and effective use of hardware and software tools to enhance teaching and learning, and assessment of student learning. She is a lead author on a chapter focused on Education Technology that is in the second edition of the *Handbook of Teaching for Physical Therapists*. 
What impact will result from participation; how will it be documented, evaluated?

We will conduct a comprehensive and current review of the literature surrounding affective development in the health sciences. Within our institution, we will use a case method model to generate cases from students, faculty and clinicians within and across the disciplines. These cases will help us explore and understand affective development in classroom and clinical contexts and whether there are elements in the cases that cross disciplines. This case method fits with a long tradition in ethics of casuistry which we will draw from as well. Cross case comparisons will be used to develop conceptual models that represent key elements of the affective side of student learning in the health professions. The next level of development includes bringing together the professional community of ethics educators in the health professions for an innovative leadership institute. At this institute participants will explore their own cases and connections to cases from other disciplines. This institute will also include an advisory panel of consultants known for their expertise in affective development of students.

What products will result from participation; how will they be disseminated?

We plan for at a minimum these three levels of dissemination: 1) presentations at national disciplinary conferences (AACP, AOTA, APTA, AAMC, NCA, AERA, and ASBH); publications within disciplines and interdisciplinary SoTL journals; 2) propose book development through a series of monographs through Creighton University Press or another member of the American Jesuit University Presses, and 3) build a robust website for sharing materials, models, and activities.