

Development Grant Program Series

2012-2020



The Teaching and Learning Center Faculty Development Grant Program has provided \$394,147 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, teaching and learning, and accreditation for over 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 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.

Call for Proposals 2019-2020:

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 20, 2019.
- 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 2019-2020.

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 Mary Emmer at maryemmer@creighton.edu.

Grant recipients commit to publicly share their research to on-campus presentations designed to familiarize the campus with the grant recipients and their projects.

New presentation of grants introduced, a dynamic, fast-paced “lightening rounds” program, which participants move from table to table and glean grant highlights, grant discoveries, findings, challenges, successes, milestones, and next steps. The 90-minute program will allow for each grant a 12-minute table presentation 4 times. Grant programming for 2019-2020 was to be held in April 2020. However, due to the Conornavirus (COVID-19) pandemic, the programs were cancelled.



Assessing the Impact of Teaching for Student Learning

Date: April 1, 2020

Cancelled due to Conornavirus (COVID-19) pandemic

“Development of a Hybrid Graduate Academic Service Learning Course”

Leah Georges, PhD, M.L.S, Interdisciplinary Leadership EdD Program, Graduate School, Principal Investigator

Mary Lee Brock, M.Ed., Negotiation and Conflict Resolution, Graduate School, Co-Principal Investigator

Catherine Medici-Thiemann, PhD, Office of Academic Service Learning

“Development of a Point of Care Ultrasound (POCUS) Curriculum for M3 Internal Medicine Clerkship”

Paul Millner, MD; Jason Lambrecht, MD; Joseph Stavas, MD; Janani Baskaran, MBBS, School of Medicine

“Getting an Accurate Picture of Effectiveness: Using 360 Degree Feedback to Cultivate Academic Excellence”

Candace D. Bloomquist, PhD, Interdisciplinary Leadership Program, Graduate School, Principal Investigator

James R. Martin Jr., PhD, Interdisciplinary Leadership Program, Graduate School, Co-Principal Investigator

“The Impact of Doctoral Experiential Component on Current Clinical Practice of the Creighton Occupational Therapy Alumni”

Sarbinaz Bekmuratova, Department of Occupational Therapy, School of Pharmacy and Health Professions, Principal Investigator

Lisa Bagby, Department of Occupational Therapy, School of Pharmacy and Health Professions, Co-Principal Investigator

Anna Domina, OTD, OTR/L, Department of Occupational Therapy, School of Pharmacy and Health Professions, Co-Principal Investigator

Keli Mu, PhD, OTR/L, Department of Occupational Therapy, School of Pharmacy and Health Professions, Co-Principal Investigator

Angela Patterson, OTD, OTR/L, Department of Occupational Therapy School of Pharmacy and Health Professions, Co-Principal Investigator

“Assessing the Value of Interprofessional Collaborative Activities for Therapy Students in Pediatric Practice”

Kelly Nelson, PT, DPT, Physical Therapy Department, School of Pharmacy and Health Professions, Principal Investigator

Lisa Jordan, OTR/L, Occupational Therapy Department, School of Pharmacy and Health Professions

Lori Davis Russell, M.A. CCC-SLP, Physical Therapy Department, School of Pharmacy and Health Professions

Doreen James, M.A. CCC-SLP, Physical Therapy Department, School of Pharmacy and Health Professions

Kate Schutzenhofer, PT, DPT, Physical Therapy Department, School of Pharmacy and Health Professions



Enhancing Student Learning with Academic Service Learning, Interprofessional Education and Advanced Technology in Foundational Coursework

Date: April 8, 2020

Cancelled due to Coronavirus (COVID-19) pandemic

“Reflections on Students' Experiences of Academic Service Learning: A Case Study of Two Mass Communication Courses”

Peggy M. Rupprecht, PhD, Department of Journalism, Media and Computing, College of Arts and Sciences, Principal Investigator

Carol Zuegner, PhD, Department of Journalism, Media and Computing, College of Arts and Sciences, Secondary Investigator

“Assessing the IPE Passport: Understanding the Impact of IPE on Health Professions Students”

Joy Doll, OTD, OTR/L, Center for Interprofessional Practice, Education and Research (CIPER), Principal Investigator

Kimberly Beran Shepler, PT, DPT, OCS, Department of Physical Therapy, School of Pharmacy and Health Professions, Co-Investigator

Katie Packard PharmD, MS, BCPS, AACC, School of Pharmacy and Health Professions, Co-Investigator

Anna Maio, MD, School of Medicine, CIPER, Co-Investigator

Anne Schoening, PhD, RN, College of Nursing, CIPER, Co-Investigator

Cindy Costanzo, PhD, RN, CNL, Graduate School, School of Nursing, Co-Investigator

Gail M. Jensen, PT, PhD, FAPTA, Dean, Graduate School and College of Professional Studies, Vice Provost for Learning and Assessment, Department of Physical Therapy, School of Pharmacy and Health Professions, Co-Investigator

“Student Learning Analytics for Increasing Engagement and Learning”

Cynthia Corritore, PhD, Business Intelligence and Analytics, Heider College of Business

“Teaching, Learning, and Assessing Clinical Reasoning: Developing a Learning Blueprint”

Michelle Reilly, PT, DPT, OCS, Department of Physical Therapy, School of Pharmacy and Health Professions, Principal Investigator

JB Barr, PT, DPT, OCS, Department of Physical Therapy, School of Pharmacy and Health Professions, Co-Principal Investigator

Lisa L. Black, PT, DPT, Department of Physical Therapy, School of Pharmacy and Health Professions, Co-Principal Investigator

Jennifer A. Furze, PT, DPT, PCS, Department of Physical Therapy, School of Pharmacy and Health Professions, Co-Principal Investigator

Heather Knight, PT, DPT, NCS, CBIS, Department of Physical Therapy, School of Pharmacy and Health Professions, Co-Principal Investigator

Jessica Niski, PT, DPT, PCS, Department of Physical Therapy, School of Pharmacy and Health Professions, Co-Principal Investigator

Julie Peterson, PT, DPT, WCS, BCB-PMD, Department of Physical Therapy, School of Pharmacy and Health Professions, Co-Principal Investigator

Gail M. Jensen, PT, PhD, FAPTA, Dean, Graduate School and College of Professional Studies, Vice Provost for Learning and Assessment, Department of Physical Therapy, School of Pharmacy and Health Professions, Co-Principal Investigator

“Using Augmented Reality to Enhance Student Learning from Foundational Coursework to the Specialty of Psychiatric Mental Health”

Kandis McCafferty, College of Nursing, Principal Investigator

Jacque Williams, College of Nursing, Principal Investigator

Sara Banzhaf, DNP, APRN-NP, PMHNP-BC, Ronnie Faretta, Beth Flott, EdD, RN, Cynthia Hadenfeldt, EdD, RN,

Dana Koziol, RN, MSN, Nicole Schroeder, MS, RN, CS, Marissa Stanton, PhD;

Mark Panning, RadLab; Allison Oliveros, RadLab, student intern

“Bringing Foundational Coursework to Life Using SMART Boards, High Fidelity Manikins, and an Unfolding Case Scenario”

Kandis McCafferty, PhD, RN; Beth Flott, EdD, RN; Marilee Aufdenkamp, RN, MSN; Jennifer Jessen, EdD, MSN, RN;

Trisha Beiermann, MSN, RN, CVRN-BC; LeaAnn Palmer, RN, MSN, College of Nursing Omaha, Hastings and Phoenix campuses



Student Voice and Evidence-Based Learning

Date: April 22, 2020

Cancelled due to Coronavirus (COVID-19) pandemic

“Collaborative Curricular (re)Construction (C3) Project: Engaging Student Voices, Improving Student Learning, and Enhancing Faculty “Communities of Learning””

Mary Ann Danielson, PhD, Communication Studies Department, College of Arts and Sciences

“Providing Effective Learning at the Margins: Identifying Factors Determining Student Success”

Jill Fox, PhD, Intensive English Language Institute

Martha Habash, PhD, Fine and Performing Arts

Gretchen Oltman, PhD, Graduate School

Alexander, Roedlach, SVD, PhD, Medical Anthropology

“Hearing Voices Simulation: An Occupational Therapy Students' Experience”

Andrea Thinnies, OTD, OTR/L, Department of Occupational Therapy, School of Pharmacy and Health Professions

“A Walk Through Dementia: An Occupational Therapy Students' Experience”

Andrea Thinnies, OTD, OTR/L, Department of Occupational Therapy, School of Pharmacy and Health Professions, Principal Investigator

Kartin Volkmer, OTD, OTR/L, Department of Occupational Therapy, School of Pharmacy and Health Professions

“Any Questions? Facilitating Communication Between Distance Students and Instructors During Synchronous Lectures”

Zara Risoldi Cochrane, PharmD, MS, FASCP, Pharmacy Practice, School of Pharmacy and Health Professions, Principal Investigator

Kevin Fuji, PharmD, MA, Pharmacy Practice, School of Pharmacy and Health Professions

Kimberley Begley, PharmD, Pharmacy Practice, School of Pharmacy and Health Professions

Paul Price, PharmD, BCPP, School of Pharmacy and Health Professions

Keith Christensen, PharmD, BCPS, Pharmacy Practice, School of Pharmacy and Health Professions

“Assessment of Occupational and Physical Therapy Students' Attitude on Evidence-based Practice”

Qi Yongyue, MS, Department of Occupational Therapy, School of Pharmacy and Health Professions, Principal Investigator

Michelle Messer, OTD, OTR/L, Department of Occupational Therapy, School of Pharmacy and Health Professions, Co-Investigator

Bobbi Greiner, OTD, OTR/L, Department of Occupational Therapy, School of Pharmacy and Health Professions, Co-Investigator

Angela Patterson, OTD, OTR/L, Department of Occupational Therapy, School of Pharmacy and Health Professions, Co-Investigator

Maggie Schumacher, PT, DPT, Department of Physical Therapy, School of Pharmacy and Health Professions, Co-Investigator

Keli Mu, PhD, OTR/L, Department of Occupational Therapy, School of Pharmacy and Health Professions, Co-Investigator

New presentation of grants introduced, a dynamic, fast-paced “lightning rounds” program, which participants move from table to table and glean grant highlights, grant discoveries, findings, challenges, successes, milestones, and next steps. The 90-minute program will allow for each grant a 12-minute table presentation 4 times.



Exploring Self-Assessment and Collaborative Learning Connections

Date: March 28, 2019

Attendance: 16

“Supplemental Instruction for Symbolic Logic”

Kevin Graham, Ph.D., Philosophy, Principal Investigator

Emery Staton, College of Arts and Sciences student 2019, Second Investigator

“Teaching Assistant for Biostatistics in the Masters of Public Health Program”

Tanya Benedict, Ph.D., Interdisciplinary Studies, Graduate School, Principal Investigator

Lisa Weissenburger-Moser, Ph.D., Interdisciplinary Studies, Graduate School, Co-principal Investigator

Leah Casanave, Ph.D., Interdisciplinary Studies, Graduate School, Co-principal Investigator

“Exploring Student Understanding and Misconceptions of Statistical Inference in Undergraduate Biostatistics”

Aimee Schwab-McCoy, Mathematics, Principal Investigator

“Pharmacy Students’ Self-Assessment of Practice Skills and the Impact of Video Review”

Kimberley Begley, PharmD, Pharmacy, Principal Investigator

Karen O’Brien, PharmD, Pharmacy, Co-principal Investigator

Shana Castillo, PharmD, Co-principal Investigator

Eric Hoie, PharmD, Co-principal Investigator



Transformative Student Learning: Leadership, Engagement and Dialogue

Date: April 25, 2019

Attendance: 20

“The Impact of Experiential Leadership Retreat on Emerging Student Leaders Success”

Katie Kelsey, M.Ed., Student Leadership and Involvement Center

“Professional Leadership Philosophies Across Disciplines”

Gretchen Oltman, JD, Ph.D. Interdisciplinary Studies, Co-principal Investigator

Vicki Bautista, MA Interdisciplinary Studies, Co-principal Investigator

“Implementation of a Leadership Boot Camp to Prepare Internal Medicine Chief Residents”

Maryam Gbadomosi-Akindele, M.D., Internal Medicine, School of Medicine, Principal Investigator

Erica Cichowski, M.D., Internal Medicine, School of Medicine, Co-principal Investigator

“Using GPR to Train Students to Collect and Analyze Data as a Community Engagement Project”

Brian Kokensparger, Journalism, Media & Computing, Principal Investigator

“Engagement through Dialogue? A Proposal to Study the Effectiveness of Deliberative Dialogue (DD) to Foster Civic Education and Engagement”

Erika Moreno, Ph.D., Political Science and International Relations, Principal Investigator

“Rock Your Writing”

Anna Domina, OTD, OTR/L, Occupational Therapy, Co-principal Investigator

Bobbie Greiner, OTD, OTR/L, Occupational Therapy, Co-principal Investigator



Assessing the Effect of Video and Virtual Reality as Pedagogy

Date: October 6, 2017

Attendance: 22

"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

Attendance: 34

"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

Attendance: 28

"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

Attendance: 14

"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

Attendance: 15

“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

Attendance: 18

“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

Attendance: 27

“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

Attendance: 37

"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

Attendance: 21

"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

Attendance: 43

"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

Attendance: 25

“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

Attendance: 23

“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

Attendance: 28

“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

Attendance: 29

“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

Attendance: 28

“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

Attendance: 26

“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

Attendance: 20

“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

Attendance: 28

“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

Attendance: 22

“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

Attendance: 24

“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