



Research@UDM

Highlighting research and sponsored programs at the University of Detroit Mercy

Fall 2011

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McAuley Health Center provides access to care

The McAuley Health Center has recently opened a new site at Schulze Elementary School, and plans to open another as part of Joy-Southfield Juanita Reeves Free Clinic within the coming year. The project, spearheaded by Carla Groh, professor of Nursing, is funded by the Health Resources and Services Administration (HRSA) through a three-year grant of \$752,874. Funds will enable MHC to serve an additional 4,000 patients and increase the number of available placements for graduate and undergraduate nursing students by more than 100 over the course of the funding period.

The original site, located in the Samaritan Center, has provided primary care for more than 2,500 patients in the Detroit area since 2002. UDM nursing faculty and graduate students provide treatment for acute and chronic conditions, physical examinations, health promotion and disease prevention, immunizations, health screenings, health education and counseling to all age groups, and health-related outreach to schools. The Center is affiliated with UDM's McAuley School of Nursing and is staffed by certified nurse practitioners, who are assisted

by graduate and undergraduate students. Many students in nursing, health services administration, and other programs do service learning hours at MHC or Mercy Primary Care Center (MPCC)—a sister organization also located in the Samaritan Center.

The McAuley Health Center's patients are medically underserved. Ninety-five percent are African American, their mean age is 44 years old and their average family income is \$22,356. The original Center is located within census tracts designated as Healthcare Provider Shortage Area and Medically Underserved Area by the Department of Health and Human Services (HHS). The new sites will serve a similar population on Detroit's west side. MHC Schulze will focus on children.

In addition to federal support from HRSA, the McAuley Health Center has received grants from Blue Cross Blue Shield of Michigan, Komen Foundation, Michigan State Housing Development Authority, Michigan WiseWoman, and the Jewish Fund.



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Advancing the careers of women in STEM through professional networks

A partnership of 12 Jesuit institutions, including the University of Detroit Mercy, was recently awarded a prestigious ADVANCE grant from the National Science Foundation to develop an effective, efficient and sustainable network of women faculty members in Science, Technology, Engineering and Math (STEM). The project, led by Gonzaga University, will encourage discipline-specific understanding and growth, expand networks and opportunities, and nurture career advancement. Kathy Zhong, associate professor of Mathematics, and Sandra Yost, C.S.J., professor of Electrical Engineering, are part of a steering team to create a five-year replicable horizontal networking and vertical mentoring project for 70 women faculty members teaching STEM at the 12 universities. Kendra Evans, assistant professor of Chemistry, is also involved in the project as key personnel, and leadership opportunities are available for up to 26 project participants. The

proposed project will involve participating faculty members in each STEM discipline—Biology, Chemistry, Computer Science, Engineering, Mathematics, and Physics—and at each career level—early, mid-career, and senior—by organizing fourteen groups of five women each who share both discipline and career level. Each of these groups will meet in three configurations: individually for group members to plan career goals and mentor one another, with all other groups of the same career level for horizontal networking, and with all other groups within their discipline for two-way vertical mentoring. Meetings will be held in conjunction with three national organizations: the Council on Undergraduate Research (CUR), the American Association of American Colleges & Universities (AAC&U), and Project Kaleidoscope (PKAL). The ADVANCE team will present at the 2011 NSF ADVANCE meeting to be held November 13-15, 2011.

Women in Jesuit higher education institutions perceive glass ceilings but benefit from mentors

Women are believed to face more obstacles compared to their male counterparts when they attempt to move up the organizational hierarchy. UDM faculty members Kathleen Zimmerman-Oster, Pamela Zarkowski, and graduate student Shan Ran were interested in examining the existence of barriers faced by women (e.g. glass ceiling, glass cliff, etc.) in Jesuit colleges and universities as well as identifying possible strategies to support women's upward mobility.

A research project sought to collect information about perceived glass ceilings (defined as an upper limit to professional advancement, especially as imposed upon women, that is not readily perceived or openly acknowledged) and glass cliffs (defined as leadership positions that are risky or precarious), and the role of mentoring as they impact the upward mobility of women. A survey consisting of 52 questions was administered on line from February to April, 2011. Respondents included faculty and staff from ten Jesuit colleges and universities. Among the 484 respondents, 75% were women and 25% were men. Results reveal women perceive higher level of barriers to moving up the "hierarchical ladder" than men in these institutions (i.e. glass ceilings). This gender gap exists particularly among administrators who have supervisory positions and was statistically significant. Findings suggest women, who seek to move up to a higher level of responsibility, report their professional competence is not well recognized, nor utilized. In addition, women perceive that the organizational culture makes it difficult to achieve a particular positional level to which they aspire; such as leadership development opportunities, leadership positions, or promotions. Moreover, moving up to a higher administrative level results in women having the perception of added career-related obstacles (i.e. glass cliffs).

The study also found that male employees in these Jesuit colleges and universities are not as sensitive to the

challenges and barriers to advancement that women colleagues are facing. Typically, males hold more leadership positions in AJCU institutions. This apparent lack of awareness of what women perceive may limit the implementation of appropriate strategies to either identify barriers or to address them.

However, this study also revealed that women benefit significantly from having a mentor to advance their career. Three mentoring functions were examined in this study: 1) **Career Guide**, referring to mentoring activities around work-related tasks (e.g. publications, assignments, proposals, etc.), opportunities, and development; 2) **Psychosocial Support**,

Results revealed that women perceive more barriers to career advancement than men, but also that they benefit significantly from having mentors to advance their careers.

referring to activities which are more relationship and emotion-oriented; and 3) **Information Source**, referring to protégés receiving formal and informal information or advice related to career advancement (e.g. policies, procedures, expectations, etc.). Results suggest women who have Psychosocial Support and Career Guide mentors perceive fewer barriers (e.g. glass ceiling, glass cliff, etc.). On the other hand, women who have Information Source mentors are more likely to have higher income levels and move up to higher administrative positions. However, mentoring does not play as significant a role for men in terms of advancing their careers.

The findings encourage Jesuit higher education institutions to promote awareness of perceived and real gender-based barriers for career advancement. The results also suggest that institutions should increase support for mentoring and development opportunities for colleagues who are interested in higher level positions. For women to improve individual upward mobility in Jesuit colleges and universities, specific strategies should include seeking information and opportunities for leadership development, and identifying mentors who can provide helpful information.

STAR grant helps students reach their potential

The University of Detroit Mercy was recently awarded a multi-year \$800,000 grant by the State of Michigan to continue and expand the STAR program, which helps at-risk students achieve success. Project Director Emilie Gallegos, who has been managing the program since its inception six years ago, plans to expand the program in several ways, including the conversion of a part-time position to full-time in order to serve more students.

The STAR program addresses the academic and non-academic issues affecting the success, retention, and graduation of at-risk students. The program targets low-income, first generation college students, often from under-represented minority groups. These groups are associated with low retention rates due to the absence of foundational skills. First-generation college students, for example, whose parents did not attend college, do not have a mentor at home to help them navigate financial aid and college admission forms, or to assist them with choices about potential majors. The professional mentors of the STAR pro-

gram link students with available resources—financial, academic, and social. By design, the program is multifaceted, focusing on early intervention, academic confidence, social integration, retention of students to the University, and persistence of students to graduation.

The team focuses on the following three strategies: 1) early identification of at-risk students; 2) focused mentoring, advocacy and support to address issues that negatively impact academic success and persistence, and 3) structured remediation and academic support for writing, math, and reading deficiencies. Program staff members develop individualized success plans for each student to include both academic and non-academic goals and objectives.

For additional information about STAR and other programs conducted by University Academic Services, please visit the website at http://www.udmercy.edu/apply/transfer_orientation/academic/index.htm

Does green tea improve oral health?

UDM dental students Assia Al Mouabbi and Jennifer Shango found in a recent study that green tea might help prevent inflammation in smokers. Student researchers and their faculty advisor, Dr. Michelle Wheeler, focused on nicotine because it has been well documented that smokers are at an increased risk for infection and inflammation in the oral cavity.

The objective of the study was to determine if antioxidants found in green tea can influence immune responses in human oral epithelial cell cultures treated with nicotine. Epithelial tissue (as differentiated from connective tissue, muscle tissue and nervous tissue) lines the cavities and surfaces of structures throughout the body and also forms many glands.

Researchers treated human oral epithelial cells

with nicotine for 24 hours along with the endotoxin LPS (to model bacterial infection) or TNF alpha (to model inflammation), in the presence or absence of EGCG—an antioxidant found in green tea. They then analyzed the cultures for levels of secreted interleukins—proteins produced by cells to moderate inflammation and the immune response. Researchers found that EGCG suppressed pro-inflammatory interleukins and increased the secretion of anti-inflammatory ones. In other words, green tea might help to counterbalance the negative effects of smoking on oral health.

Researchers plan to present this work at the annual session of the American Association for Dental Research in Tampa in March of 2012.

They also plan to submit this work for peer review to a dental research journal.



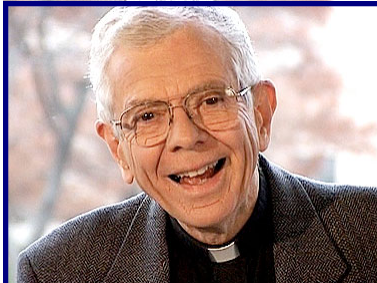
Assia Al Mouabbi using ELISA plate reader

COS Pivot helps researchers find funding and collaborators

If you are seeking funding and/or collaborators, please explore ProQuest's new tool, Pivot. It can be found at <http://pivot.cos.com/>. UDM has a subscription to this through June, thanks to the Library. If you have created an account for COS funding opportunities, that will transfer over to Pivot. If not, you can create an account by clicking the "Login help" button in the Login box in the upper right corner of the screen after clicking the above link. Students are also welcome to create accounts and search for scholarships or other funding. OSPRA would welcome any comments about the tool. Your feedback will help us decide whether we want to continue to subscribe.

The Global Compact Management Model promotes sustainability

The support of the business community is critical to the United Nations' efforts to improve human rights, protect the natural environment and prevent corruption worldwide, argues Gerald Cavanagh, S.J., professor of Business Administration at UDM. The United Nations Global Compact (UNGC), he asserts, provides a consistent, straightforward and universally accepted framework for business to cooperate with citizens around the world. The UNGC is the topic of the paper, "Millennium Development Goals, Business Planning and The UN Global Compact Management Model," co-written by Cavanagh, Chair of Business Ethics and Professor of Management at the University of Detroit Mercy, and Eric Hespeneide, a senior partner at Deloitte & Touche, LLP. Deloitte Touche collaborated with the UN Global Compact to design the Global Compact Management Model, a tool to help businesses achieve their sustainability goals.



Gerald Cavanagh, S.J.

The UNGC was spearheaded by then Secretary General of United Nations, Kofi Annan, in his address to the World Economic Forum in 1999. The next year, business leaders from around the world worked with the UN to formulate nine principles of the Compact, focusing on human rights, worker rights and the natural environment. Anti-corruption was later added as a tenth principle. The Compact champions sustainable business and provides a practical set of aids for business firms that seek to be successful socially

and environmentally, as well as economically.

Joining the Global Compact is not hard—all membership requires is a letter of intent from the company's CEO, and an agreement to publish in an annual report or separate publication a description of the ways in which the firm is supporting the Compact, also submitted as a "Communication on Progress" (COP) on the Compact website. Currently, the Compact has 6,100 participating businesses worldwide, including Cisco Systems, Deloitte, DuPont, eBay, Ford Motor, Hewlett-Packard, Novartis, Royal Dutch Shell, Eli Lilly, Intel, Unilever, Volvo, Microsoft and General Electric.

Based on member feedback, Compact spearheaded a project in 2009 to assess a need for additional guidance on implementation. More than 100 companies provided input, which was incorporated into the new approach—the Global Compact Management Model. The Management Model is designed to help organizations through a series of processes starting with formal commitment (and re-commitment) and includes assessing, defining, implementing, measuring and communicating a strategy based on and supporting the Compact principles. More than 60 companies have attended training sessions since February 2011. Feedback on the Model has so far been mostly positive, according to Fr. Cavanagh and Hespeneide, but future research will be required to accurately assess its effectiveness.

Librarian consultants help faculty find resources

In the librarian consultant program, each UDM librarian is assigned to work with a number of academic programs for collection development and evaluation. In turn, the college or school Dean designates a faculty liaison from each academic program to work directly with a librarian.

The librarian consultant program is a joint effort of the librarians, faculty members, and library administrators. The purpose of the librarian consultant program is to establish and maintain a pattern of communication between the librarians and the college teaching faculty to

- Build and evaluate collections (including links to external web sites) of study and teaching resources for use by students and faculty
- Assess the strengths and weakness of the book, journal, and media collections
- Communicate library policies and new programs to the faculty
- Promote library services to the departments, especially research skills/information literacy presentations
- Apprise the librarians of departmental developments which may warrant new or changed library services
- Inform librarians in a timely manner of curricular modification, new or discontinued courses or degree programs, and pending program accreditations.

Librarian consultants for each discipline can be found on the website at http://research.udmercy.edu/find/by_discipline/

Architecture and Engineering collaboration wins award for research

Claudia Bernasconi, assistant professor of Architecture, and Alan Hoback, professor of Civil Engineering, won the Best Research Paper 2011 Award from the Environmental Design Research Association (EDRA) for their study on public perceptions of walkability in Detroit. The research team—which also included Architecture graduate students Veronica Allen, Blake Hill and Carrie DaVia—focused on specific characteristics of street environments in Detroit and their effects on perceived walkability.

Researchers asked participants to rate pictures of urban scenes in five categories—aesthetic quality, orientation, comfort, safety and security. The team adapted landscape evaluation techniques, generally focused on the natural landscape, to the urban environment. Participants were shown an 11x17 panel with color scenes of street environments from Detroit's New Center district, followed by five sets of adjectives: comfortable-uncomfortable; orienting-disorienting; attractive-unattractive; safe-unsafe; secure-insecure. They were then asked to further specify their perception on a 5-point scale. Researchers also collected demographic information, and data about site familiarity, walking habits and walking ease.

Results indicated that the following factors affected people's perceptions of walkability: 1) vegetation (amount and quality), 2) enclosure (the prevalence of buildings lining the street), 3) rhythm (the repetition of vertical

elements, such as posts and shop window partitions), 4) texture diversity (the types of building materials and maintenance levels), and 5) sidewalk quality. These five factors were positively correlated with perceived walkability. However, the amount of sky was negatively correlated with the walkability index (WI). This result suggests a dichotomy between urban perception modes and natural landscape ones, where the first centers on enclosure perception and the latter on perception of openness. "This result spurs reflections on interpretations of the urban space as an interior one, rather than an exterior," write Bernasconi and Hoback.



Researchers also found that site familiarity and walking ease affected the ranking of the five characteristics, with familiar people less concerned with safety and people with lower walking ease more concerned with comfort. Also, the team found that people with more education tended to rate scenes lower overall.

Because of the limitations of the study, specifically a high degree of correlation between variables (several of which were dropped to avoid multicollinearity), researchers plan to conduct further research in order to gain a greater understanding of which particular attribute contributes the most to the WI of each scene. Bernasconi and Hoback will partner with Psychology Professor Harold Greene on a new study pairing eye-tracking technology with landscape evaluation techniques. Researchers plan to monitor eye fixations, through eye-tracking tools, as observers view and rate urban scenes on a computer screen. This data will provide a more detailed understanding of what participants are focusing on within the scene.

IRB FAQs:

Q: Are there additional steps I must take if my study involves minors?

A: The special vulnerability of children makes consideration of involving them as research subjects particularly important. To safeguard their interests and to protect them from harm, special ethical and regulatory considerations are in place for reviewing research involving children. All research involving children, regardless of risk, must be submitted for review by the IRB, and studies involving children cannot be given an 'exempt' designation.

When children or minors are involved in research, the regulations require the assent of the child or adolescent and the permission of the parent(s) or legally authorized representatives, in place of the consent of the subjects. While children may be legally incapable of giving informed consent, they nevertheless may possess the ability to assent to or dissent from participation. Out of respect for children as developing persons, children should be asked whether or not they wish to participate in research, particularly if the research: (1) does not involve interventions likely to be of benefit to the subjects; and (2) the children can comprehend and appreciate what it means to be a volunteer for the benefit of others.

In all cases, the IRB will review the project to determine that adequate provisions have been made for soliciting the assent of children and the permission of their parents or guardians.

The UDM IRB therefore requires a Parental Consent Form (which can be adapted from our Consent Form) and a [Child Assent Form](#). The assent form must be written to be understandable by the age group of your participants. (Assent forms for children 7-13 are written at the 3rd grade level, forms for adolescents 13-17 are written at the 5th grade level.) If the research is minimal risk, only one parent must consent. If the research is more than minimal risk, both parents must consent. These forms, along with additional information and instructions, are posted on the IRB website at <http://www.udmercy.edu/academicaffairs/ospra/irb/>

Summer stipend program supports non-tenured faculty to write grants

In 2011, UDM introduced a new internal grant program, the summer grant-writing stipend, which enables faculty to focus on writing grants during their off-term. The program provides financial support, the equivalent of teaching a three-credit hour course, for a non-tenured faculty member or librarian in the first five years of his or her appointment to write and submit one grant proposal for an external grant competition. The proposed grant must be for a minimum of \$50,000, and may be to support a single year or a multiple year project. Faculty or librarians from any college or school, union or non-union, are eligible to apply.

Last year's program, generously funded by the college deans and the Vice President for Academic Affairs, met with success. We received a variety of proposals from diverse disciplines, such as Biology, Chemistry, British Literature, Mechanical Engineering, Nursing, and Communications. Two proposals were collaborations between two investigators, and one was a cross-disciplinary collaboration. We were able to award two stipends in 2011.

We have determined that we will be able to conduct another competition in 2012. If you are non-tenured, in the first five years of your appointment, and interested in receiving a summer stipend to write a major grant, please consider applying. Look for the RFP in February/March 2012.

Faculty Scholarship Highlights

Faculty Scholarship Highlights March 2011—September 2011

Please note that the library keeps more comprehensive lists of faculty publications over time. Please see the website at http://research.udmercy.edu/find/special_collections/print/faculty_selection.php.

UDM faculty researchers are in **bold**, UDM student researchers are in **bold red**.

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Benvenuto, Mark. "Just What Are Your Coins Made of: Understanding Ancient and Medieval Coinage." *American Numismatic Association*. Pittsburgh, PA. 15 October 2011

Britt-Smith, Laurie. "'Accessing Literacies of Faith and Justice in a Multi-Cultural Classroom' as part of a symposium 'The Spiritual Life of the Classroom.'" *European Teachers of Academic Writing*. Limerick, Ireland. June 2011

Britt-Smith, Laurie. "'The Roman Catholic Priest as Target of Contemporary Satire.'" *American Literature Association*. Boston, MA. May 2011

Burson, Rosanne, and Kathy Moran. "Exploring the Cost and Clinical Outcomes of Integrating the Registered Nurse-Certified Diabetes Educator in the PCMH." *American Association of Diabetes Educators national conference*. Las Vegas, NV. August 2011

Crabtree-Sinnett, Claire. "An Inheritance of Mourning: Resonances of Joyce in Alice McDermott's Irish American Novels." *Conference on British and American Studies*. University of the West, Timisoara, Romania. May 2011

Crabtree-Sinnett, Claire. "Piety, Innocence, and Irishness in Alice McDermott's Irish-American Novels." *Conference on Gender in the Context of Globalization*. Spiru Haret University, Bucharest, Romania. June 2011

Crabtree-Sinnett, Claire. "Gender Studies East and West (Eastern Europe, the U.S. and China)." *Conference on Gender in the Context of Globalization*. Spiru Haret University, Bucharest, Romania. June 2011

DeReus, L.A., and **L.B. Blume.** "Doing social justice: (Re)tooling critical feminisms as praxis." *Roundtable presentation at the National Council on Family Relations*. Orlando, FL. (2011)

Demir, Mustafa. "Students' use of online math applets in learning slope." *Michigan Academy of Science, Arts & Letters (MASAL)*. Saginaw, Michigan. March 2011

Finkenbine, Roy. "'I am doing tolerably well here': Jordan Anderson's Personal Emancipation Diaspora to Dayton." *Ohio Goes to War!: The Sectional Crisis and the Fight for Freedom*. Cleveland, OH. 10 September 2011

Forman, Sarah Jane. "Ghetto Education." *ClassCrits IV: Criminalizing Economic Inequality*. Washington School of Law, American University Washington, D.C. 23-24 September 2011

Gabriel, Molly, Barry Dauphin, and Judy McCown. "The Development in Clinical Judgment in Beginning Graduate Students." *Annual American Psychological Association Conference*. Washington, D.C. August 5, 2011.

Harrison, Mary-Catherine. "'The Great Sum of Universal Anguish': Individual and Statistical Compassion in Victorian Social Problem Literature." *International Society for the Study of Narrative*. Washington University, St. Louis, MO. April 2011

Harrison, Mary-Catherine. "Narrative Contact Zones in Elizabeth Gaskell's Industrial Fiction." *Midwest Victorian Studies Association*. Washburn University, Topeka, KA. April 2011

Harrison, Mary-Catherine. "Empathic Bias in Interpersonal and Narrative Empathy." *Empathy: Self, Society, Culture Conference*. Indiana University, Bloomington, Indiana. November 2011

Harrison, Mary-Catherine. "Narrative Empathy and Empathic Bias." *MLA (Modern Languages Association)*. Seattle, WA. January 2012

Hazen, Mary Ann. "Best practices in teaching leadership: Panel 1." *North American Management Society Conference, Midwestern Business Administration Association*. Chicago, IL. March 2011

Heller, G.M., and V.B. Dauphin. "Video game use, attachment style, and self-esteem." *American Psychological Association 119th Convention*. Washington D.C. August 2011

Hu, Hsiao-Lan. "Teaching As a Confucian-Daoist-Buddhist-Feminist." *The American Academy of Religion Midwest Regional Conference*. Rock Island, Illinois. 1-3 April 2011

Hu, Hsiao-Lan. "Co-Arising, Complicity, and Conscientization." *The American Academy of Religion Midwest Regional Conference*. Rock Island, Illinois. 1-3 April 2011

Hu, Hsiao-Lan. "Mother Nature and the Nature of Mothers: On the Environmental Impact of Gender Essentialism." *The Twelfth Sakyadhita International Conference on Buddhist Women: Leading to Liberation*. Bangkok, Thailand. 12-18 June 2011

Hu, Hsiao-Lan. "Complicity and Conscientization." *The American Academy of Religion 2011 Annual Meetings*. San Francisco, California. 19-22 November 2011

Hu, Hsiao-Lan. "Dharmic Views and Dharmic Practices." *The Second International Association of Buddhist Universities Academic Conference: Buddhist Philosophy and Praxis*. Bangkok, Thailand. 15-19 December 2011

Koukal, David. "Response to Jeremy Anderson's 'Suicide Terrorism and the Hobbesian Sovereign'." *Pacific Division Meeting of the American Philosophical Association*. San Diego, CA. 23 April 2011

Koukal, David. "Body (Subject) Interruptus: A Phenomenology of Unwanted Pregnancy." *Society for Existential and Phenomenological Theory and Culture*. Fredrickton, Canada. 30 May 2011

Kwasky, A. and **C. Groh.** "Vitamin D and Depression: Is There a Relationship in Young Women?" *American Psychiatric Nurses Association annual conference*, Anaheim, CA. October 2011

MacDonald, Lorri. "Strategies for working with international students." *National Technology and Social Science Conference*. Las Vegas, Nevada. 17-19 April 2011

Mantzopoulos, Victoria, and **S.J. Raphael Shen.** "China's Economic Miracles: Success Amidst Glaring Hazards." *Midwest Political Science Association Conference*, Chicago, IL. March 2011

Mantzopoulos, Victoria, and **Raphael Shen.** "The Political Economy of China's Regulated Liberalization," *Southwest Social Science Association*. Las Vegas, Nevada. March 2011

McClelland, Molly. "Enhancing Care in Nursing Education through Multidisciplinary Collaboration." *Nurses Trusted to Care, Nurse Week 2011*. Longview, WA. May 2011.

McGriff, Sheryl. "African American Women as Faculty Members in Religiously-Affiliated Universities." *John D. O'Bryant National Think Tank for Professionals on Predominately White Campuses*. Indianapolis, IN. 23 September 2011

Moser, Sharon, and **Amy Dereczyk.** "Predicting Professionalism by Personality Attributes in PA Students." *Physician Assistant Education Association*. New Orleans, LA. 4 November 2011

Presbey, Gail. "Sage Philosophy's Roots in the Uppsala University and University of Nairobi Contexts." *European Conference on African Studies*. Uppsala, Sweden. June 2011

Ran, Shan and **Pamela Zarkowski.** "Women's Career Advancement in Jesuit Higher Education Institutions: Developing Multi-Functioning Mentoring Relationships as a Strategy for Advancement." *National Association of Women in Higher Education (NAWCHE)*. Seattle, WA. 17 June 2011.

Rouen, PA., SL. Krein, and NE. Reame. "The Diabetes Masquerade: Symptoms in Non-Diabetic Postmenopausal Women." *Annual Meeting of the North American Menopause Society*. Washington, DC. 21-24 September 2011

Rouen, PA., and **JM. Baiardi.** "Cultivating Interprofessional Collaboration to Enhance Excellence in DNP Program Delivery." *Fourth Annual Meeting of the Doctors of Nursing Practice Conference*. New Orleans, LA. 28-30 September 2011

Sabbaghi, Omid, and Navid Sabbaghi. "An Empirical Analysis of the Carbon Financial Instrument." *Eastern Finance Association Annual Meeting*. Savannah, GA. April 2011

Sepulveda, Victoria, and Nick Piazza. "The Formal Instruction of Psychopharmacology in CACREP-Accredited Counselor Education Programs." *Association for Counselor Education and Supervision Conference*. Nashville, TN. October 2011

Sepulveda, Victoria, and Nick Piazza. "The Formal Instruction of Psychopharmacology within Counselor Education: Results from a Recent Study." *All Ohio Counselors Conference*. Columbus, OH. November 2011

Smith, Alisa. "The Effect of Educational Interventions on Prostrate Screening Participation." *Fourth Annual Meeting of the Doctors of Nursing Practice Conference*. New Orleans, LA. 28-30 September 2011

Faculty Awards

Fisher, J., and **Nancy G. Calley**. "2nd Chance Juvenile Offender Re-Entry Program - Externally-funded Research Project."

McClelland, Molly. "Using Multidisciplinary Collaboration to Enhance Nursing Curriculum." *Innovations in Professional Nursing Education Award*. American Association of Colleges of Nursing,

Platt, Maia. "Article "Unique Aspects of Teaching Health Economics in Health Administration Programs: Invitation for Discussion"." *Author of the best "Teaching Tips and Tools" manuscript in The Journal of Health Administration Education for 2010-2011*. 2011 AUPHA (Association of University Programs in Health Administration) Annual Meeting in Charleston, SC, June 2011.



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