

## THE ROLE OF FUNCTIONAL SPECIALTIES - A WORKSHOP APPLYING LONERGAN FACULTY PARTICIPANTS – BIOS AND ABSTRACTS OF PRESENTATIONS



### **Beth Bloom, M.A.**

Beth Bloom is Associate Professor, Librarian II, at Seton Hall University. She is Coordinator of Library Instruction, in addition to serving as library liaison to nursing, the performing arts, art, music, and women's studies. She recently edited a book with Marta Deyrup titled *Successful Strategies for Teaching Undergraduate Research*. She has published and presented widely on information literacy. She has been a GEM Fellow since 2014.

### **Abstract**

For the past few years, faculty and administrators at Seton Hall have participated in the Praxis Program of the Advanced Seminar on Mission, in order to enhance their fulfillment of the University's Catholic mission. The program directors have chosen Bernard Lonergan's Generalized Empirical Method (GEM) as a model to help its participants to employ a uniquely personalized approach in their application of academic duties with reference to Seton Hall's mission. A review of participants' ATMs (Application of the Method) and updates—including application of GEM to new courses, interdisciplinary collaboration, curricular changes, creation of services for the university, and personal insight has revealed that, through the process of creating the ATMs and assuring their follow through, the participants of Seton Hall's Praxis program almost universally have experienced significant interior development that parallels the restructuring of their courses and pedagogies. Moreover, by experiencing and understanding GEM and the subsequent creation of their ATMs, participants also mirrored the stages in the functional specialties. The paper will illustrate this process and provide examples of such.



### **Maureen Byrnes, DNP, RN, CNM**

Dr. Maureen Byrnes is nationally credentialed as a Certified Nurse Midwife through the American College of Nurse Midwives and the American Midwifery Certification Board. She has received numerous Advanced Practice Nursing awards for clinical excellence in the delivery of women's healthcare, in particular, to underserved populations. In 2017, she earned recognition as a GEM Fellow, Praxis Program of the Advanced Seminar on Mission. Dr. Byrnes recently presented her doctoral mHealth project at the 2015 CARE4 International Scientific Nursing and Midwifery Congress in Antwerp, Belgium. Covenant House International and the Healthy Mothers/Healthy Babies coalition have both recognized her work, which implemented a maternal-infant mHealth program (Text4baby) within Covenant House New Jersey, as evidencing best practices in serving homeless 18-21 year old pregnant or new mothers and their infants.

### **Abstract**

In 1998, the Institute of Medicine drew attention to the fact that 98,000 preventable deaths occur annually in hospitals throughout the United States. Ten years later (2008) the American Association of Colleges of Nursing highlighted the importance of providing safe and quality patient care as they defined the goals of a new project "Quality and Safety Education for Nurses"(QSEN). The QSEN initiative addresses the challenge of preparing future nurses with the knowledge, skills and attitudes (KSA's) necessary to continuously improve the quality and safety of the healthcare systems in which they will work. Seton Hall University-College of Nursing prepares future nurses to consider and apply the KSA's that provide a solid foundation in preventing healthcare error resulting in patient deaths.

This application of Lonergan's 'imperatives' provided nursing students the opportunity to intersect the QSEN competency "Teamwork & Collaboration" with Lonergan's thoughts on the phenomenology of Human Understanding during their clinical Maternal-Newborn Nursing experience. The goal of integrating QSEN and Lonergan precepts was to enhance their development of authenticity within their beginning basic nursing practice, thereby resulting in fewer preventable in-patient errors resulting in death, throughout their career.



### **Irene DeMasi, PT, DPT**

Irene DeMasi is the Director of Clinical Education (DCE) and Assistant Professor at Seton Hall University Doctor of the Physical Therapy Program. In addition to her primary role as DCE she currently teaches Health Care Organization and Administration and co-teaches Service Learning. She received her entry-level B.S. degree in Physical Therapy from SUNY Downstate in 1977. She acquired a Master of Arts degree from New York University in 1985 and her doctorate degree in Physical Therapy from UMDNJ in 2005. Since entering practice she worked as a clinician and served in various management and leadership positions including President of the Onsite Division at Kessler Institute until 2003. Her area of scholarship is in critical thinking, experiential learning and leadership.

### **Abstract**

Transformation from graduate student to doctor of physical therapy (DPT) requires movement away from the known role of student being served towards a new emerging identity as a health professional, serving the community and addressing the needs of society to promote the greater good. The dialectic tension between the student's perception of "who I am as student" and the unknown "practitioner I seek to become" is pivotal within this transformational process. In concert with the dialectic tension, communication is a vital generic ability the student needs to ultimately master to develop the requisite confidence and voice for moral action and advocacy as a practitioner. The ultimate goal in promoting this transformation process is the ability to shift the student's horizon toward valuing others above or equal to oneself and ignite servant leadership to foster professional transformation. GEM serves as the foundational pedagogy to foster discovery of the mindful process of knowing to enhance DPT student's critical thinking, clinical reasoning, professional judgment and ethos development. The purpose of this ATM addresses infusion of two functional specialties, dialectic and communications, with both processes of GEM, the way of achievement and the way of heritage, to advance both habits of mind and heart to shape this critical transformation process and promote the desired shift in the student's horizon through specific experiential learning experiences provided through the *Service Learning Seminar* during the student's final academic semester.

Discussion: Infusion of GEM, and both the below upward and above downward approach, as the foundational pedagogy with emphasis on dialectic and communications as key functional specialties within a service learning seminar, fostered a learning environment to sharpen the doctoral student's insight and judgment of their critical thinking, decision making and professional values development to promote the desired shift in the student's horizon as emerging healthcare leaders.



### **Josephine DeVito, Ph.D., RN**

Dr. Josephine DeVito, is an associate professor and chairperson of the undergraduate nursing program at Seton Hall University's College of Nursing. Dr. DeVito is a Virginia Henderson Fellow and a member of Sigma Theta Tau, the International Honor Society of Nursing. She has presented research, nationally and internationally, in the areas of maternal newborn nursing and baccalaureate nursing education. As a member of the Praxis Program at Seton Hall University and a GEM Fellow, Dr. DeVito has presented research at the Nursing Education and Research Conference in 2016 on application of the Generalized Empirical Method of Bernard Lonergan, in the area of teaching undergraduate nursing students about the care of the Orthodox Jewish family during Childbirth.

### **Abstract**

Nurses need to provide culturally competent, skilled, responsive care that reflects respect for the Orthodox Jewish couple and Lonergan's GEM can contribute to this important time for the childbearing family. To understand the Orthodox Jewish family going through childbirth required more knowledge, discussion and reflection by students to enhance their learning through the GEM. To begin this pedagogy we discussed the invariant structure of the human good in relation to the vital, social, cultural, moral, and religious values that apply to this special population.

According to maternal newborn theories (Mercer, 1995; Rubin, 1984), students recognized the importance of childbirth experience as the foundation for the mother-newborn relationship. Understanding how the GEM enhanced this process also illustrates that the functional specialties can apply to nursing education, practice and research for students participating in the care of the Orthodox Jewish family during childbirth.



**Marian Glenn, Ph.D.**

Marian Glenn joined the Biology Department faculty at Seton Hall University in 1985 after completing a Ph.D. in Biology at Tufts University and a post-doc at Rutgers Medical School. She is now Professor Emerita. Her scientific research focuses on forest ecology. In addition to research and teaching in the Biological Sciences, she participates in a number of interdisciplinary academic programs, including the University Core Curriculum, Environmental Studies, and the Praxis Program of the Advanced Seminar on Mission.

**Abstract**

This paper was inspired by the work of a variety of Catholic thought leaders who grapple with the relationship between knowledge generated in the natural sciences and the foundations, doctrines, and systematics of Catholic theology. Bernard Lonergan identifies the beginning of Theology as a science with the discovery of the supernatural order by Philip the Chancellor of the University of Paris in 1230 via Aristotle's *Metaphysics* and the Islamic commentaries. Dante's poetic popularization of the supernatural order as locations in the Earth and sky, created a unified moral and physical cosmology that persists even today in our imagination, even though we also know it as a myth. Lonergan addresses this inchoate mixture of the physical and the mythical through dialectic and intellectual conversion. Thomas Berry and his students approach the study of human self-understanding through the new scientific knowledge of the deep history of the universe. The data demonstrate that creation in the universe is an ongoing process directed toward increasing complexity and interdependence. During the past few decades, humanity has discovered it faces an existential challenge largely created by its own activities. Pope Francis, in his encyclical, *Laudato Si': On Care for Our Common Home*, describes the deteriorating conditions on Earth, both material and spiritual, and offers moral guidance on addressing the issues. The contemporary Catholic theologian, John Haught, finds in the scientific story of the universe, a metaphysics of the future, to inspire hopeful energy to address these existential challenges facing humanity. Lonergan's method and functional specialties provide a guide for dialogue and reunification of the natural and supernatural, and Haught's work seeds the popular imagination with God as a loving guide into the future.



**Anthony Haynor, Ph.D.**

Anthony Haynor is associate professor of sociology at Seton Hall University. He was formerly chair of the Department of Sociology and Anthropology. His publications include a book, *Social Practice: Philosophy and Method* and a forthcoming entry on classical sociological theory to appear in the *Cambridge Handbook of Sociology*. His main areas of interest are social problem-solving, social change, self and society, and the philosophical and theological foundations of the human sciences.

**Abstract**

The presenter's personal odyssey in acquiring the "heritage" of his field, sociology, will be outlined in terms of the functional specialties of "foundations," "doctrines," "systematics," and "communications." In the next part of the presentation, attention will be directed to the development of a broader human scientific framework, one that is attentive to findings in evolutionary science, neuroscience, personalist psychology, comparative sociology, and behavioral economics, and examines various interpretive frameworks in dialogue with each other. Such a dialectic, it will be argued, would provide the best opportunity for the "achievement" of a more integrative horizon in the human sciences.



**Melinda Papaccio, M.A.**

Melinda D. Papaccio is a GEM Fellow of the Praxis Program of the Advanced Seminar on Mission and she has been a First Year Writing Instructor with Seton Hall's English Department for over 16 years. She also teaches within the University Core. She is a team leader for Seton Hall's Critical Thinking Core Proficiency, having worked on both the development of the proficiency from its inception to the present efforts to expand the infusion of courses throughout the university curriculum. She is particularly interested in applying the principles of Bernard Lonergan's Generalized Empirical Method to her teaching to enhance critical thinking and to foster intellectual conversion and authenticity in her students. Lonergan's principles have been deeply transformational to her personally as well.

### **Abstract**

Today's political environment shines a spotlight on the issue of truth that spills over into our classrooms. The concepts of fake news and alternative facts challenge the underlying premises of academic work, which is that research, done responsibly and objectively, reveals truth to us. Research isn't done in a vacuum but as part of the larger dialog going on in a discipline and that dialog is conducted for the common good, not simply for the academic community. An examination of the principles of Lonergan's Generalized Empirical Method in connection with the first functional specialty of research can be used to educate students to be better researchers and more responsible citizens.



**Mary Ellen Roberts, DNP, RN, APN-c, FAANP, FAAN**

Dr. Roberts is certified as an Adult Primary and Acute Care Nurse Practitioner. She is an assistant professor and Director of the Doctor of Nurse Practice and Acute Care Adult Gerontology Nurse Practitioner Programs at Seton Hall University. Her professional interests are in the primary care of adult cardiovascular patients. Dr. Roberts maintains a practice with the Urban Health Initiative Program serving vulnerable populations in the greater Newark, New Jersey area. Dr. Roberts is co-author of the seminal AANP white paper on the Doctor of Nursing Practice. Dr. Roberts currently serves as Chair, Board of Commissioners of the American Academy of Nurse Practitioners Certification Board (AANPCB), test developer and item writer for the AANPCB Adult and Family

Nurse Practitioner National Certification Exam. Dr. Roberts serves on the editorial board of the "Journal of the American Association of Nurse Practitioners" and the Internet "Journal of Advanced Nursing Practice". An active member of the American Academy of Nurse Practitioners, Dr. Roberts is Past President of the AANP Board of Directors. Other professional activities include Charter member of the Board of Trustees for the American Academy of Nurse Practitioners Political Action Committee. Dr. Roberts is a Fellow of the American Academy of Nurse Practitioners, the American Academy of Nursing and the National Academies of Practice. She serves as Immediate Past Chair of the Fellows of the American Association of Nurse Practitioners, and as Senior Advisor to the Planning Committee for the National Conference for AANP. She serves on several national advisory boards. She is a national and international lecturer on the role of the nurse practitioner.

### **Abstract**

The philosophy of Bernard Lonergan has made a difference in my own life and the lives of my students. Knowing as a process is not simply "taking a look at what's there" or "reporting what I feel about something" but a change in how I live and work. The Praxis program has enabled me to be more cognizant of who I am and how I as a nurse and educator teach my students. It has given me the tools needed to look at and examine situations differently. I am able to examine my own process of knowing as well as provide a profound understanding for others. This program has brought a richer understanding of Lonergan's theory in relation to finding oneself and becoming closer to God. In my medical practice where I care for vulnerable populations in the inner city, I am able to care for and see my patients as a community of individuals who are in need of both emotional and physical care. These individuals are in great need of spiritual care as well. Applying Lonergan's cognitional theory has given me the opportunity to change my courses in the master's program. I initially did my ATM (Application of the Method) in one particular course, Health Promotion, which is taught to nurse practitioner students. This presentation will look at aspects of Lonergan's thought and how the functional specialties relate to nursing in a graduate health promotion course.



**Lisa Rose-Wiles, Ph.D.**

I am the Science Librarian at Seton Hall University Libraries in South Orange, New Jersey. I hold a Master of Information & Library Science from Rutgers University and a Ph.D. in Biological Anthropology from Washington University in St. Louis. Prior to moving into the library field, I conducted field research on capuchin monkeys in Costa Rica, Argentina and Suriname, and published numerous articles in primate behavioral ecology. I continue to co-teach in Biology. My interests include embedded librarianship, student research, eBooks, copyright, intellectual property and scholarly communication. As a GEM fellow and peer-leader in the Praxis Program of the Advanced Seminar on Mission I am particularly interested in the philosophy and contemporary practice of Catholic education and the intersection of science and religion.

### **Abstract**

I apply the framework of Bernard Lonergan's functional specialties to academic libraries. This process helped to identify and situate the challenges that libraries face today. These largely stem from **historical** changes that align with the three challenges to higher education that Lonergan identified in *Topics in Education* nearly 60 years ago: "the masses", "the new learning", and "increasing specialization". Despite lofty Mission Statements and Strategic Plans (**policy making** and **planning**), the **foundations** of today's academic libraries are unclear, largely because **dialectics** surrounding those historical changes have not been resolved. This has led to considerable concern about the future of academic libraries. I use my analysis and experiences from a three year exploration in "Applying the [Generalized Empirical] Method" in a first year Biology course to suggest ways to help librarians foster student research skills and expand their intellectual horizons.



**Doreen Stiskal-Galisewski, PT, Ph.D.**

Dr. Stiskal holds a B.S. degree in Physical Therapy from Sargent College of Boston University, a M.S. in Musculoskeletal Physical Therapy with a minor in Education from Long Island University, and a Ph.D. in Health Sciences with a specialization in Movement Science from Seton Hall University. She also completed the APTA Educational Leadership Fellowship in 2013. In 2015, she became a GEM Fellow in the Praxis Program of the Advanced Seminar on Mission. Dr. Stiskal's clinical teaching is in the areas of address kinesiology, exercise, and gait for over 30 years, to students seeking various healthcare degrees. For 21 years, she has been full-time at Seton Hall. Presently she is the chairperson of the Department of Physical Therapy and one of her professional service activities is as a volunteer member of the Commission on Accreditation in Physical Therapy Education.

### **Abstract**

Thinking and knowing are vital to student learning, especially for doctorally-prepared individuals to enter the field of physical therapy. This aligns with Mark Miller's commentary that our mission as educators should include the opportunity for students to experience conversions that require understanding of self in order to best relate to others. Physical therapy literature supports the use of reflection as a critical operation that allows novice practitioners to develop mastery and excel in professional core values and University precepts. By recognizing the conflicts within, students then should be better prepared for the future. Through this ATM (Application of the Method), aspects of intellectual conversion are assessed based upon select outcomes of the DPT program and the Seton Hall University missions. Additionally, the ATM is also designed to capture graduating students' concepts of self-appropriation and conflict identification as part of the dialectic to foundations pivot within the functional specialties framework.

### **Genevieve Zipp, PT, Ed.D.**



Genevieve Pinto Zipp, PT, Ed.D. is a professor at Seton Hall University in the School of Health and Medical Sciences, Department of Interprofessional Health Sciences and Health Administration. Dr Pinto Zipp is Director, Center for Interprofessional Education in Health Sciences and a GEM Fellow, Praxis Program of the Advanced Seminar on Mission. In addition to mentoring interprofessional health science Ph.D. students, she teaches in her area of clinical specialty in the Department of Physical Therapy at Seton Hall, teaching the Management of Neuromuscular Problems and Motor Learning and Control coursework. She received her PT degree in 1986 from UMDNJ, NJ and her Ed.D. in Motor Learning from Teachers College, Columbia University in 1996. She has co-owned a pediatric neuro rehab school based practice for over 25 years. Her scholarly interests focus on the following areas of interest: a) interprofessional education practices, b) the effects of dual task performance on walking, and c) use of diverse teaching and learning strategies for the promotion of critical thinking skills. She is active in the Academy of Neurology where she has co- chaired IVSTEP, Entry-Level Neuro Practice Guidelines, and StrokEDGE endeavors.

### **Abstract**

In today's healthcare arena, healthcare professionals must practice team-based, evidenced-based, patient-centered care. The Academy, which prepares healthcare professionals must provide students a strong foundation to effectively practice patient-centered interprofessional care. To meet this need, academicians from across all health professions are employing diverse teaching and learning strategies to infuse interprofessional learning experiences into curriculums in order to support and develop evidenced-based patient-centered Interprofessional Practice (IPP). While healthcare professionals may possess differing theoretical frames of reference and content knowledge, they must work together on interdisciplinary teams with patients to deliver quality care (WHO, 2010). Members of the team must value each other's skills and knowledge, develop consistent thinking across disciplines and strive for collective decision-making (WHO, 2010).

This paper will explore how the Center for Interprofessional Education in the Health Sciences has applied Lonergan's Generalized Empirical Method and the functional specialities as the guiding framework for the IPE experiences at Seton Hall University.