The infinite possibilities of us
will overcome all obstacles
erode all stones...
while surfing the stream
let us put our foreheads together
gurgling with such positive energy
spilling wherever we go
lifting spirits
lives at the edge of earth's orbit…

(from “Meditation” by David Habbel)
Schedule

Opening remarks
Strebel Auditorium

2:30 Welcome - John Johnsen, Provost
2:35 Keynote address – *Predators of the Aging: Failing Cognitive Skills of the Aging and Exploitation by Fraudsters*, Donald J. Rebovich, Professor of Criminal Justice and recipient of the 2017 Clark award

**Abstract:** This presentation draws upon findings from a study of criminal cases of fraud against the elderly, how failing cognitive skills are exploited by fraudsters, the types of frauds committed and the use of social engineering methods used by fraudsters to successfully commit their crimes. The study (funded by the U.S. Postal Inspection Service) draws upon the analysis of the USPIS national database of frauds against the elderly. Over 200 closed criminal cases (affecting over 75,000 victims) were analyzed. Special attention was paid to the quantitative distribution of cases (e.g., gender, geographic location) and qualitative elements of offenses methods. Methods of social engineering were examined to highlight how offenders “drew” their victims in. Types of fraud covered in the study include investment fraud, telemarketing fraud, lottery fraud and sweepstakes fraud.
Oral presentations
3:15-4:15 (concurrent sessions)

Session A: Carbone Auditorium, Economic Crime, Justice Studies, and Cybersecurity Building
Moderator: Ashraf Elazzazi

1) 3:15-3:30 - Centering Care: Storytelling in Healthcare
   Shauna Malta, Professor of Physical Therapy

2) 3:30-3:45 - Constructing Evidence Reviews and Practice Guidelines
   Jim Smith, Professor of Physical Therapy

3) 3:45-4:00 - Disability Rights Advocacy in Ghana: Voices from a Changing Field
   Denise Nepveux, Associate Professor of Occupational Therapy

4) 4:00-4:15 Nursing Faculty Knowledge, Beliefs in Effectiveness and Use of Evidence-based Teaching Strategies that Facilitate Student Transfer of Knowledge between Theory and Practice
   Linda Culyer, Assistant Professor of Nursing
Session B: Classroom 103, Economic Crime, Justice Studies, and Cybersecurity Building
Moderator: Thomas Diana

1) 3:15-3:30- Fragments for the Whole: Synecdoche and Recovery in Ariel
Gary Leising, Professor of English

2) 3:30-3:45- Cold War Heritage Tourism: Enver Hoxha’s Bunker Exhibition in Tirana, Albania
Thomas A. Crist, Harold T. Clark, Jr. Professor of Anthropology and Anatomy
John H. Johnsen, Provost and Senior Vice President for Academic Affairs

3) 3:45-4:00 Diary of a small Hispanic Community
Juan A. Thomas, Associate Professor of Spanish

4) 4:00-4:15- A Human Rights Approach to Redressing Child Poverty in the United States
Daniel Tagliarina, Assistant Professor of Government, Corinne Tagliarina, Adjunct Professor of Government
Session C: Donahue Auditorium, Gordon Science Center
Moderator: Brad Emmons

1) 3:15-3:30 Erythritol used as an insecticide has harmful effects on two common agricultural crop plants
Sara E. Scanga, Associate Professor of Biology, Bilal Hasanspahič, Edin Zvorničanin, Jasmina Samardžić, Andrew K. Rahme, Jessica H. Shinn-Thomas

2) 3:30-3:45 In silico Analysis of the Antifungal Repertoire in the Pseudomonas uticensis Genome
Larry Aaronson, Professor of Biology

3) 3:45-4:00 Distinct Episodic Contexts Enhance Retrieval-Based Learning
John Schwoebel, Assistant Professor of Psychology, Acasia K. Depperman, and Jessica L. Scott

4) 4:00-4:15 An Unexpected Expected Value
Brad Emmons, Associate Professor of Mathematics, John Peter, Associate Professor of Mathematics
Session D: Classroom 108, Economic Crime, Justice Studies, and Cybersecurity Building
Moderator: Glen Hansen

1) 3:15-3:30 - Live classroom attendance matters, how you attend does not
Matthew D. Marmet, Education Experience Coordinator, Stephanie R. Nesbitt, MBA Director and Assistant Professor of Risk Management and Insurance, Tracy M. Balduzzi, Director of Graduate Program Operations

2) 3:30-3:45 - What Predicts Academic Success Among Junior Level Nursing Students?
Ellen Smith, Assistant Professor of Nursing

3) 3:45-4:00 - The Information Role of Liquidity Shock, Firm Fundamentals, and Long-term Stock Value
Zhaodan Huang, Professor of Finance, Yufeng Han
Posters and Reception
4:15-5:00 Poster session and Reception Lobby, Economic Crime, Justice Studies, and Cybersecurity Building

1) *The Power of Story: Teaching Narrative Analysis to Improve Clinical Reasoning*
   Linnéa Franits, Associate Professor of Occupational Therapy

2) *What are occupational therapists writing about in terms of technological interventions with older adults? A literature mapping review – research in progress*
   Nancy Hollins, Professor of Occupational Therapy

3. *A COMPARATIVE ANALYSIS OF THE PRESEASON PERFORMANCE CHARACTERISTICS OF DIVISION III COLLEGIATE SOFTBALL AND BASEBALL PLAYERS. AUTHORS: David Schilling, Assistant Professor of Physical Therapy, Ashraf Elazzazi, Associate Professor of Physical Therapy, and Aaron Mallace, Assistant Professor Health Studies*
Session A:

Carbone Auditorium,
Economic Crime, Justice Studies, and
Cybersecurity Building

MODERATOR: Ashraf Elazzazi
3:15-3:30 A1
Centering Care: Storytelling in Healthcare

Author: Shauna Malta, PT, DPT, MS, Professor of Physical Therapy

Research Description: According to the Institute of Medicine, patient centered care can be described as “providing care that is respectful of and responsive to individual patient preferences, needs, and values, and ensuring that patient values guide all clinical decisions” (Richardson, Berwick, Bisgard, Bristow, 2001, p.3). Patient centered care occurs when patients are active participants in their health and provide insight to the healthcare team regarding values and preferences throughout their care. How do health care professionals engage patients to become active participants?

Narrative medicine is defined as “medicine practiced with the narrative competence to recognize, absorb, interpret, and be moved by the stories of illness” (Charon, 2006, p. vii). This field has its roots in the humanities and studies of effective patient-provider relationships. Narrative medicine provides insight to health care professionals; it illuminates how individuals live with their illness/disease. Listening with intention to the story telling patients offer may provide an effective strategy to support patient centered care.

In this short presentation, I will share how narrative medicine has been a consistent theme across teaching, service and scholarship.
Author: Jim Smith, DPT, Professor of Physical Therapy

Research Description: Evidence-based practice places an extraordinary demand on clinicians due to the enormous volume of evidence that informs medical and health care practices, contributing to the reported 17-year delay between the availability of evidence and the application of that evidence by clinicians. Evidence reviews and practice guidelines are documents that synthesize evidence and provide clinicians with valuable resources to identify best practices and improve service delivery and coordination.

The construction of evidence reviews and practice guidelines is a scholarly endeavor that is informed by, and informs, clinical practice. Engaging in this type of research provides opportunities to participate in scholarship that has high-impact on practice and patient outcomes. This presentation will introduce the types of evidence reviews and reveal lessons learned through the development of systematic reviews and a clinical practice guideline. Those include strategies for joining existing projects, designing your own project, recruiting team members to your project, and dissemination of your scholarly product.
Disability Rights Advocacy in Ghana: Voices from a Changing Field

Author: Denise Nepveux, Ph.D., OTR/L, Associate Professor of Occupational Therapy

Research Description: Disabled People’s Organizations have been promoted internationally since the 1980’s as a medium through which people with disabilities can build collective power and make their voices heard. “Nothing about us without us” is their rallying cry. The UN Convention on the Rights of Persons with Disabilities is one major achievement resulting from this effort. However, DPOs have many challenges. Strings attached to international funder support may threaten ideals of collective autonomy and participatory democracy as DPO leaders negotiate conflicting member and funder priorities. Advocacy strategies may be misapplied out of context. In environments that devalue disabled people’s expertise and hinder their educational pursuits, DPOs may come to be run by nondisabled staff with limited commitment to their constituencies.

My research follows DPOs and the disability movement in Ghana. As longstanding international funders are withdrawing, national DPOs in Ghana now face a funding crisis. Simultaneously, they confront a crisis of legitimacy with grassroots members who demand jobs and material support. Meanwhile, new groups are emerging that embrace constituencies overlooked by the national organizations and emphasize small-scale, local and collective change. In this presentation, I draw from summer 2017 interviews with grassroots activists, national DPO staff, and members of these new organizations to compare their views on needed change and how to achieve it.
Author: Linda Culyer, DNS, RN, ANP, Assistant Professor of Nursing

Research Description: The ability for students to transfer knowledge between theory and practice is essential for safe and effective patient-centered care. This mixed-method descriptive study explored pre-licensure nursing faculty in New York State about their knowledge, beliefs in effectiveness, and use of evidence-based teaching strategies as well as both facilitators and obstacles to their use.

Faculty had the most knowledge about 1) problem-based learning, 2) simulation, 3) reflection, 4) small group work, and 5) case-based learning. The five top strategies that they believed to be most effective were 1) simulation, 2) case-based learning, 3) problem-based learning, 4) unfolding case study, and 5) small group work. The five top strategies used most were 1) reflection, 2) problem-based learning, 3) case-based learning, 4) small group work, and 5) unfolding case study.

A major theme of facilitators revealed a “culture of support” which included support of administration, other faculty, technology, classroom capabilities, access to case studies, and small student groups. Conversely, the obstacles described included lack of time, resources, support from administration, other faculty, and technology. Recommendations to foster use of evidence-based teaching strategies are suggested.
Session B:

Classroom 103, Economic Crime, Justice Studies, and Cybersecurity Building

MODERATOR: Thomas Diana
Research Description: In *Ariel*, Sylvia Plath often describes the self through synecdoche, using, in Kenneth Burke’s description of the trope, parts for the whole and containers for the contained. The device is most notable when she describes a body through its parts in some cases going beyond the merely figurative definition of synecdoche, as her poems depict parts literally dismembered from the whole. To understand synecdoche’s role in Plath’s poems, I examine images of fragmented parts of wholes throughout Plath’s *Ariel*, discussing the destructiveness for which Plath’s late poems are well-known. However, I also suggest synecdoche leads to “resolution of a new life,” to quote Frieda Hughes. The undoing of such “vaporizations” happens over the “bee poems,” finishing with the individual bees of the hive’s colony merging into one balled, swarming mass. My argument, therefore, is that when Plath employs synecdoche to fragment and portray her poetic self in *Ariel*, she does so to take that self apart and then work toward a state of being “put together entirely” as a poetic persona. Though this construction and rebirth of self has been discussed in Plath’s work often, here I argue that it is depicted and is best understood through the lens of synecdoche.
Cold War Heritage Tourism: Enver Hoxha’s Bunker Exhibition in Tirana, Albania

Authors: Thomas A. Crist, Harold T. Clark, Jr.
Professor of Anthropology and Anatomy, John H. Johnsen, Provost and Senior Vice President for Academic Affairs

Research Description: Both increasingly popular and more accessible, massive Cold War structures now serve as places of communal value or nostalgic memorials for people who can collectively relate to them. Moreover, they attract heritage tourists often interested in exploring their own past or affirming their social identity and national pride. Among these sites is the huge, underground anti-nuclear bunker constructed in the 1970s for Enver Hoxha, the brutal Stalinist leader of Albania from 1944 until his death in 1985. Located in the capital and opened to the public in 2014, the complex is a well-preserved artifact that has been transformed into a museum and art space. Visitors walk through Hoxha’s personal apartment and view videos and artifacts from Albania’s post-World War II period. A growing attraction for Albanians as well as foreign tourists, the BUNK’ART exhibition immerses visitors in a realistic experience that effectively connects them with the material culture of Albania’s former communist regime and Hoxha’s own cult of personality.
Diary of a small Hispanic Community

Author: Juan A. Thomas, Associate Professor of Spanish

Research Description: This talk summarizes the book that I recently published about the Latino community in Utica, New York and the challenges that have accompanied its fast growth since the 1960s. While large metropolitan areas have traditionally been the destinations of Hispanic migration in the U.S., the census of 2010 showed that rural areas and small cities like Utica were the most quickly growing centers of Latino population. The story of the Utica Hispanic community is an important contribution in describing a type of community that has received little attention in U.S. Latino studies. Utica's Hispanics have faced the same obstacles as all Latinos in the country (such as inaccessibility to social services and language and educational barriers), but several unique conflicts have arisen within the local community. Although the language demands have been answered in large part, even up to the present day, social justice issues continue to arise in the workforce, educational and governmental settings.
A Human Rights Approach to Redressing Child Poverty in the United States

Authors: Daniel Tagliarina, Assistant Professor of Government, Corinne Tagliarina, Adjunct Professor of Government

Research Description: Approximately 15 million children in the United States currently live in conditions of poverty. A wide range of studies indicate the life-long impacts of living in poverty, with some of these negative effects developing in utero. The U.S. social safety net is ill-equipped to address most of these harms, and the poor are routinely underserved in terms of services and resources. While economic, and children’s, rights are generally acknowledged and protected around the world, the U.S. has fallen behind other developed nations. We argue that embracing a human rights approach can help The U.S. to better address the known, but largely ignored, problem of child poverty in the U.S. In this paper we synthesize the literature pertaining to the physiological, psychological, and sociological harms that children suffer when they grow up in poverty. Then, we discuss the ways in which this problem is under-addressed in the U.S. and why this constitutes human rights violations. Finally, we explore what human rights can offer for law and policy for addressing the harms caused by poverty and creating effective policies for reducing the number of children who grow up in poverty (ultimately striving to eliminate the problem).
Session C:
Donahue Auditorium,
Gordon Science Center

MODERATOR: Brad Emmons
Erythritol used as an insecticide has harmful effects on two common agricultural crop plants

Authors: Sara E. Scanga, Associate Professor of Biology, Bilal Hasanspahić, Edin Zvorničanin, Jasmina Samardžić, Andrew K. Rahme, Jessica H. Shinn-Thomas

Research Description:
Erythritol, a non-nutritive polyol, is the main component of the artificial sweetener Truvia®. Recent research has indicated that erythritol may have potential as an organic insecticide, given its harmful effects on several insects but apparent safety for mammals. However, for erythritol to have practical use as an insecticide in agricultural settings, it must have neutral to positive effects on crop plants and other non-target organisms. We examined the dose-dependent, non-target effects of erythritol on corn and tomato seedling growth and seed germination. Erythritol caused significant reductions in both aboveground (shoot) and belowground (root) dry weight at and above the typical minimum insecticidal dose (500 mM erythritol) in tomato plants, but not in corn plants. Both corn and tomato seed germination was inhibited by erythritol but the tomato seeds appeared to be more sensitive, responding at concentrations as low as 50 mM erythritol (in contrast to a minimum damaging dose of 1000 mM erythritol for corn). Our results suggest erythritol may have damaging non-target effects on certain plant crops when used daily at the typical doses needed to kill insect pests. Consequently, erythritol may also have potential as an organic herbicide.
In silico Analysis of the Antifungal Repertoire in the Pseudomonas uticensis Genome

Author: Larry Aaronson, Professor of Biology

Description of research: *Pseudomonas uticensis* is a novel bacterial species isolated in our laboratory on the basis of its potent antifungal activity. Pseudomonads are notorious for their diverse arsenal of antifungal products. Studies in our lab have shown that some of the antifungal compounds produced by *P. uticensis* can be extracted from bacterial cultures in ethyl acetate, and further fractionation by thin-layer chromatography revealed at least two distinct compounds with antifungal properties. Identification of these compounds has been difficult due to a lack of analytical instrumentation. We now have the complete genomic DNA sequence of *P. uticensis*, which gives us the opportunity to probe the bacterial chromosome for evidence of genes involved in the synthesis of antifungal compounds. Using bioinformatics tools like BLAST, we have identified genes involved in the synthesis of hydrogen cyanide and phenazine, but not common *Pseudomonas* antifungals like pyrrolnitrin and 2.4-diacetylphloroglucitol. The genome does encode dozens of genes designated as non-ribosomal protein synthases, many of which may have antifungal activity. Genomic analysis of the antifungal repertoire of *P. uticensis* enables us to refine our investigation of its fungicidal activity by focusing on specific products that are synthesized by the bacteria.
Distinct Episodic Contexts Enhance Retrieval-Based Learning

Authors: John Schwoebel, Assistant Professor of Psychology, Acasia K. Depperman, and Jessica L. Scott

Research Description: Spaced retrieval practice results in better long-term retention than massed retrieval practice. The episodic context account of this effect suggests that updated representations of the more distinct temporal contexts associated with spaced retrievals facilitate later recall. We examined whether, in addition to temporal context, environmental context may also play a role in retrieval-based learning. Participants studied and then were tested on items during four acquisition blocks of trials. They were then randomly assigned to practice retrieving items three more times in conditions involving either massed or spaced practice and whether each item appeared with the same or different environmental context scenes. After a one-week delay, measures of recall, forgetting, and the joint probabilities between study session recall and final recall performance all indicated enhanced retention for both the spaced and different environmental context conditions. In fact, after retrieving items successfully in the study session, forgetting them during final recall was 371% less likely in the different context conditions than in the same context conditions. These findings suggest important theoretical implications concerning the development of the episodic context account of retrieval-based learning as well as practical implications for student learning.
Authors: Brad Emmons, John Peter

Research Description: We will investigate how far along a game board one is expected to get given any roll of a (possibly unfair) die. We will then solve the same problem again after inserting various numbers of "Roll Again" spaces along the board, and come to an unexpected conclusion.
Session D:
Classroom 108,
Economic Crime, Justice Studies, and
Cybersecurity Building

MODERATOR: Glen Hansen
3:15-3:30 D1 Live classroom attendance matters, how you attend does not

Authors: Matthew Marmet, Stephanie R. Nesbitt, and Tracy Balduzzi

Description of research: Prior research has exhibited strong relationships between class attendance, class grades, and ultimately, students’ Grade Point Average. However, it has also noted that the evolution in the delivery methods and modalities through which students learn has presented challenges and opportunities for colleges and universities around the globe. In an effort to address these challenges and take advantage of the opportunities, the Utica College MBA Team employed a blended learning modality to offer both flexibility to students in terms of how they choose to attend class, and to develop a cohesive learning community to encourage attendance and self-regulated learning. Students had the option to attend class in the more traditional, physical classroom space or join the room virtually through a WebEx platform. In a prior study, using this self-regulated attendance behavior as a conduct measure of engagement, the authors found those who engaged in the social learning network outperformed those who did not. Taking this a step further, this study investigated whether the form of engagement (physical or virtual attendance) impacted student success. Results indicated no significant difference in student performance regardless of mode of engagement. In general, “showing up” matters, but how you show up does not.
3:30- 3:45 D2 What Predicts Academic Success Among Junior Level Nursing Students?

**Author:** Ellen Smith, PhD, MPH, RN, Assistant Professor of Nursing

**Description of research:** An equitable predictor of academic success is needed as nursing education strives toward comprehensive preparation of diverse nursing students. The purpose of this study was to discover how Sedlacek’s (2004) Noncognitive Questionnaire (NCQ) and Duckworth & Quinn’s (2009) Grit-S predicted baccalaureate nursing student academic performance and persistence in the junior year, when considered in conjunction with academic variables such as previous college GPAs and the SAT. Three cohorts of junior year nursing students ($N = 150$) answered the survey, and their academic records were combed for previous college GPAs and SAT scores. After the junior academic year, these variables were regressed on junior year student grade point averages and persistence in the major (dependent variables) to determine predictors of academic success among this student group. Findings indicated that previous college GPAs were the most predictive of junior year success. These results impact the practice of nursing education in several ways, and lead to suggestions for further research.
The Information Role of Liquidity Shock, Firm Fundamentals, and Long-term Stock Value

Authors: Zhaodan Huang, Professor of Finance, Yufeng Han

Description of research: This paper studies the effect of liquidity shocks on asset pricing. This is the first paper which found that negative liquidity shocks lead to lower stock prices in the short run; yet the initial underperformance only lasts for two months and is reversed in the longer time horizon. We explain the short-term price drop and long run price appreciation by changes in firm level fundamentals and information uncertainty. Specifically, stocks of negative liquidity shocks exhibit worsening firm level fundamentals and higher level of information uncertainty in the following several quarters after the initial liquidity shock. As time horizon is expanded, both firm level fundamentals and information uncertainty show signs of improvement.
4:15-5:00 Poster Session and Reception
Lobby, Economic Crime, Justice Studies, and Cybersecurity Building
1. *The Power of Story: Teaching Narrative Analysis to Improve Clinical Reasoning*

**Author:** Linnéa Franits, Associate Professor of Occupational Therapy

**Description of research:** This poster describes how teaching students basic principles of narrative analysis may result in more sophisticated clinical reasoning that will benefit them as they become researchers and clinicians. “Chart talk” is compared to narrative description and the contribution of story to client-centered reasoning is explored. The impact of narrative medicine on occupational therapy and the impact of occupational therapy on narrative medicine is also revealed.
2. **What are occupational therapists writing about in terms of technological interventions with older adults?** A literature mapping review – research in progress

**Author:** Nancy Hollins, Ph.D., OTR/L, Professor of Occupational Therapy

**Research Description:** A literature map is a type of review in which literature is categorized and then mapped against an existing framework (Grant and Booth, 2009). This type of review is carried out for the purpose of identifying gaps in current knowledge. The framework used for the mapping presented in this poster was twofold: Articles describing OT intervention using technology with older adults were categorized first by type of technology and secondly by the purpose of the intervention using approach categories as defined in the OT Practice Framework (AOTA, 2014). This poster was presented at the 2017 American Occupational therapy (AOTA) national conference and was supported by Faculty Leadership funds.
3. A COMPARATIVE ANALYSIS OF THE PRESEASON PERFORMANCE CHARACTERISTICS OF DIVISION III COLLEGIATE SOFTBALL AND BASEBALL PLAYERS.

Authors: David Schilling, Assistant Professor of Physical Therapy, Ashraf Elazzazi, Associate Professor of Physical Therapy, and Aaron Mallace, Assistant Professor Health Studies

Research Description:
Purpose/Hypothesis: Describe the characteristics of softball (SB) and baseball (BB) players shoulders.
Participants: 50 BB and 24 SB players.
Materials/Methods: Athletes completed functional questionnaires and had their shoulder range of motion (ROM), muscle length and strength measured.
Results: There were significant differences between the dominant and non-dominant arms in horizontal adduction, medial rotation (MR), lateral rotation (LR) ROM, MR and LR strength (kg). Individuals with a history of shoulder injury (20%) had significantly higher Disability of Arm Shoulder and Hand (DASH), and Sports DASH scores compared to athletes with no history of injury. Additionally, the SB and BB athletes demonstrated significant differences in pectoralis minor length; MR and total shoulder ROM (°); and MR and LR strength (kg).

Conclusions: Athletes with a history of shoulder injury had similar clinical characteristics as those without a history of injury but self-reported functional changes. Impairments associated with these injuries may be inadequate to limit athletic performance and/or have resolved. Performance of the athlete’s dominant arm demonstrated decreased ROM associated with posterior capsular and/or muscle stiffness, or humeral retrotorsion that may lead to an increased risk of injury. Although BB athletes had stiffer shoulders (except LR) and increased strength, the MR/LR strength ratio was similar to that of SB. This ratio may reflect similar physical adaptations to overhead throwing motions across both sports.
The Faculty Resources Committee would like to thank all who contributed to today’s celebration of scholarship. Special thanks to the Office of the Provost for supporting these important faculty activities, and an extra special thanks to Alison Ricci-Wadas for all of the work that she did to make this event happen!

Faculty Resources Committee: Brad Emmons (chair), Thomas Diana, Ashraf Elazzazi, Glen Hansen, and Gabriele Moriello