

# DYOUVILLE

## RESEARCH

### REVIEW

FALL  
2023





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FALL 2023



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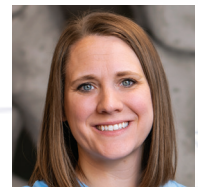
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# PRESIDENT STATEMENT

## Introduction from the President



**DYU**

Dear Readers,

Welcome to the first issue of D'Youville University Research Review Magazine! This new publication was created with the intent of showcasing the research and scholarship occurring across the university. The magazine will make it possible for us to be fully connected and aware of developments across our fields, allowing us to be directly involved in ongoing knowledge construction.

Our vision is to create a high-quality publication that

will be relevant, challenging, thought-provoking, and inclusive of a diverse range of voices and perspectives from D'Youville's academic researchers and scholars. Throughout this publication, you'll see examples of work pursued by our remarkable faculty members, staff, and students which I'm delighted to share with you. I am extremely pleased that our inaugural issue highlights research from all four academic schools and the Center for Doctoral Studies and Research.

When D'Youville was approved as a university by the New York State Board of Regents in February 2022, we were officially recognized as a comprehensive university. At that moment, we announced a new Center for Doctoral Studies and Research and made the commitment to increasing research activity and quality with a focus on public-impact research that benefits our neighbors in the greater Buffalo region and the world beyond. Today, this eye-catching Center is a collaborative, interdisciplinary, engaging space for serious scholars. The Center has stimulated a significant university-wide cultural change in pursuit of specific policies and strategies for building research

capacity and research funding. New partnerships and collaborations, large grant awards, writing workshops, new project funds, recognition of research and scholarship excellence, and increased institutional investment in research support, illustrate the extensive efforts already undertaken to grow research activity at D'Youville.

We hope to illicit excitement with every issue of D'Youville's University Research Review Magazine. As we continue to evolve the magazine, we ask for your feedback so that we can meet and exceed your expectations.

I would like to thank the Center for Doctoral Studies and Research for their contributions and hard work to the launch of this magazine. As you open this inaugural issue, it is my sincere hope that you are inspired and enjoy this publication created just for you!

*Lorrie A. Clemo*

**Lorrie A. Clemo**  
President



# CENTER FOR DOCTORAL STUDIES & RESEARCH

## A Welcome from the CDSR Director



**DYU**

Welcome to our first issue of DYU Research Magazine, where we celebrate the exciting discoveries, innovations, and advancements that come from the world of research. As we delve into the pages of this publication, we honor the tireless efforts of researchers, who dedicate their lives to expanding knowledge and making significant contributions to society.

We are proud to support and organize a wide range

of research-related activities, including our annual Research Day, which provides an opportunity for scholars and students to showcase their work and engage in fruitful discussions with their peers.

Our doctoral studies and programs are designed to foster the growth of emerging researchers, providing them with the resources, mentorship, and training needed to succeed in their academic pursuits. We are committed to helping our students develop the skills necessary to become leaders in their respective fields and to make a positive impact on society.

We believe that research is an integral part of any thriving community, and we are dedicated to promoting its value and importance. Through our efforts, we hope to inspire others to embark on their own journeys of discovery, and to join us in celebrating the many achievements of the research community.

We understand that research is an essential part of our academic mission, and we are committed to providing the programs needed to make it happen. In addition, our university provides funding opportunities for research projects, travel grants for

researchers to present their work at conferences, and awards to recognize outstanding research achievements.

Through these efforts, we hope to continue to foster a vibrant and dynamic research community for our faculty and students that is dedicated to making a positive impact on the world.

A handwritten signature in black ink that reads 'Fehmi Damkaci'.

Fehmi Damkaci  
Director, CDSR

# 2023 D'YU RESEARCH DAY

## A Celebration of Teaching & Research

Research Day is an important event that celebrates the hard work and dedication of both faculty and students in their pursuit of knowledge. D'Youville was thrilled to celebrate a year of research, study, social activity and passion on April 19<sup>th</sup> 2023. Our Annual Research Day followed Convocation and was a celebration of student success and faculty dedication.

It was a day to showcase the latest advancements, discoveries, and innovations in various fields of study, and to share ideas and perspectives among colleagues and peers. Research day offers a platform for faculty and students to present their findings, discuss their research methodologies, and receive feedback and suggestions from their peers and experts in their fields. It is an opportunity for networking and collaboration, which can lead to new research partnerships and projects. The celebration of research day also helps to promote a culture of academic



**The Impact of Music Condition and Gender Differences on Math Cognition**
D'YOUVILLE

**Introduction**

- Previous research has conveyed that certain musical genres may impact the way students perform on various math tasks. Individuals who listened to classical music while completing mathematical logic problems had decreased problem solving times (Pavlygina et al., 2013; Raju, & Bhatta, 2021).
- Research has also investigated the relationship between gender and academic performance (Voyer & Voyer, 2014). This meta-analysis found that while females tend to perform better overall in academia, males did tend to score higher on math exams.
- The current study investigated if there were any differences in one's math cognition, conceptualized by reaction time and accuracy, when manipulated by music conditions of classical music, EDM, or no music, or if gender may also play a role in one's improvement or decrease in math cognition.

**Hypothesis**

H1: Exposure to classical music will increase math cognition in terms of accuracy, but EDM will increase reaction time.  
 H2: Women will complete the task more quickly while listening to classical music and complete the task more quickly overall, but men's reaction time will be higher when exposed to EDM and no music.

**Methods**

**Participants:**

- Forty-eight undergraduate students were conveniently sampled, with majority of participants being Caucasian and a variety of different majors.
- The average age was 20.68, SD=3.72.

**Materials and Procedure:**

- A UE Boom speaker was used to deliver the music via Spotify on an iPhone.
- The chosen song for the classical music condition was Mozart's Piano Concerto No. 21 and the song for the EDM condition was Riptide by Virtual Riot.
- 100-question math task consisting of single-digit multiplication problems was used to measure math cognition in terms of participant reaction time and accuracy.
- Participants were randomly assigned to 1 of 3 groups: Listening to classical music, EDM music, or no music (control condition).
- Participants completed the math question as quickly and accurately as they could, only beginning either when they heard the music playing or when the experimenter said "go" in the case of a no music condition.

**Methods Continued**

**Results Continued**

**Reaction Time (seconds)**

A 2x3 between-subjects ANOVA found:

- no main effects of gender or music condition on RT
- no interaction between music condition and gender
- $F(2, 42) = .550, p = .581$
- Trends emerging for instrumental music condition

**Reaction Time as a Function of Music Condition and Gender**

**Results**

**Accuracy (percent correct)**

A 2x3 between-subjects ANOVA found:

- no main effects of gender or music condition on accuracy ( $p > .05$ )
- no interaction between music condition and gender on accuracy
- $F(2, 42) = .249, p = .780$

**Accuracy as a Function of Music Condition and Gender**

No speed-accuracy tradeoff,  $r(48) = -.138, p = .349$

**D'YOUVILLE**

**Introduction**

A simulation fidelity measure for a community health introduction baccalaureate in...

1. High-fidelity meets community health needs
2. Learning climate for a community health baccalaureate can be facilitated
3. Learning climate for a community health baccalaureate can be facilitated



excellence, encourages curiosity, and fosters a lifelong passion for learning among students and faculty alike.

Over fifty research topics were presented, with large-screen monitors giving presenters a better experience, more opportunity to share their work, and a cleaner overall environment.

The remote opportunities allowed students who were unable to physically attend to present their research and fully participate in the experience.

A huge thank you to all who participated and presented! The energy in the rooms during your presentations was palpable. We hope to see you at next year's event.



# 22-23 GRANTS

## \$10,617,916

### Funding Agency/Foundation

Health Resources & Services Administration - HRSA

### Project Title

Nurse Education, Practice, Quality & Retention + Mobile/Pop Up Clinics



### PI

*Shannon McCrory-Churchill*

D'Youville University will grow its hands-on nursing education and expand medical care in underserved communities in Erie and Niagara counties through a HRSA led grant. New nurse-led mobile health units will set up pop-up clinics in partnership with fire stations and EMS personnel in the region. The implementation of this HRSA grant will advance nursing education and provide supportive pathways to bachelor's education for those who may experience challenges with the traditional model.

### AWARD AMOUNT

**\$3,966,653**

### Funding Agency/Foundation

U.S. Department of Education:  
Office of Postsecondary Education

### Project Title

Trio: Upward Bound



### PI

*Kissena Frazier*

Upward Bound is a national year-round pre-collegiate program that provides equitable support for first generation high school students who are of a historically underserved and underrepresented population. These students have the desire, motivation, and potential to complete high school and enroll in post-secondary education. Upward Bound provides support services that will prepare participants for college success and potential careers.

### AWARD AMOUNT

**\$1,535,467**

### Funding Agency/Foundation

Health Resources & Services Administration - HRSA

### Project Title

Community Health Worker Training Program



### PI

*Renee Cadzow*

The HRSA CHW training program grant involves partnership with several community based organizations to expand the health workforce through training Community Health Workers (CHWs) in the WNY region. Community Health Workers are trusted members of the communities in which they work and bridge community and health/social services to improve service access, quality and cultural responsiveness. The grant supports CHW training, support, apprenticeship programs and academic pathway development.

### AWARD AMOUNT

**\$2,999,835**

### Funding Agency/Foundation

National Science Foundation

### Project Title

Scholarships in Science, Technology, Engineering, and Mathematics Program (S-STEM)



### PI

*Stacy Ruvio*

NSF S-STEM grant aims to increase the recruitment, enrollment, retention, and graduation of low-income, academically talented biology majors with financial need. Scholarships will be awarded to 13 unique students, known as D'YOU STEM Scholars. New supports will concentrate on strengthening persistence and fostering STEM identity through enhanced faculty mentoring and career development, engaging cohort-building activities, use of ePortfolios, and gamification components embedded into biology courses.

### AWARD AMOUNT

**\$748,250**



# AWARDED

## Funding Agency/Foundation

UnitedHealthcare

## Project Title

Creating a Responsive Food Pharmacy: Addressing Social Determinants of Health



## PI/Co-PI's

*Megan Whelan, Renee Cadzow, Rachel Laster*

The recent winter storm and the May 14 terrorist attack at a major grocery store highlighted and exacerbated food inequities that exist in Buffalo, NY - the third poorest major city in the nation. This project offers an opportunity to create and distribute emergency food kits through community partners to those in need of emergency preparedness; and train community health workers and current and future health professionals on how to address food insecurity with a focus on emergency food preparedness.

## AWARD AMOUNT

**\$325,000**

## Funding Agency/Foundation

Mother Cabrini Health Foundation

## Project Title

Nutritional Empowerment through Teaching, Opportunity, and Sharing



## PI/Co-PI

*Megan Whelan (PI), Rachel Laster (co-PI)*

The Nutrition Empowerment Program's overarching goal is to improve the health and well-being of community members by increasing food access, nutrition knowledge, and cooking skills. Registered dietitians work with community members and offer free cooking classes, nutrition education sessions and a warm weather farmer's market. Grant programming takes place at D'Youville University's state of the art Health Professions Hub.

## AWARD AMOUNT

**\$185,000**

## Funding Agency/Foundation

Highmark Blue Cross Blue Shield - Blue Fund

## Project Title

Pathways Pharmacy Tech



## PI

*Leona Soule*

The Pathways Pharmacy Technician Program is a healthcare workforce training initiative offered to pharmacy techs, nurse assistants, and community healthcare workers who have been historically excluded from educational opportunities. This program helps them enter the healthcare workforce with meaningful credentials; each pharmacy technician cohort includes specialized training, as well as soft skills. Upon completion of their training, students will be prepared for work in healthcare communities, eligible to sit for their certification exam, and have exam fees covered as part of the program.

## AWARD AMOUNT

**\$250,000**

## Funding Agency/Foundation

John R. Oishei Foundation

## Project Title

Social Opportunities Hub



## PI

*TBD*

With the creation of the Bridge To Success program, D'Youville University will increase its capacity to advance the social mobility of underserved learners, first-generation, underrepresented, and low-income students. Using the university's Associate of Arts degree, the SOH will enable students to transition into four-year degree options, or directly into professional life. Students will develop skills in reading, writing, critical thinking, and mathematics, along with the skills that complement the productivity of machines and computers. Associate of Arts graduates will be able to move into entry-level positions in the health, business, and social service sectors.

## AWARD AMOUNT

**\$116,500**

# CDSR

# SYNERGETIC ACTIVITIES

## CDSR E-Newsletter:

**1** The bimonthly e-newsletter is created to celebrate and share faculty, staff and student scholarly activities with DYU community and shares upcoming events and support opportunities in regards to research.

## Thursday Thirst for Knowledge:

**2** The seminar series on the third Thursday of every month is given by a DYU faculty/staff or a guest speaker on an important topic for D'Youville and its surrounding community. A wide variety of topics are discussed, in-depth, by a presenter. We welcome you as a speaker.

## Writing Accountability:

**3** It allows faculty and staff to set a time to work on their writing projects and share their progress with each other. Group members also help and provide feedback on each other's writing projects.

## Research Day:

**4** A single culminating event at the end of the academic year to celebrate the scholarly activities performed by faculty, students, and staff throughout the year. It included talks and poster presentations with more than fifty presentations.

## Awards and Celebration Dinner:

**5** Faculty and staff who published articles, books, or received a grant were celebrated with a dinner. Each shared their accomplishments with attendees. In addition, awardees of President's Excellence Awards for Scholarly and Creative Activities, Service, and Teaching were announced and celebrated.

## Visiting Scholar Policy:

**6** CDSR created a policy to be more welcoming for visiting scholar researchers to collaborate with D'Youville faculty and staff.

## Journal of Undergraduate Research:

**7** D'Youville has been working on the development of a new undergraduate research journal, in partnership with a non-profit organization, to provide a new venue for sharing undergraduate student research with the larger community.

## Research Magazine:

**8** End of year celebration of select faculty research and accomplishments as well as sharing the activities and DYU's scholarly impact in the community.

# RESEARCH SUPPORT OPPORTUNITIES

## Faculty-led Student Research Grants:

- 1 Provide support for students from across disciplines to pursue full-time research and creative work in collaboration with a faculty mentor over the summer. Approved students receive \$4,500 for full-time, eight-week summer research commitment, and faculty mentors receive \$3,000 to supervise and work along with student researchers. In addition, an additional supply budget is provided to support the work.

## Student Apprentice Grants:

- 2 Provide support for students to work with a faculty mentor to gain high-impact learning experiences during an academic semester. It enhances continued student-faculty research collaboration and teaches professional skills. Approved students receive up to \$1980 per semester for working ten hours a week during an academic term.

## Faculty Research Committee Grants:

- 3 Provide funding for supplies and small equipment purchases to foster and support faculty research and scholarly activities throughout the year. It furthers the faculty research efforts, which are also an instrumental part of undergraduate and graduate education. Approved projects receive funding based on project needs and requested budget; typically, projects are funded around \$5,000.

## Faculty Research Release Time Grants:

- 4 Enhance the professional productivity of full-time faculty by providing course release from teaching in order to focus on work on a scholarly project. The preference is given to the faculty who are early in their careers. Approved faculty members receive one course release time per semester in order to have more dedicated time for their research and increase faculty research productivity.

## Student Government Association Grants:

- 5 SGA provides funding up to \$2,000 per student directly to students who would like to take on a research project.

*Help fund vital research programs!  
Donate now to support groundbreaking discoveries and life-changing activities.  
Every contribution matters in our mission to make the world a better place.  
Your donation can make a difference!  
<https://alumni.dyouville.edu/ways-to-give>*

A portrait of Lacey Bromley, a woman with long, wavy brown hair, smiling warmly. She is wearing a light-colored sweater with a black and white zebra print design. Her arms are crossed. The background is a vibrant, abstract painting with splashes of blue, pink, purple, and black.

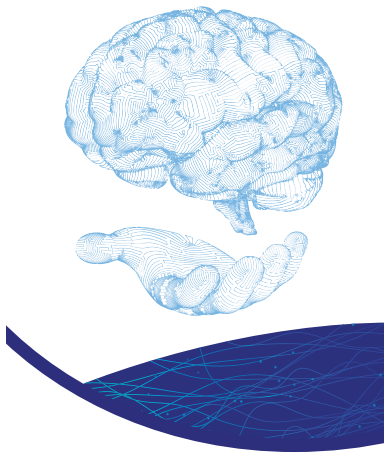
# LACEY BROMLEY

# Kicking It Up a Notch

Improving functional outcomes in neurologic disease with the comprehensive care model.

Lacey Bromley has not stopped her research into Multiple Sclerosis since her interest began in her early 20's.

"When I was 20 years old, one of my best friends was diagnosed with Multiple Sclerosis. I wanted to learn more about the disease and started to dive into the research."



**"My biggest motivation is envisioning how the results may be able to make a positive impact on people with Multiple Sclerosis or other neurological conditions."**

- Lacey Bromley

After acquiring her doctorate in Physical Therapy in 2008, she pursued her PhD at the University of Buffalo in Rehabilitation Science, and has dedicated herself to research since her graduation in 2018.

Lacey's manuscript, "A Prospective Study to Validate the Expanded Timed Get-Up-and-Go in a Population with Multiple Sclerosis" was published in the *Multiple Sclerosis Journal: Experimental, Translational, and Clinical* in 2022, and her PhD dissertation findings entitled "3-Day Dietary Manipulation in MS; Exercise and Fatigue Outcomes" was published in the *International Journal of MS Care* for the year 2021.

She co-authored "Rehabilitation of Concussion and Persistent Post-Concussive Symptoms" that published in *The Seminars in Neurology* in 2021 and "Adults are not Older Adolescents: Comparing Physical Therapy Findings Among Adolescents, Young Adults, and Older Adults with Persistent Post-Concussive Symptoms."

Most recently she was invited to be a peer reviewer for a continuing education course entitled "Kick It Up A Notch: Evidence-Based Physical Therapy for People with

Multiple Sclerosis" which was completed in mid-2022.

Her research has been focused on comprehensive care and improving outcomes in neurological conditions, and with Western New York having one of the highest prevalence of Multiple Sclerosis in the nation, Lacey has found that her biggest motivation for her research is "envisioning how the results may be able to make a positive impact on people with Multiple Sclerosis or other neurological conditions."

Looking toward the future, Lacey has been collaborating with MS specialists in the area and has submitted two substantial grants for \$600,000 each. Her goal is to continue to collaborate with other professionals in the area, and to find ways to demonstrate how the comprehensive care model can improve functional outcomes and quality of life for people with MS or other neurodegenerative diseases.

For more information on Lacey Bromley's work or to connect with her professionally, click here, or visit us at

[www.dyu.edu](http://www.dyu.edu).





THE D'YOUVILLE RESEARCH REVIEW

# RENEE CADZOW

# The Impact of Community Level Work

Renee Cadzow isn't taking her commitment to developing community health workers on Buffalo's West Side lightly.

As the principal investigator for a \$3 million dollar HRSA grant, Renee Cadzow oversees the use of the funding for recruitment, training, career development, and support for over 300 new and 100 existing Community Health Workers (CHWs) over three years.

"A grant this large would be difficult for a small

non-profit organization to manage. Trusting an institution to manage it in a responsive way was a big step for our partners. I am humbled that they have entrusted me with this enormous task." says Cadzow of the recent award.

The grant funding will support, in addition to new and existing CHWs, increased recruitment and outreach, and a provision of wrap-around services and stipends, as well as tracking to ensure successful job placement and/or additional educational pursuits.

As part of her close work with the Community Health Worker Network of Buffalo, Cadzow also contributes to training and special project evaluation, and recently presented at the American Public Health Association on the benefit of the CHW-involved county health department vaccine clinics.

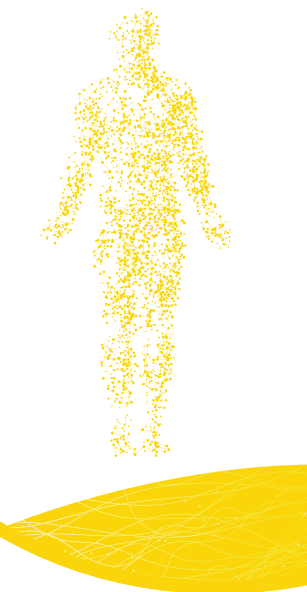
She is the co-director of a 100K National Endowment for the Humanities funded project that seeks to create humanistic pathways toward health professions, and, in addition, is the lead evaluator for the *Go Buffalo Mom* initiative, which seeks to break down the transportation and financial barriers among pregnant women in the region.

Cadzow loves being able to evaluate and demonstrate the impact of community and institutional awareness.

"When working with community partners, I do my best to listen to their needs and offer support that is responsive to those needs, rather than going to the community with an existing agenda of my own. This means I've gotten to apply my grant writing, project management, quantitative and qualitative skills in numerous diverse disciplines and most of the work I've done in the last decade has the common thread of community health workers and/or community-responsive intervention strategies."

Cadzow, whose PhD is in Anthropology, has been with D'Youville since 2012 as faculty in Health Administration and is the Associate Director and Chair of the Center for Doctoral Studies and Research at D'Youville.

For more information on Renee Cadzow's work or to connect with her professionally, click here, or visit us at [www.dyu.edu](http://www.dyu.edu).



**"When working with community partners, I do my best to listen to their needs and offer support that is responsive to those needs."**

- Renee Cadzow



# SUSAN KOWALEWSKI



# Lifelong Learning & Self Improvement

Susan Kowalewski, collaborator and mentor.

As an early adopter of online learning over 19 years ago, Susan Kowalewski is a strong advocate of lifelong learning and self-improvement. After a 25 year career as a dental hygienist and practice manager, then nine years as an administrator at the University at Buffalo she began teaching healthcare management as an adjunct faculty at D'Youville.

She became a full time faculty member in the Business Department in 2006, and is a full professor. Her research over the past five years has focused primarily on online learning,

teaching, and assistive technology. She has found herself most drawn to collaborative experiences and activities with colleagues and students.

The scholarly and research activity she participates in is very practical. The findings can be implemented by online developers and faculty to improve their online courses and teaching methodology. Her research has related to business communications, improving student writing and outcomes, and implementation of succession planning and employee rewards.

“One of my favorite collaborations was with Dr. Waukau-Villagomez with the Education Department in 2011 titled “Storytelling and Career Narratives in Organizations.” This article combined Waukau-Villagomez’s Native American heritage, with our love of storytelling and the impact in organizations.” The paper was presented at the Global Conference in Business and Finance Research, in Las Vegas.” says Kowalewski.

Her most recent research centers around online learning and assistive technology. She has published two papers on the topic, and presented at several conferences, including the International Accreditation Council for Business Education Annual Conference in Orlando

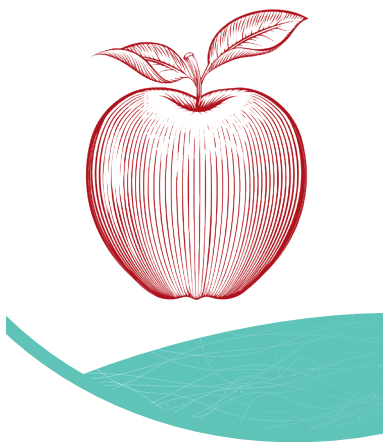
Florida, and the 11<sup>th</sup> CBER-MEC International Conference on Business and Economic Development in New York City.

Kowalewski has published over 19 peer reviewed articles, seven with her students. She enjoys engaging students in research and writing. “Working through the process of research, writing, then submission to the journals with the students is another opportunity to assist students in excelling.”

She has received a number of grants to support student learning. In addition to her research and publishing, Susan has reviewed more than 35 articles, books, and chapters as a peer reviewer. She is also member of the Global Journal of Management and Marketing Review Board.

In addition to her current research, Kowalewski has presented at over 40 local, national, and international conferences, and has served on over 50 Master’s and Doctoral projects/thesis. She was recently included in the 2023 Marquis Who’s Who.

For more information on Susan Kowalewski’s research and background, click here or visit us at [www.dyu.edu](http://www.dyu.edu).



**“Working through the process of peer reviewed journals with the students is an opportunity to teach.”**

- Susan Kowalewski



# Going the Extra Mile

Abigail Mitchell a nurse leader and educator who mentors novice nurses.

Abigail Mitchell has spent over 25 years in higher education, with an ongoing focus on the mentorship of nurses and healthcare workers. She is driven by the nursing shortages she's been writing about since 2009, and the predicted understaffed state that our healthcare system finds itself in.

Before joining the faculty at D'Youville University, Mitchell got her AAS in nursing, BSN in nursing, followed by her MSN, MBA, and DHEd, and was drawn to her field of research when she attended a required orientation as a new nurse, and found that many of her peers were expected not to return the next day. She decided then to write her dissertation on developing and implementing a mentoring program for a large hospital system in Buffalo.

She went on to study all aspects of mentoring, healthcare disparities within different populations, and working with faculty and students to help assist them with their passion and research. "When they have identified an issue or a policy that is not working, a quality improvement works well, and I seek them out and push them to disseminate their work."

Working with young nurses and healthcare workers is her passion, and she's used that energy to design and implement a novice faculty-mentor program, as well as playing an integral part in the development of our Accelerated BSN, MS-Nursing Leadership, and MS-Nurse Educator programs.

"I love learning, and when you can share your passion through

research, it's even better.

Then when you can engage a faculty member, a nurse, and or student, it becomes more rewarding for me to see that 'ah-hah' moment."

Her recent work has led to formal conference presentations on the impact of burnout and the Covid-19 pandemic. She presented her research at the 6<sup>th</sup> Nursing World Conference in Orlando Florida. With over 23 peer-reviewed articles published on her work and findings, Mitchell remains focused on the health and well-being of not just the patients, but the nurses and healthcare workers who serve them. She has presented at over 50 poster sessions and has had over 38 peer-reviewed manuscripts published.

In her spare time, Mitchell is an avid piper, traveling abroad with students and using the opportunity to play bagpipes.

For more information on Abigail Mitchell's research and background, click here, or visit us at [www.dyu.edu](http://www.dyu.edu).



**"I love learning,  
and when you can  
share your passion  
through research,  
it's even better"**

- Abigail Mitchell

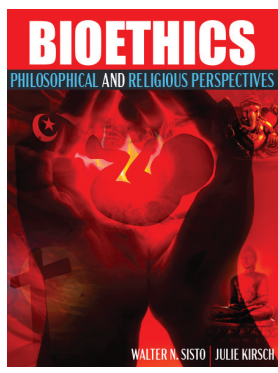
# WALTER SISTO



# Bioethics from a Philosopher & Theologian

Walter Sisto and Julie Kirsch look at the world from entirely different perspectives. Which was one of the primary motivators for their collaboration on their recent publication.

In their book, *Bioethics: Philosophic and Religious Perspectives*, Walter Sisto and Julie Kirsch examine some of our oldest questions from a new point of view. The book draws on philosophical and religious perspectives to



**“I regularly teach Bioethics and wanted to dig deeper into the material and present in a more formal way the ideas and theories that I talk about in class.”**

**- Julie Kirsch**

provide readers with a nuanced understanding of the complex ethical considerations related to modern medical technologies, such as biomedicine, reproductive technology, cybernetic enhancement, and end-of-life care. With the improvements in medical science and the ubiquitous role of technology, the question that this book raises, and that theologians and philosophers need to ask themselves is “is death necessary?”

The major goal of the book is to “address not only recent bioethical issues, such as the questions of cyborg technology, abortion, and euthanasia, but to do so from a comparative religious perspective.” says Sisto. “The idea for this book originated with my interest in not only how orthodox Christianity responds to science and technology but also how other religious traditions respond to this topic.”

It is one of the first major monographs to address not only recent bioethical issues, but to do so from a comparative religious perspective.

Drawn to the crossroads of philosophy and neuroscience, Kirsch likes to make connections between her

own work in philosophy and research in other fields. Her interest in writing the book grew out of her teaching experiences in Bioethics, and working with students.

“I regularly teach Bioethics, and wanted to dig deeper into the material and present in a more formal way the ideas and theories that I talk about in class. Also, the questions that we take up in the book are intrinsically interesting and important to all of us – healthcare workers, patients, citizens – to think about.”

The book has been a watershed moment in their research, leading to an increased knowledge in bioethical debate and further research. Sisto is currently working on a new book on the subject, marrying his expertise in Russian Sophiology and cybernetic ethics.

For more information on Walter Sisto or Julie Kirsch and their research, click here or visit us at [www.dyu.edu](http://www.dyu.edu).





# LAUREN TOLLEFSON

# The Puzzle of Patient Care

Student-driven case studies in diagnostic imaging.

Lauren Tollefson has been active in several fields of research since joining the faculty at D'Youville University in 2019. Her main field of interest is in the topic of unique cases studied in chiropractic radiology. She was drawn to this field of research because of the nature of the puzzle.



**“With diagnostic imaging, we only see a small piece of a patient, and this small piece can solve the puzzle of patient care for so many people.”**

- Lauren Tollefson

“With diagnostic imaging, we only see a small piece of a patient (X-Rays MRI, CT, etc.) and this small piece can solve the puzzle of patient care for so many people.”

She is currently working with a group examining diagnostic imaging curriculum across chiropractic schools throughout the country, and providing recommendations to the National Chiropractic Board of Examiners. The curriculum project's goal is to help ensure that topics being assessed by the National Board of Chiropractic Examiners better fits the relevant, real-world scenarios where we can eliminate or reduce teaching the rarest diseases that are unlikely to walk into a chiropractic office.

The research she does at D'Youville University is driven greatly by her passion for working with students. Since beginning her tenure at D'Youville, she has had four separate student projects be accepted the Association of Chiropractic Colleges Research Agenda Conference, a conference which typically only accepts a small number of student projects per year. She has also had six students with individual projects accepted and published in peer-reviewed journals.

“For me, the most exciting part is getting students involved. I love guiding students through a research project from start to finish. There are so many more steps to research than just writing a paper that many students don't realize.”

She was invited to be the main speaker for a six hour address for the Universite du Quebec a Trois-Rivieres in 2019, and had the opportunity to serve as a moderator and workshop organizer of the Annual Resident Educational Workshop from 2019 to 2023. She is currently in the process of planning the 2024 workshop and has recently been working on the aforementioned diagnostic imaging curriculum study with a group of students and researchers.

For more information on Lauren Tollefson's research and background, click here, or visit us at [www.dyu.edu](http://www.dyu.edu).



# PRESIDENT'S EXCELLENCE AWARDEES



## For Teaching, Service, Scholarly & Creative Activities

The President's Excellence Awards provide university-wide recognition for consistently superior professional achievement and to encourage the ongoing pursuit of excellence among D'Youville Faculty and staff. The program has been started by President Lorrie Clemo and underscores DYU's commitment to providing the highest quality of instruction, supporting intellectual vibrancy while expanding the boundaries of knowledge,

and serving the institution, the greater community, and the public good. Through these awards, DYU celebrates the accomplishments and personal dedication of its faculty and staff. The awards provide university-wide recognition in Teaching, Scholarship and Creative Activities, Service, Community Engagement, and External Sponsored Programs. Individuals selected for this tribute are the DYU community's role models in their respective areas.







## SCHOLARSHIP & CREATIVE ACTIVITIES

This award supports the pursuits foundational to sustaining the intellectual growth of DYU by recognizing consistently outstanding scholarly and creative productivity conducted in addition to teaching. Emphasis is placed on outstanding demonstration of significant contributions over an extended period of time to the arts, scholarly literature, or overall research and scholarship, and the quality, quantity, and consistent performance of the scholarly and creative work.

### 2023 Awardee: WALTER SISTO

As a faculty of Religious Studies, Sisto published 3 books in the last eight years, 24 book reviews, 16 peer-reviewed articles and book reviews, and gave 17 national and international presentations.

His latest book, co-authored with Julie Kirsch, is titled *Philosophical and religious perspectives on Bioethics*. He also created the “Dying Well” course, partnering with Nursing and the Simulation Center. Gina Camodeca of DYU stated that from Health Justice point of view, Sisto’s research interests are crucial to a campus whose primary reputation is for being a leader in health professions education. Alan Smith of University of St. Michael’s College stated that Sisto’s perspective on human-religious understanding of the possibilities and limitations of the emerging cybernetics technology for the betterment of human quality of life shows his innovative quality and his attention to ethical topics in the horizon.



## SERVICE

This award recognizes consistently superior service contributions sustained over multiple years in a variety of venues. The intent of the award is to honor an outstanding faculty or staff member who demonstrates exceptional service in their contribution to the central mission of our University and provides exemplary models of what it takes to make DYU a community of excellence.

Emphasis is given on excellence in service for departmental, school, university committees and leadership, excellence in a creative and innovative service while demonstrating flexibility and adaptability to meet institutional needs, and contributions to the central mission and strategic goals of the university.

## 2023 Awardee: ELIZABETH DUDEK

As a faculty of Spanish, Dudek created several events to Hispanic culture, literature, and languages among students, faculty, and community. She organized Hispanic Heritage Month Events, World Cultures Film Festival, Latinos in Nursing, and many more. She served at the University wide IRB Committee, Senate Policies Committee, and Common Read Selection Committee Chair. She took part in projects central to DYU's mission and strategic goals, such as serving as a member of Mosaic Project, creation of Medical Spanish Interpretation program, and connecting DYU with Spanish speaking community. Poala Kerch supported her award by stating that, "Elizabeth Dudek continuously explores new ideas and strategies for blending her service with teaching and activities such as students serving at the community garden, or writing Spanish letters to isolated seniors due to Covid."



## COMMUNITY ENGAGEMENT

This award honors outstanding faculty or staff members who have demonstrated exceptional success in initiating, supporting, and/or maintaining community engagement that is relevant to the core mission of the university.

These activities include community service, and support of community activities that address public concerns, and promote quality of life for all.

### 2023 Awardee: RENEE CADZOW

Renee Cadzow developed a partnership between D'Youville and Community Health Worker Network of Buffalo which culminated recently in the receipt of \$3 million HRSA grant to support community health workers. She hosted Community Health Worker Core Competency Trainings on our campus and supported leveraging funding for Unheard Voices participatory theater play focusing on inequalities experienced in the public school systems by students and parents. Renee gave several talks at community events to educate the public and service members to close the health gap in the community, including improving perinatal measures, understanding and eliminating health and healthcare disparities related to historic and systemic racism. Using her passion for her community and public health, she has taken action to produce systemic changes.



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