

# FDC HAPPENINGS

March 20, 2023



*Two individuals sit across from each other. One is holding a pen and writing in a notebook.*

## Student-Instructor Partnerships in Clinical Education

*When: Throughout the 2023-24 academic year  
Application due: Friday, April 21, 2023 at 11:59 PM*

During the 2022-23 academic year, the Faculty Development Center (FDC) is hosting a learning community called Teaching and Learning Together (TaLT), which has aimed to develop and nurture partnerships between students and faculty on EMU's campus. This group has been successful in exploring these partnerships and how to foster them in their own lives and for others across campus. For the 2023-24 academic year, the FDC, with the support of the College of Education (COE) and the College of Health and Human Services (CHHS), returns with a second learning community, this one focused solely on clinical education and student-clinical educator partnerships. We invite all clinical educators to consider applying to be a member of this learning community. (The call to students will be issued closer to the fall.)

For more information about this learning community, and to apply, please visit our [website](#).

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# CAMPUS HIGHLIGHTS: 43RD ANNUAL UNDERGRADUATE SYMPOSIUM

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The Undergraduate Symposium is a collection of research or creative projects including:

*Hosted by the College of Arts and Sciences*

Research projects in the humanities, social sciences, natural/physical sciences, and other disciplines

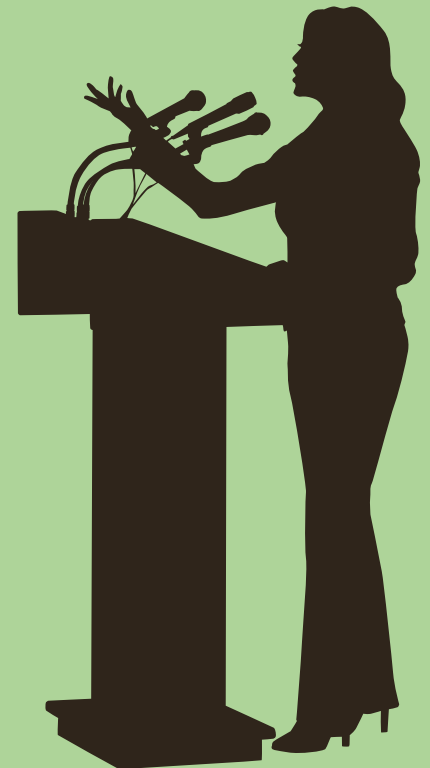
Performances

Design-based projects

This is a great chance to support EMU students and fellow faculty members and recognize all the hard work put in this academic year to create these exciting student projects.

**The 43rd Annual Undergraduate Symposium will take place on Friday, March 31st, 2023, in the Student Center.**

Faculty Development Center student worker Jessi Kwek and former student worker Lauren Silvia will present on our Teaching and Learning Together (TaLT) Initiative. Their presentation will begin at 11:15 AM in Student Center Room 352.



***Interested in learning more about the Symposium and in seeing the schedule?***

Visit the website [here](#)

# UPCOMING EVENTS

READING IN  
PRINT?  
scan the QR code to  
access the links in  
this issue



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## THIS WEEK'S EVENTS

Are you interested in chatting more about ChatGPT and its implications for teaching? Please join Ann Blakeslee and Jeff Bernstein for “More Good Chat About ChatGPT” on Wednesday, March 22, at 12:30 PM, in the Faculty Development Center and on [Zoom](#). We'll focus on best practices in designing writing assignments for a ChatGPT world. View our [website](#) for more details and to [register](#) for this event.

### More Chat About ChatGTP

March 22 @  
12:30 PM  
FDC or [Zoom](#)

### Discussion Group

[Register here](#)  
March 24, 2023  
Breakfast @  
9 - 9:30 AM  
Presentation @  
9:30 - 11:30 AM

Brigid Beaubien and Amanda Maher (this year's Morris Co-Chairs) would love for you to join them when Dr. Mariana Castro presents the Discussion Group Project. During the presentation on March 24 participants will receive an overview of the program, learn more about the research, engage in discussion, and learn about the current and future direction of the Discussion Project. Dr. Castro will also highlight how the project supports multilingual learners and connect it to her scholarship in multilingualism. Interested in more details about the project? Check out their website [here](#).

## UPCOMING EVENTS

How do faculty create and sustain a feeling and culture of belonging and inclusion in their classes? How can faculty navigate issues - pronouns, name changes - that might arise? Join us for the last session in this series, "Faculty-Student Interactions", where you will hear first hand how students and faculty can create inclusion through partnership.

### LGBTQ+ Programming

[Register here](#)  
March 27 @ 3:30-4:45  
109B Halle Library or [Zoom](#)

### Opening Day

Thursday,  
March 30  
2 PM - 5 PM



Join us at the Faculty Development Center to celebrate our most important holiday, Opening Day of Baseball Season! We'll have snacks (including apple pie!), good company, dispensing of wisdom on baseball and teaching, selfies with Eggbert, and, of course, a chance to watch the first pitch of the New York Mets season together! A good time will be had by all! We encourage you to dress in your favorite teams attire (unless you're a Yankees fan). #LetsGoMets #LGM #YaGottaBelieve

# UPCOMING EVENTS

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Are you looking to expand your pedagogy, provide students with meaningful experiences, and provide needed support to the local community? Are you seeking new ways to integrate practical and impactful experiences into your coursework? If so, consider applying for the Fall 2023 Academic Service-Learning Seminar! Click [here](#) for more information. Send any questions to [aa\\_asl@emich.edu](mailto:aa_asl@emich.edu)

## AS-L Seminar

Click [here](#) for application, due April 3.

## Faculty Research Showcase

March 23  
@ 4-6 PM  
Student  
Center  
Ballroom

We are proud to announce the 2023 Faculty Scholarly and Creative Activity Showcase to celebrate disseminated scholarship and creative activities recently completed by EMU instructors. The event will be hosted in conjunction with the George Liepa Sigma Xi Lecture later that evening. Please stop by to see the work your colleagues have done! To see details, click [here](#).

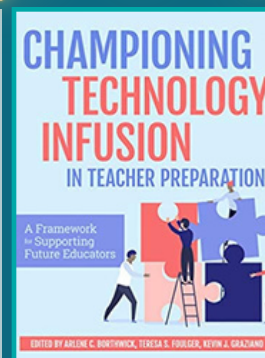
Thank-An-Eagle (an instructor, staff member, coach, GA, or mentor) who has helped you during your time here at EMU. Please share this call with your students as well. Click [here](#) to submit. Visit our [website](#) for more information.

## Thank-an- Eagle

Nominations  
due March 31  
Celebration on  
April 17 @ 3:30  
PM

# SPOTLIGHTS

This week's book spotlight is "Championing Technology Infusion in Teacher Preparation: A Framework for Supporting Future Educators," written by Arlene Borthwick, Teresa Foulger, and Kevin Graziano, and including a chapter by EMU's Michael McVey. This book talks about the organizational change that takes place when technology is integrated in online and blended PK-12 teaching and learning. Click [here](#) to read the full spotlight or to see other books in our library.



This week we are spotlighting Dr. Vance Kennedy. In this spotlight, Dr. Kennedy shared with his use of materials and demonstrations in his chemistry classes, the importance of student feedback, and his advice to future educators. He also reflected on his time working with Dr. Lynn Deanhart at Lander University, and how it shaped the educator he is today. To read the full story, click [here](#).

## Dr. Vance Kennedy Professor Chemistry

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When you hear the word “incivility” what comes to mind? Do you think of situations of being treated unfairly or in an unprofessional way? Do you associate the word with something

negative or unpleasant? These are common responses to the word incivility, which was defined by Godfred Boateng and Tracey Adams (2016) as behaviors in the workplace that have negative impacts on safety, integrity, and dignity. Now, when you hear the word incivility, do you think of clinical education?

Unfortunately, these unfair and unpleasant experiences defined as incivility are often experienced in higher education in general. More specifically, research shows that incivility is commonly being experienced within clinical education as students engage in different learning experiences with clinical educators. Incivility is not isolated to any one discipline. The research indicates that this is a problem in programs such as nursing, athletic training, social work, and speech-language pathology, among many others.

Incivility in clinical education can take many forms, including excessive monitoring of work, withholding information affecting performance, having opinions ignored, and being exposed to unmanageable workloads (Bolding et al., 2020). These things can have a major impact on the clinical learner and their experiences in the clinical setting, and can range from personal, such as decreased student confidence and learning, to more external aspects, such as missed doses of medications due to gaps in communication (Anthony & Yastik, 2011).

Fortunately, Anthony & Yastik (2011) report that students generally experience more positive interactions with their clinical educators than negative. However, positive and negative experiences do not hold equal weight. It is said that it takes multiple positive interactions to “cancel out” a negative one, and this would be especially true within clinical education.

*By Courtney Lewis &  
Alivia English*

We know from the literature, and anecdotally, that students want to feel like they belong at their clinical education sites. Quite the opposite of experiencing incivility, students want to feel accepted, appreciated, and needed. They need a place to safely ask questions, make mistakes, and be socialized into the field they are studying. Tracy Levett-Jones and colleagues (2008) found that students believed this idea of belonging was related to how their clinical educators included or excluded them in the clinical environment. They found that relationships are a key influence on how students experience belonging. In a similar article, Levett-Jones and Lathlean (2008) found that when students feel that they belong, they are more empowered to take advantage of the learning environment; furthermore, when students felt accepted by their clinical educators, they were more motivated to learn.

Eastern Michigan University has a strong history of facilitating the development of close bonds between students and faculty. Just in the past year, the EMU Faculty Development Center has been running a learning community called Teaching and Learning Together (TaLT) that is aimed at

*SUBMIT A BLOG POST*

*We welcome blog posts from faculty, lecturers, staff, and students on teaching and learning topics. Email us at [faculty\\_development@emich.edu](mailto:faculty_development@emich.edu) with your blog post idea for the opportunity to be featured in future newsletters!*



building up and restoring these relationships as we emerge from the jolt that COVID threw into higher education.

**It is time to put that same energy into clinical experiences and facilitate these bonds between students and clinical educators.**

When students feel like they belong and have positive clinical education experiences, they are more confident and motivated to remain in programs and persist until graduation. In an effort to work toward this, we are excited to introduce a new learning community that will take place during the 2023-24 academic year that focuses solely on clinical education. We believe that a positive clinical experience is vital for both students and clinicians, and this begins with strong partnerships between the two. These relationships foster growth, confidence, and learning, all of which are valuable characteristics of clinicians.

This learning community will expand on the findings of TaLT and focus on identifying mechanisms for increasing belonging in clinical education with an emphasis on the areas of (1) receptiveness; (2) inclusion and exclusion; (3) legitimization of the student role; (4) recognition and appreciation; and (5) challenge and support, the major themes that Levett-Jones and colleagues (2008) introduced. These themes will serve as a model for this learning community, with the integration of other critical elements from similar research.

If you are a clinical instructor who is currently supervising students in a clinical setting, whether it be on-campus or off-campus, and you are interested in engaging with a group of students and educators to explore this idea further, consider applying to be a member of this learning community.

We have a unique opportunity with this learning community to create change and be a

leader within the world of clinical education. By taking part in this initiative, clinical instructors can dig deeper into what a positive relationship between them and their students looks like, learn how to implement these topics into practice, and develop an artifact to teach others how to facilitate these partnerships. We hope you will consider joining us on this journey.



## ABOUT THE AUTHORS

**Courtney Lewis** is an Associate Professor in the Athletic Training Program. She holds the belief that collaborating with stud-

ents and giving them the tools they need to succeed is a critical part of working as a faculty member. She is driven by the idea that the goal is always growth, and together we will get there. Her research interests include how athletic training students experience their education, particularly how they integrate the didactic and clinical components of their education. She is excited for this learning community and the opportunity to broaden her research interests outside of athletic training and to clinical education at large.



**Alivia English** is a graduate student now studying Communication Sciences and Disorders at EMU after receiving her bachelor's degree in Linguistics at Oakland University. She works as a Graduate Assistant for the Faculty

Development Center on campus, and she enjoys the work that the FDC does to support strong partnerships between students and instructors. Her research interests include the scholarship of teaching and learning, particularly within clinical education.