



Research Reporter

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Linda Hansen-Kyle, PHD, RN, CCM



Felicitas de la Cruz, DNSC, FAANP, RN

\$200,000 Grant Awarded!

“New Careers in Nursing Scholarship”

Grant from the Robert Wood Johnson Foundation

Office of Research and Office of Sponsored Research & Grants



Linda Hansen-Kyle, Assistant Professor of Nursing and Director of the Early Entry into Nursing and Advanced Practice (EENAP) Program, San Diego Regional Center, and Fely de la Cruz, Professor of Nursing and Director of the Family Nurse Practitioner and Second Careers in Nursing (SCAN) Programs, have received a \$200,000 grant from the Robert Wood Johnson Foundation this past summer. The grant project, “New Careers in Nursing Scholarship,” will provide scholarships for the SCAN Program at the Los

Angeles Regional Center, and the EENAP Program at the San Diego and San Bernardino Regional Centers. Grant funds will provide scholarships for non-nursing college graduates who are returning to school for a career change. Project emphasis will be on providing opportunities for underrepresented groups in nursing or those coming from disadvantaged backgrounds. The Robert Wood Johnson Foundation “seeks to improve the health and health care of all Americans”, and

the School of Nursing is to be commended for preparing another high quality proposal. The School of Nursing has had tremendous success in bringing grants to APU, and both Dr De La Cruz and Dr. Hansen-Kyle are recognized and appreciated for their hard work and dedication in expanding opportunities for nursing students. —Abbylin Sellers



Lou Hughes, Ph.D., Director of Sponsored Research & Grants



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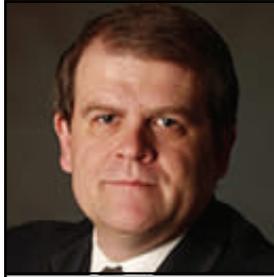
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“Visions of Agape: Problems and Possibilities in Human and Divine Love ” by Craig A. Boyd, Ph.D.



“..the dynamism of each Person of the Trinity’s love for the other Persons can infuse humans’ love for each other and for God.”

Craig A. Boyd, Ph.D., Professor of Philosophy and Director of Faith Integration, has edited nine compelling essays relevant to a topic of supreme importance to all Christians: *agape*. *Visions of Agape: Problems and Possibilities in Human and Divine Love* (Ashgate 2008) presents theological, philosophical, psychological, biological, and ethical perspectives on *agape*, defined by Thomas Jay Oord as “act[ing] intentionally, in sympathetic response to others (including God), to promote overall well-being” (“A Relational God and Unlimited Love”). In his own essay, “The Perichoretic Nature of Love: Beyond the Perfection Model,” Dr. Boyd shows how the dynamism of each Person of the Trinity’s love for the other Persons can infuse humans’ love for each other and for God. F. LeRon Shults, in “That Than Which Nothing More Lovely Can be Conceived,” echoes this insight when he affirms, “We should think of our abiding in divine love not as a static beatific vision but as a dynamic entering into the beauty

of seeing and being seen in the perfect light of the life of God.” Not to be forgotten, however, is Ruth Groenhout’s reminder that God’s nature is both feminine and masculine (“The Love of God the Father: *Agape* and Masculinity”).

Lest the discussion of love become too abstract, **Kevin Relmer** shows how L’Arche caregivers sacrifice themselves daily without complaint as they live with and tend to the needs of the disabled—manifesting *agape* with minimal theorizing (“*Agape* Brokenness and Theological Realism in L’Arche”). **Nancey Murphy** takes Dr. Reimer’s “theological realism” a step further by emphasizing Jesus’s love for His enemies and renunciation of ruling over them when He walked the earth (“*Agape: Science, Religion, and the ‘Flame of Love’*”): “any human being who loves all others without exception ‘no matter what,’ who is purely motivated in the sense of desiring nothing in return, who is intensely loving in a way that is profoundly energetic in action and pal-

pable in presence, who loves with a steadiness and commitment that is constant and unwavering, and who loves with a wisdom and efficacy that always brings positive results, is loving in an inspired and grace-filled way.”

C. Stephen Evans wonders, “Can Love Be Commanded?” and examines “Kierkegaard’s View of Neighbor Love” while **Alan C. Tjeltveit** explores “God’s Love Encountering Human Love: Psychological Perspectives Informing (and Informed by) Theology.”

This slim volume obviously stimulates interdisciplinary thoughts and discussions, but its greatest strength may be to motivate its readers to fulfill God’s invitation to love God, neighbor, and self ever more profoundly and wisely.—**Carole J. Lambert**



Agape Love

“Chinese and Chinese-American Families of Children with Disabilities” by Linda H. Chiang, Ed.D., Professor of Education, and Azar Hadadian, Ph.D., of Ball State University



Linda H. Chiang, Ed.D.,



Azar Hadadian, Ph.D.

Linda H. Chiang, Ed.D., Professor of Education, and Azar Hadadian, Ph.D., of Ball State University, provide a significant and insightful contribution to the exploratory research field of cultural studies and children with disabilities. Their research efforts and literature review concentrate specifically on Chinese and Chinese-Americans in their article “Chinese and Chinese-American Families of Children with Disabilities” (*International Journal of Special Education* 22.2 [2007]: 19-23). The premise of this study is that “culture has a very strong impact upon people’s understanding of disabilities and the usage of outside support.” What may be deemed acceptable or of little negative consequence in one culture could be completely the opposite case in another culture. In the Chinese culture, the perception of one with a disability is generally associated with “helplessness or hopelessness” and is

linked through the parents and the lineage of their ancestors. The blame is usually placed upon the mother or her side of the family, and it is attributed to something bad that she or her family have done in the past. Researchers have found that there is a great deal of shame Asian parents feel when confronted with a disabled child, but along with that also comes a feeling of responsibility for that child. The Chinese words for disability, *ts’anchang* or *ts’an-fei*, are translated to mean “obstacle” or “useless”. Upon giving a quick review of current disability laws that have been passed by Congress, the authors turn their attention to intervention and rehabilitation as a form of assistance. This approach is viewed as a “last resort” for Chinese parents because they view the responsibility of taking care of their disabled child as their own. There is, however, a



common feeling among Chinese-American parents that they do have a difficult time caring for their disabled children. Discussion groups, support systems, information on developmental disabilities, and general parenting skills information are all positive and useful ways to help equip these parents. The authors recommend that the various service providers to these families become more knowledgeable and aware of the cultural expectations and perceptions of Chinese and Chinese-Americans of disabled children in order to better assist and serve them.—Abbylin Sellers



“culture has a very strong impact upon people’s understanding of disabilities and the usage of outside support.”



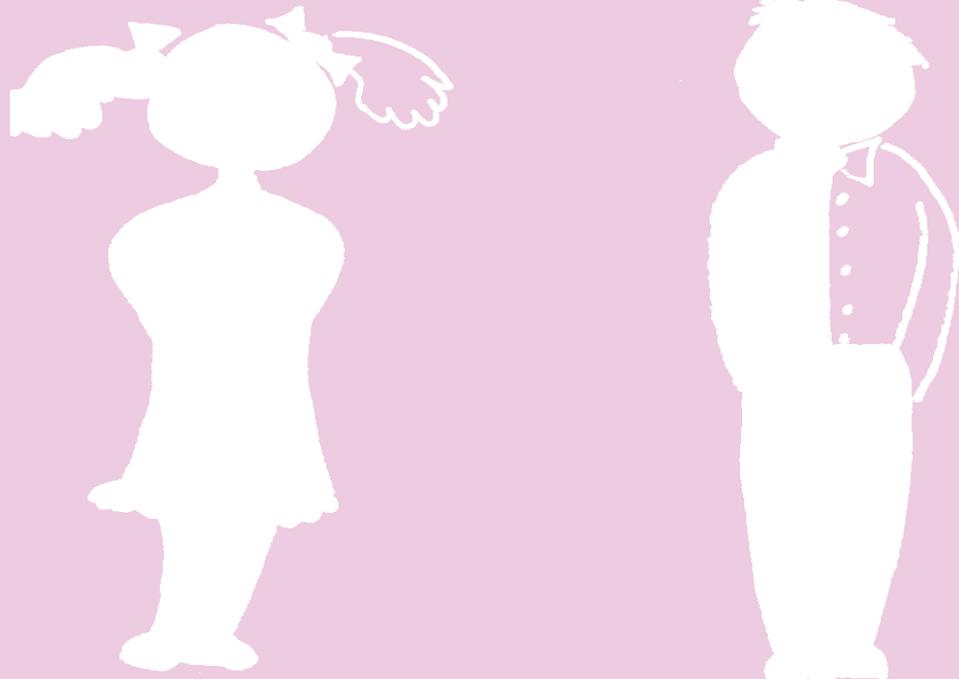


There they found Mary, Joseph and the baby, in the stable. After their visit, they began to spread the word about this amazing child and everything the angel had said about him.



Preventing Relational Aggression:

A Teacher's Manual for Kindergarten Through 2nd Grade



Written by Lori O'Rourke

Illustrated by Monica Kroenlein

“Preventing Relational Aggression: A Teacher’s Manual for Kindergarten through 2nd Grade”

by **Lori O’Rourke, Psy.D.**



Lori O’Rourke, Psy.D., with the assistance of her dissertation chair, Sheryn T. Scott, Ph.D., and many others, wrote an outstanding thesis about verbal bullying and manipulative tactics that some children use to intimidate their peers: *Preventing Relational Aggression: A Teacher’s Manual for Kindergarten through 2nd Grade*. The first part of her text defines “relational aggression,” discusses the sparsity of scholarly research relevant to it, and examines why it can occur more frequently among girls than boys. The second part of her text provides a handbook for teachers of kindergarten, first, and second grades to teach the social skills, anger management, and conflict resolution techniques needed to stop this cruel, damaging practice.

O’Rourke uses the term “relational aggression” to include “bullying,” “indirect aggression,” and “overt aggression.” *Relational aggression* manifests itself in behaviors such as malicious gossip, social exclusion, and manipulation of friendship which exhibit the “specific intention of damaging or harming another’s friendship or inclusion within a social group.” Although boys may bully their peers both physically and socially, relational aggression seems to be more predominant among white middle-class girls and has not been studied nearly as much as male physical bullying (“intentional aggressive behavior that is repeated over a period of time in an interpersonal relationship and exhibits an imbalance of power”). Relational aggression in girls may result from their social conditioning to repress anger and refrain from acts of violence. Hence they may seek power through covert forms of aggression such as “spreading negative rumors, exposing secrets that were told in confidence, and threats of social exclusion.” Because a girl’s identity is often strongly connected to the relationships she main-

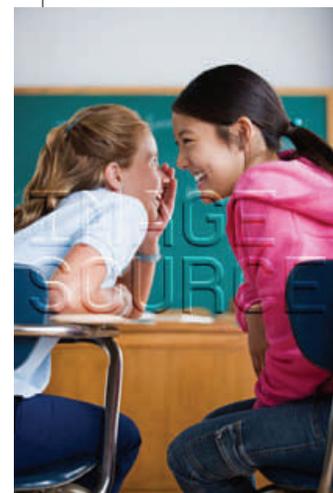
tains, these threats make her particularly vulnerable to her aggressor.

Dr. O’Rourke’s findings show that if this aggression is not corrected at an early age it can result in victims suffering from anxiety, depression, absences from school, and cognitive damage. Little research, and thus few theories and methods for alleviating this problem, has occurred partly because adults, both parents and teachers, may consider the behavior to be a normal part of children’s activities or less of a priority than correcting physical acts of aggression. Dr. O’Rourke’s response to this lack of tested interventions is her manual for those teaching children at the beginning of their educational careers.

Her manual includes ways to identify and manage feelings, especially anger, resolve conflicts, and assert oneself in a healthy manner, all presented with exercises that children can understand. For example, she posits four simple rules for avoiding conflict: (1) No name-calling. (2) Take turns talking. (3) Don’t interrupt. (4) No yelling. These may be wise words for all of us!—Carole J. Lambert



“...if this aggression is not corrected at an early age it can result in victims suffering from anxiety, depression, absences from school, and cognitive damage.”



*"Be still and know
that I Am God."
Psalm 46:10*



Office of Research Mission Statement:

Our purpose is to assist faculty and doctoral students with their research and dissemination endeavors and to promote an academic climate that celebrates and strengthens the Azusa Pacific University community of Christian scholars and researchers.



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