

September 2009

Research Reporter



Felicitas DelaCruz, DNSc, FAANP, RN, is awarded two grants, the first for \$210,936, the second for \$168,000.



Fely delacruz, DNSc, FAANP, RN, Professor of Nursing and Director of the Family Nurse Practitioner and Second Careers in



Nursing (SCAN) Programs, is one of the most successful grant writers in the history of APU. Dr. delacruz and the Azusa Pacific University School of Nursing have recently received two grants, the first in the amount of \$210,936 from the Health Resources and Services Administration (HRSA) for the Nurse Faculty Loan Program (NFLP). The grant award is the highest amount the School of Nursing has received for this program since its initial funding in 2003. The NFLP program supports masters and doctoral students who are pursuing careers as nursing faculty in institutions of higher education or nursing schools. California has a severe shortage of nursing faculty, and with this award the School of Nursing will

be able to financially assist MSN and doctoral students to help achieve their professional objectives. The second grant award is \$168,000 over a two year period from the California Health Workforce Policy Commission for the Second Careers and Nursing Program (SCAN) at the main campus and the Early Entry into Nursing Advanced Practice (EENAP) programs at the San Diego and San Bernadino campuses. Financial scholarships for students who are from underrepresented cultural/ethnic groups in nursing will continue to be made available, as well as monies for strengthening the faculty mentoring program and faculty development. Professor delacruz has consistently secured grants for the School of Nursing on an annual basis and is to be congratulated for her tireless and successful efforts to assist nursing students at all levels of their education.—Abbylin Sellers





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

Where is the Money Update & Grant Writing Tips

Each year for the past 50 years, more federal grant money has been available than there was for the year before, usually at modest increases. However, this year, in spite of the dire (and real) economic headlines, there is an almost incomprehensible amount of three quarters of a trillion dollars of new money still available. The primary reason for this increase was the passage of the American Recovery and Reinvestment Act (Stimulus Bill). As noted in an earlier article, one of the greatest fears of federal grant administrators is money not being spent. While the presidential goal for this year was to have \$600 billion of the \$787 billion in Stimulus funding spent by June 30, 2009, “only” \$100 billion had been spent. A quick example of funds available (09/03/09): “Secretary Duncan (Education) announces \$11.37 billion in Title I, IDEA and Vocational Rehabilitation funds available to States, Schools Ahead of Schedule.” Hopefully, this article will encourage APU faculty, staff, and administrators to assist the government by accessing some of this Stimulus Bill funding. Please view the following links for more information: <http://www.recovery.gov/> and <http://www.grants.gov/>

Writing Tips

Grant writing, as with all technical writing styles, should be presented in a clear, clean, and grammatically correct style. One of the most common questions asked by grant applicants is: “What is more important, Who You Know, or What You Say?” “Who You Know” doesn’t hurt, but it can only help if “What You Say” follows funding source guidelines and procedures. Some points to consider:

- Formatting is crucial – have plenty of white space, use 12 pt. type when possible, use underlining and bold sparingly, and avoid over-capitalization
- Always remember the reader (in the case of grant writing, the reviewer) – make each page “eye friendly” (your eye should fall easily down the page) – just thinking about looking at a page with 10 pt. type, small margins, and no spaces, and probably jargon filled, should already be headache producing. A good example to remember is President Lincoln writing the Gettysburg Address on the back of an envelope while Senator Douglas’s accompanying speech of two hours took several pages of notes.
- Start “building” your proposal by outlining an overview draft – not by trying to write the “final narrative,” section by section. For example, assuming there is a 15 page limit, with 6 sections, do the following:
 - Take 18 blank pages, clip together, and start writing something on each page
 - Page One: Put in a Working Title, Grant Number, Funding Source, and Due Date (the Cover Page)
 - Page Two: Abstract (to be written last, but for now, quick summary of grant)
 - Pages 3-17: (the 15 pages to be counted in total). Use headings for the 6 major criteria – Statement of Need, Goals and Objectives, Plan of Action, Organizational Capability, Evaluation Plan, and Resources Available to Support the Project. Make notes on each page, using the selection criteria to determine number of pages for each section. It is not important at this stage to have complete sentences and paragraphs, but key questions from the grant application should be included.
 - Page 18: Attachments Cover Page

When this exercise is finished, the result will “look like” a completed proposal. Writing is a process, and grant writers need to get started. Getting something on paper and organized in a rough outline will generate ideas and suggestions. Looking at 18 pages bound together is a solid indicator of progress being made. Students are also encouraged to try this technique with their writing assignments.

Is Grammar Important?

Students tend to believe good grammar is probably outdated as “you know what I meant to say.” Grammar conveys meanings to a series of words on a printed page. Poor grammar can lower points from reviewers. Yes, grammar is very important. To illustrate, please punctuate the following series of words. If interested, send your replies to Susan Ferrante: sferrante@apu.edu The first three correct respondents will receive a \$20.00 Starbucks certificate. Explain the meaning of each of your punctuated statements.

that was and I said not but

that that is is that that is not is not is not that so

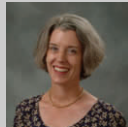


Living L'Arche: Stories of Compassion, Love, and Disability by Kevin S. Reimer, Ph.D.

Kevin S. Reimer, Ph.D., Professor of Graduate Psychology, explores the challenges, joys, and sorrows of caregiver assistants and core members working together in *L'Arche* communities in the United States in his book *Living L'Arche: Stories of Compassion, Love, and Disability* (Liturgical Press, 2009). Here he shares in beautifully crafted, clear language his personal observations and excerpts from interviews with caregiver assistants, the results of his two-year study of these communities. Some of his fascinating research findings include the following: (1) caregiver assistants learn deep altruistic love from developmentally and often physically disabled core members, many of whom have been institutionalized before arriving at *L'Arche*; (2) many caregiver assistants enter *L'Arche* with deep emotional and psychological wounds of their own which begin to be healed as they care for others; Reimer notes that “difficult experiences with love and attachment seem to provide the strongest push for individuals to seek *L'Arche* and persist through the ups and downs of community conflict.” (3) Caregiver assistants embrace an ethic of “downward mobility” which is radically countercultural to American dreams of “success”; (4) Jean Vanier, one of the original founders of *L'Arche* in France, readily admits that “*L'Arche* is impossible,” and yet it thrives; (5) caregiver assistants are often exposed to core members’ temper tantrums

as well as verbal and physical expressions of violence, in response to which they compassionately guide their companions in community into peace, forgiveness, and growth; (6) caregiver assistants at *L'Arche* are not all Catholic, as were its founders, but are from a variety of religions or even agnostic. “People are more important than dogma. Love reigns,” Reimer affirms. However, “[f]irst and foremost, *L'Arche* members understand themselves as the beloved of God.”

The wisdom of *L'Arche* is shared communally as Reimer peppers his text with lengthy interview quotations from caregiver assistants juxtaposed to his own commentaries about these extraordinary persons (who view themselves as quite ordinary) and theoretical information drawn from such leading scholars as Daniel Hart, Don Browning, Stephen Drigotas, Lawrence Kohlberg, Anne Colby, William Damon, Owen Flanagan, Dan McAdams, Jonathan Haidt, John Bowlby, and Lawrence J. Walker. His methods of research are “participant-observer ethnography and interviews” to which “latent semantic analysis” was applied plus one in-depth case study of a particular caregiver assistant who manifested extraordinary character and moral growth. His text shows that compassionate love in *L'Arche* communities is both rewarding and painful—indeed, very hard work. It can inspire lovers outside of these communities to honor and embrace more maturely the disabled who, Reimer persuasively demonstrates, are all of us.—Carole J. Lambert



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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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Our purpose is to support Azusa Pacific University's mission in the pursuit of academic excellence and the advancement of knowledge by striving to consistently meet or exceed expectations in services provided to faculty, project directors, the University community, and external funding sponsors, and by providing consistency in administrative systems and processes.

“Baruch the Scribe: A Model for Librarians” by M. Roger White, Ed.D.



M. Roger White, Ed.D., Professor in the Graduate Department

of Ministry and University Libraries, offers insight into the professional life of a relatively unknown Old Testament character named Baruch in his article “Baruch the Scribe: A Model for Librarians” (*The Christian Librarian*, 52, 182 [2009]: 6-9). The significance of Baruch’s career as a scribe is comparable to the duties of the modern day library professional and also hopefully “serves as an inspiration” for Christian librarians. Baruch was the scribe of the prophet Jeremiah, and Baruch’s name means “blessed”. Professor White demonstrates how Baruch lived as a blessing to both Jeremiah and God’s chosen people. He was committed to his

work, took criticism for the content of Jeremiah’s messages even though they were not his words, and even had his own admissions about being exhausted and weary from his work. *The Oxford English Dictionary* lists the word “scribe” as being the “oldest meaning for the word *librarian*.” Baruch played a significant role in compiling, editing, and archiving Jeremiah’s work, doing much of his work behind the scenes. Professor White provides a review of Baruch’s professional career and the specific duties he performed, highlighting the importance of Baruch’s scribal assistance to Jeremiah for transactions, prophetic message recording, and

how Baruch read the messages aloud in the temple on Jeremiah’s behalf for the people. Even after the king destroyed Jeremiah’s original message (Jeremiah 36:21b, 23, 25), Baruch faithfully reproduced it. Baruch was called by God “to preserve knowledge that reflected truth,” and he was a faithful servant, even in the face of opposition. Modern day librarians are the “guardians of intellectual inheritance” and are the recipients of complaints about the content in various library collections, but they can look at Baruch as an example of perseverance and professionalism. God sustained Baruch through tedious duties and, at times, personal danger. Christian librarians can look to Baruch for inspiration as they carry out their usually unnoticed duties and tasks, keeping in mind Baruch’s heart of service.—Abbylin Sellers



I'm a librarian

