



February 2010 Research Reporter

\$120,000 Grant Awarded to Feli dela Cruz & the School of Nursing



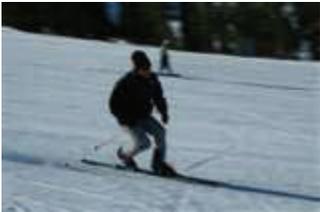
Felicitas dela Cruz, DNSc, RN, FAANP

Professor of Nursing
Founding Director of the Second Careers and Nursing (SCAN) Program and Center for the Study of Health Disparities (CSHD)

Felicitas A. dela Cruz, DNSc, RN, FAANP, Professor of Nursing and Founding Director of the Second Careers and Nursing (SCAN) Program and Center for the Study of Health Disparities (CSHD), and Azusa Pacific University School of Nursing have recently received a grant in the amount of \$120,000 from the California Song Brown Health Workforce Training Act. APU was selected from a highly competitive pool of 28 proposals seeking funds from a limited pool, and the funding was proportionally distributed to three

regions (North, Central, and South) of California. With fifty percent of the proposals coming from Southern California, there was even greater competition to secure funding. The program supports the educational access of non-traditional students to an accelerated master's-entry nursing program, and it addresses the critical nursing and faculty shortage in California. The grant will enable the following: enhancement of the SCAN students' learning environment and mentoring, preparation of clinical nursing faculty, program evaluation and dissemination, and strengthening fac-

ulty development. Professor dela Cruz has been awarded the Song Brown Capitation grant for several years in a row, continuing the Nursing School's success in further advancing nursing education; she is to be congratulated for being awarded a grant in such a competitive cycle.—
Abbylin Sellers



Managing Conflict through Communication

by Ruth Anna Abigail, Ph.D.

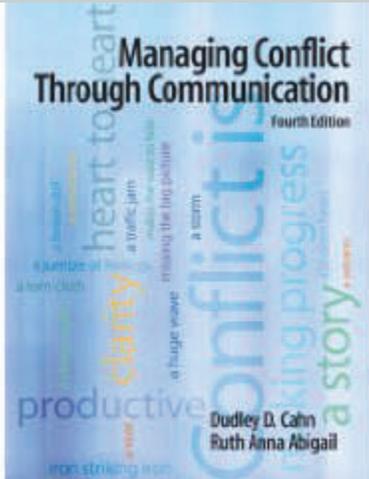
APU faculty continue to guide and help their students and others via writing powerful textbooks that clarify in print important information which they may have already communicated orally in the classroom.

Ruth Anna Abigail, Ph.D., Professor of Communication in the Center for Adult and Professional Studies, along with Dudley D. Cahn, has recently published the revised *Fourth Edition of Managing Conflict through Communication* (Allyn & Bacon, 2011) in which she provides wisdom

regarding communication options in conflict, breaking cycles of conflict, managing stress and anger, and forgiving, among many other relevant topics. Each chapter opens with central objectives precisely stated and key terms listed which will be defined within the following narrative. The chapters conclude with in-depth thought provoking questions and case studies. Her final chapter, "Creativity and the Ideal Conflict Manager", describes positive ways to deal with conflict as exemplified by just a few of her insights: "The effective conflict manager does not

view conflict negatively but rather sees opportunities for personal and relationship growth in conflict situations"; "[t]he effective conflict manager knows when to use the appropriate communication option in a conflict situation"; "[t]he effective conflict manager knows how to collaborate"; "[t]he effective conflict manager strives to create and maintain a favorable communication environment"; "[t]he effective conflict manager avoids letting stress and anger gain control over her or his communication behavior in conflict situations"; "[t]he effective conflict manager knows how to think outside the box to derive creative resolutions to conflicts".

Ruth Anna Abigail, Ph.D.
Curriculum Specialist, Professor



Pocket Orthopaedics: Evidence-Based Survival Guide by Michael Wong, D.P.T.

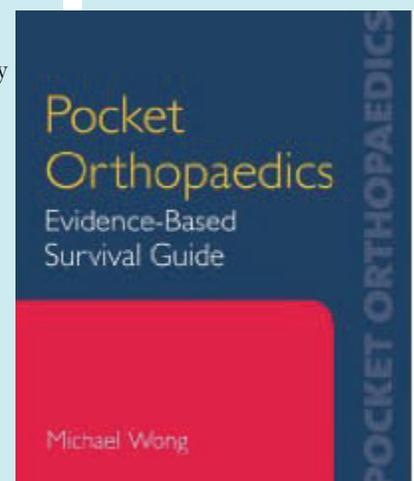
Azusa Pacific University strives to offer to students courses that encourage health socially, intellectually, spiritually, and physically. **Michael Wong, D.P.T.**, Associate Professor of Physical Therapy, has published *Pocket Orthopaedics: Evidence-Based Survival Guide* (Jones and Bartlett, 2010) which provides a thick pocket sized guide to "Orthopaedic Physical Therapy: Nuts and Bolts", "Medical Screening", "Discovering the Patient", "Pain", "The Wrist and Hand", "The Hip", "The Knee", and many other medical topics. It can easily fit into the physical therapist's lab coat pocket and then can serve as a ready reference for challenging issues. The index, colorful charts, vivid photos, and draw-

ings of bones, joints, and muscles contribute to assisting the physical therapist when diagnosing. For example, in Chapter 10, "The Wrist and Hand", his chart, organized in three categories—"Condition", "Red Flag Data Obtained During Interview/History", and "Red Flag Data Obtained During Physical Exam"—indicates that a lunate fracture or dislocation may be indicated if the patient's history includes a history of a fall on the hand or strain and if there is generalized wrist pain resulting in "[d]eferred grip strength/increased pain with grasping objects".

Both **Drs. Abigail and Wong** have succeeded in

capturing efficiently and competently, in an organized manner, years of their lives' experiences as professionals and their course contents as professors in higher education. Their texts are exemplary and to be highly commended as well as diligently used.—Carole J. Lambert

Michael Wong, PT,
DPT, OCS,
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Associate Professor,
Department of Physical
Therapy



“Relationship between Sensory Deficits and Externalizing Behaviors in an Urban, Latino Preschool Population”

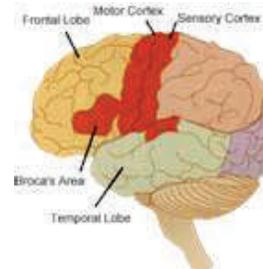
by T. Gunn, B. Tavegia, B. Houskamp, L. McDonald, J. Bustrum, R. Welsh, and D. Mok

Timothy Gunn, Ph.D., Associate Clinical Director of the Pediatric Neurodevelopment Institute, **Bethany Tavegia**, Postdoctoral Fellow at Denver Children’s Hospital, Aurora, CO, **Beth Houskamp, Ph.D.**, Director of the Pediatric Neurodevelopment Institute and Professor of Graduate Psychology, **Laura McDonald**, Doctoral Candidate, APU Department of Graduate Psychology, **Joy Bustrum, Psy.D.**, Associate Professor of Graduate Psychology, **Robert Welsh, Ph.D., ABPP**, Chair and Associate Professor of Graduate Psychology, and **Doris Mok, Ph.D.**, Associate Professor of Clinical Psychology, have put together their research and expertise to determine the relationship between sensory deficits and externalizing behavior problems in preschool children. Their findings are in the article “Relationship between Sensory Deficits and Externalizing Behaviors in an Urban, Latino Preschool Population” (*Journal of Children and Family Studies*, 18, 6 [December 2009]: 653-661). The limited research investigating this relationship on a large scale, in addition to there being no studies focusing specifically on

the Latino population, has provided an opportunity for the authors to conduct exploratory research and contribute to their field. Sensory processing “involves the integrating, organizing, storing, and processing of information originating from different sensory modalities,” which includes touch, taste, smell, movement, vision, and audition. A sensory deficit occurs when “an individual’s brain is not able to properly process and integrate information from one or all of these sensory modalities.” This can result in symptoms similar to those seen in disorders such as ADHD (Attention Deficit Hyperactivity Disorder), ODD (Oppositional Defiant Disorder), and CD (Conduct Disorder). Focusing specifically on Latino preschool children, the authors took their sample from two preschool programs that assist low-income families, Head Start and Kinderprep in Los Angeles, California. Parents of 179 urban, Latino preschool children complete two parent-report measures. The Short Sensory Profile (SSP) is a checklist for various sensory symptoms, and the Achenbach Checklist for Ages 1½ -5 (CCBL/1½-5) assesses externalizing behavior problems. Correlations of the data resulted in a significant relationship between increasing levels of sensory deficits and increasing externalizing behavior problems; therefore, the results suggest that “sensory deficits

may be a component of the etiological milieu of externalizing behaviors, which would hold important implications for perception and treatment of childhood behavior disorder.” The authors acknowledge that due to the exploratory nature of their study, they did not seek to determine causal factors to explain the development of the externalizing behaviors. Additionally, a large percentage of their sample was bilingual and learning English. This could have had a higher impact on the auditory sensory processing. The authors posit that based on the findings of their study, the proper clinical interventions should “promote strategies that either reduce or increase environmental stimuli in accordance with the sensory abilities of the individual child.” This important exploratory research certainly makes a contribution to the field of child psychology and will hopefully produce further research in the future.

—Abbylin Sellers



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