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Major King, Ph.D., & the School of Nursing received a \$53,000 HRSA grant for the Advanced Education Nursing Traineeship program



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- *Major King continues this tradition by seeking scholarship funds for nursing students seeking advanced practice nursing roles, such as clinical nurse specialist, nurse practitioner, and school nurse.*
- *The doctorate in nursing program is entering its sixth successful year in preparing educators and academicians in the field of nursing.*

Major King, Ph.D., RN, CCNS, Professor of the Doctoral Program in Nursing in the School of Nursing, received a grant of \$53,115 for the Advanced Education Nursing Traineeship program from the Department of Health and Human Services Health Resources and Services Administration (HRSA). The School of Nursing has had tremendous success over the past several years in being awarded grants from HRSA. Major King continues this tradition by seeking scholarship funds for nursing students seeking advanced practice nursing roles, such as clinical nurse

specialist, nurse practitioner, and school nurse. Given the chronic shortages of registered nurses, nurse leaders, and nursing faculty in southern California, APU's School of Nursing MSN and doctorate programs provide a variety of options to nursing students to further advance their careers at APU's main campus and regional centers. The MSN programs include ten single and combined nursing specialties designed to "prepare nurse graduates who are well equipped to provide leadership in advanced practice roles in clinical settings." The doctorate in nursing program is

entering its sixth successful year in preparing educators and academicians in the field of nursing. APU currently has 145 students enrolled in the Master's programs and 27 in the doctorate program. HRSA traineeship funds are essential to support students in their study and living expenses. Congratulations to Major King and the School of Nursing for their continued dedication and hard work in securing grants to support the advancement of nursing education.—Abbylin Sellers





“Rating General Obligation Debt: Implications of Resource Scarcity”
by *Stuart Strother, Ph.D. & Steven G. Koven, Ph.D.*



Stuart Strother, Ph.D., Professor in the School of Business and Management, and Steven G. Koven, Ph.D., Professor of Urban and Public Affairs from the University of Louisville, explore the concept of debt and general obligation bonds and responses to budget scarcity in their book chapter “Rating General Obligation Debt: Implications of Resource Scarcity” (Howard A. Frank, ed., *Handbook of Public Financial Management* [Marcel Dekker, Inc., 2005], 287-313). Their intent is to define and break down the complexities of understanding general obligation bonds and to study the political choices leaders face when resources are scarce. Using California’s and Virginia’s recent budget scarcity crises as case study examples, the authors find that “outside evaluation of debt has the positive impact of motivating elected leaders to correct structural budget imbalances.” The concept of debt in theory is intended to benefit numerous actors. Investors seek a safe return on capital and borrowers seek to acquire assets. For example, government officials seek traditional debt financing and other means

in order to strengthen the infrastructure of a community and deal with the demands for public services, such as roads, parks, and libraries. General obligation (GO) bonds are “where the principal and interest of the bond are secured by the ‘full faith and credit’ of issuing governments,” and are issued by operating governmental entities, such as states, counties, cities, towns, and school districts. GO bonds are backed and secured by the issuer’s taxing powers and also by legislative appropriations by states. After providing an assessment of the advantages and disadvantages of general obligation debt, the authors assess debt risk by providing a debt historical overview of the United States. They are able to affirm that “no debt is one-hundred percent guaranteed” due to default and repudiation. There are key factors in rating debt, such as the economic base, financial factors, accounting reporting, debt factors, governance and administrative factors, and the

political mood. An examination of California’s and Virginia’s budget scarcity situations reveals that “outside ratings of the states’ bonds were instrumental in the state leaders’ decisions to correct their budget problems.” This chapter provides great insight into the government’s role, at any level, in dealing with debt and how an entity can exercise fiscal responsibility throughout the process of rating, loaning, and borrowing.

—Abbylin Sellers



“outside evaluation of debt has the positive impact of motivating elected leaders to correct structural budget imbalances.”

“Reconsidering A. Reza Arasteh: Sufism and Psychotherapy” by Joshua J. Knabb, M.A. and Robert K. Welsh, Ph.D., ABPP

Joshua J. Knabb, M.A., doctoral student in the Department of Graduate Psychology, and **Robert K. Welsh, Ph.D., ABPP**, Chair and Associate Professor of Graduate Psychology, explore the interesting link between Sufism and psychotherapy in their “Reconsidering A. Reza Arasteh: Sufism and Psychotherapy” (*The Journal of Transpersonal Psychology*, 41.1 [2009]: 44-60). Although A. Reza Arasteh’s developmental model dates from 1965, long before many efforts to integrate psychology and religion, it is worth reconsidering since it “properly addresses humankind’s need for cultural transcendence.” Knapp’s and Welsh’s essay aims to provide “an overview of the historical context of Arasteh’s writings, . . . review [his] critique of Western thought, and . . . examine [his] alternative to this Western perspective.” Arasteh was an Islamic scholar well versed in Sufi mysticism whose *Final Integration in the Adult Personality* (1965) was groundbreaking. The Sufi conception of God embraces love, truth, and be-

ing, “the source of all existence.” The Sufi adept seeks to realize unity with God beyond all duality, particularly the self shaped by one’s culture. Arasteh posited this unification as a vital step of maturity, unlike what Western psychologists such as Jean Piaget and Erik Erikson theorized when analyzing human development. This final stage of growth occurs when one “recognizes the limitations of culture . . . and seeks a more universal state, i.e., the cosmic self, which provides certainty and insight.” This concept contrasts with Westerners’ understanding of the reasonable, conscious self as locus of self-control, the privileging of knowledge and instruction over intuition and insight, and the limiting of identity to successful socialization within one’s culture such as Harry Stack Sullivan affirmed. On the contrary, Arasteh posited that “full maturation and identity formation can only take place when one transcends society.”

The fully mature person can let go of cultural objectives such as tradition, wealth, power, prestige,



and professional and academic endeavors in order to grow in love, creativity, and an understanding of God since the former are temporary and can provoke anxiety while the latter are manifested in satisfaction and certainty. To maximally make this conversion, a spiritual guide is needed as well as meditation so as to permit “(a) taking one step out of one’s self, and (b) taking another step into God.” Ultimately Arasteh’s theory points to a n *U n t e r b a u* — “‘infrastructure’ or ‘common denominator,’ behind everything. . . a nameless creative force.” Merging with this “creative force” minimizes duality within oneself. Knapp and Welsh conclude their arti-

cle by acknowledging that Arasteh’s theory helps the clinician aid his or her client to transcend surrounding culture to merge with a transcendental force far more satisfying than adaptation to social norms. —Carole J. Lambert



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