

**Kirstin Chavez**  
**School of Music**  
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**SUMMARY OF PROJECT:**

The MOVE Project is an event centered around a live performance artwork that had its world premiere in Philadelphia in 2017. The story of the show has roots in the tragic history of the “Move Bombing” that took place in Philadelphia in 1985, and the show, itself, follows the story of 5 black disenfranchised teenagers in Philadelphia who experience all the pain of poverty, racism, bullying, police brutality and self-sacrifice. The work is laid out across multiple art forms and multiple genres including hip hop, opera, pop, jazz, gospel, dance, spoken word, and acting. As one of the lead performers in the piece, whose life was deeply affected by it, Professor Chavez has been eager to find an occasion to bring all the elements of this incredibly powerful piece, and the creative processes that formed it, to the students at the University of Utah. Finally, The MOVE Project will bring the creators and performers of this impactful piece together through an online platform to benefit the students of the Schools of Music, Dance, Theatre, and Film, and will influence students through multiple curricular and interactive experiences, providing them with insight into how the modern performance industries can work together to pave the way for needed social change.

**David Woo**  
**Educational Leadership & Policy**  
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**SUMMARY OF PROJECT:**

The Department of Educational Leadership and Policy has sought strategic pathways to increasing enrollment and expanding its degree programs. One avenue for this is the Department’s newly designed certificate program in instructional coaching, which can be a compliment and a pathway to the Department’s K-12 teacher leadership, principal preparation, and education doctorate program. No other certificate or pathway program of this kind currently exists in Utah. However, an important aspect to increase program accessibility and meet the Utah State Board of Education’s accreditation requirements is to develop online content. As an initial step to increasing our programs hybrid and online availability, this grant would support the development and deployment of a modularized course for Instructional Design and Assessment. This grant will be used to support the engagement of external experts to create new content for the course, and the production of online modules that can be integrated into the course delivery.

**Jennifer Cotton**  
**Surgery, Division of Emergency Medicine**  
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**SUMMARY OF PROJECT:**

An Ultrasound Honors Program (UHP) dedicated ultrasound check out system would significantly improve students' access to this important tool and enhance their educational experience. UHP is a new extracurricular program that allows medical students to develop advanced point of care ultrasound (POCUS) skills. With POCUS physicians scan patients themselves to immediately guide medical management. It also aids learning foundational medical knowledge, demonstrating anatomy and physiology in real time. After one year of training UHP students teach in the first-year medical curriculum as near peer small group instructors. This also helps address the difficulty of recruiting sufficient instructors to teach this hands-on skill to large groups multiple times per year. Access to the school of medicine's handful of machines is limited, so UHP students train in once monthly learning sessions. Our project supports UHP students' education by allowing them to check out ultrasounds to facilitate independent skills practice and exploratory learning.

**Elizabeth Archuleta**  
**Ethnic Studies**  
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**SUMMARY OF PROJECT:**

COVID-19 is decimating Native communities at an alarming rate and taking an emotional toll. An added stress is Salt Lake's status as #10 in the nation in the numbers of missing and murdered Indigenous women and girls (MMIWG). Our project offers a residency that uses dance as an intervention. Ethnic Studies and the School of Dance will partner with UtahPresents to host Dancing Earth Indigenous Dance Creations (DE) and Artistic Director Rulan Tangen.

As an Indigenous contemporary culture creator and activist Tangen has been promoting wellness for decades. Her recent online workshop, "Movement as Medicine," attracted 6,600+ participants. Whether online or on campus, the residency will impact over 1,000 people, and events will be recorded for future use.

This project aims to improve participants' health and wellbeing through dance and to disrupt the discourse on how Native peoples are represented in the arts and in the classroom.

**Sarah Lambart**  
**Geology & Geophysics**  
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**SUMMARY OF PROJECT:**

Hand-on lab experience, during the students can study mineral and rocks, is an integral component of mineralogy and petrology classes. However, because of the pandemic, students have a limited access (or no access at all) to lab samples. I propose to create new digital and multi-scale resources for these classes by (1) creating 3D models of hand samples, (2) capturing petrographic images and videos of thin section and (3) performing analytical data.

These new products will be used to create focus lessons on petrogenetic processes that can be used in all undergraduate levels. The new resources would also be valuable for outreach activities as part of the new 3D model collections will be dedicated to samples from Utah that prospective students and the general public can relate to from places they commonly visit. I am requesting funds for hosting the 3D model, order polished thin sections and performed microprobe analyses.

**Pamela Palmer Jones**  
**Music**  
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**SUMMARY OF PROJECT:**

I am requesting funding to create professional quality, course-specific video content that will teach our undergraduate and graduate music students how to develop the skills of extemporaneous melodic improvisation and ornamentation that is so inherently idiomatic and essential in learning to play in Baroque style. The videos would be created specifically as class content for the Doctoral Historical Performance Practice Course, but also could be used in undergraduate and graduate Baroque literature courses, and Early Music Ensemble. The music to be performed in the videos is from a set of violin sonatas by Pietro Castrucci that have been recently rediscovered by adjunct faculty violinist Gerald Elias on IMSLP. Castrucci's violin sonatas have never been recorded, so these educational videos will also help bring awareness of the existence of these beautiful Castrucci sonatas that have likely not been heard nor played in several hundred years.

**Robert Kraemer**  
**Communication Sciences & Disorders**  
**Robert.kraemer@hsc.utah.edu**

**SUMMARY OF PROJECT:**

The objective of this proposal is to purchase 27 Higher Steps Word Study kits, copies of Higher Steps reading intervention books, and supporting instructional materials. These purchases will enable CSD university students to deliver evidence-based reading intervention to low-achieving readers from diverse backgrounds. Three Title-I schools were selected last year to serve as Next Steps intervention sites and with a proven history of accomplishment now provide a foundation for expansion with Higher Steps intervention. Higher Steps content and materials will be incorporated into two CSD courses with the goal of training students who have completed Next Steps to volunteer for an additional semester in one of these schools. Higher Steps training will deepen CSD students' knowledge about the relationships between speech-language and reading, and provide approximately 25 low-achieving readers with evidence-based reading intervention.

**Vedrana Subotic**  
**Music**  
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**SUMMARY OF PROJECT:**

Musicians invest enormous amounts of time and energy acquiring and refining their performing skills. Other factors such as exercise science, psychophysiology, sports psychology, cognitive science, and medicine findings, have significant applications to excellence in music. Scientific advances in the field of music performance have been relatively slow, for various methodological and technological reasons, but, other performance domains such as sports have benefitted greatly from cross-disciplinary collaborations which create innovative methods for investigating how exceptional musical performances can be produced. Pioneers in the field of Performance Science, Drs. Williamon, Waddell, Perkins, and Clarke, seek to apply relevant cross-disciplinary, validated scientific research to inform and enhance musical excellence. The methods include application of scientific initiatives, development of evaluative skills, use of technology to enhance performing skills, application of interdisciplinary experiential learning, mental health, stress measurement and management, performers' career development, real-world application, and assessment of business and entrepreneurship skills.

**Robert Breault**

**Music**

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**SUMMARY OF PROJECT:**

I am applying for a teaching grant in the amount of \$3,358.08 to purchase a portable green screen drop, the equipment to mount it, and the lighting equipment necessary to effectively make it work. Green screen technology will allow us to create virtual backdrops to be used in the filming of operas, scenes, song literature, and, musical theatre scenes. Covid-19 has changed our industry dramatically forcing us to rely on videography to transmit the art forms. Many feel that this adaptation will continue as companies explore virtual platforms. We will certainly have use for them a long time in to the future. A colleague at the University of Wisconsin introduced the idea to me and very successfully incorporated this technology in his production last fall. The School of Music has already provided with us a camera and other equipment that will be used to record.

Thank you very much for your consideration.

**Elizabeth Ewaskio**

**World Languages & Cultures**

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**SUMMARY OF PROJECT:**

I am applying for a University Teaching Grant (\$450) so that I may attend an online seminar (“Post-Pandemic Language Teaching”) hosted by Michigan State University. Attending this seminar will allow me to “process my remote teaching experiences during the pandemic, identify technology-enabled practices having the most transformative potential, and design an intentional “new normal” for what language instruction might look like in the near future.” (<https://olt.cal.msu.edu/post-pandemic-language-teaching/>)

Not only will this training greatly enhance the U of U Russian curriculum (I am responsible for the first 3 years of our Russian language program), it has the potential to positively impact our larger departmental curricula (involving over 20 languages).

**Zoe Robbins**  
**Nursing**  
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**SUMMARY OF PROJECT:**

Dr. Sugden and I have historical teaching commitments in the Interprofessional Educational Program (IPE) including development and execution of IPE simulations. As mental health professionals we have seen a gap in emergency training specific to psychological trauma training which is well known to be the most common injury of a natural disaster or crisis. This has been recently highlighted by the COVID-19 pandemic. We hope to create a simulation in which students learn to triage and support individuals experiencing psychological distress including reflective listening, assessment of needs, prioritization, intervention, and disposition. These techniques are typically taught through a one-day course, and both Dr. Sugden and I would pursue the certification associated with this training prior to developing the IPE. The Utah Department of Health has generously agreed to match any grant we obtain.

**Sheree Springer**  
**Urban Institute for Teacher Education**  
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**SUMMARY OF PROJECT:**

I am applying for a teaching grant of \$1950 in order to facilitate my efforts in integrating social, emotional, and cultural learning into the teacher education program in the Urban Institute of Teacher Education. I would like to attend the Teacher Educator Institute, created by professionals at the Center for Reaching & Teaching the Whole Child and specifically geared to teacher educators interested in integrating culturally-responsive social and emotional learning (SEL) systematically throughout our existing K-12 teacher training. This yearlong, online program will be a valuable resource as we seek to build key coping skills in teachers and students, prepare future educators for this evolving profession, and recruit and retain teachers in diverse urban settings.

**Tom Rowley**  
**College of Nursing**  
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**SUMMARY OF PROJECT:**

The nurse practitioner program has faced the challenge of providing education in multiple formats to accommodate the various learning styles of our now virtual learners. We seek to determine if a new software platform, Osmosis, will effectively provide comprehensive medical information, augment course materials, and improve student learning. Osmosis provides access to a comprehensive set of medical videos—a format currently not being utilized. Our goal is several-fold and includes assessing the impact of using this software on student learning outcomes, specifically their confidence in 1) understanding course material and 2) preparation for the clinician role. In addition, we will assess student perceptions regarding the usefulness of this platform across courses and throughout their program. The grant funds will be utilized to purchase software access for 60 Doctor of Nursing Practice students in the advanced pharmacology course. This information will be utilized to determine if the software should be implemented program wide.

**Jennifer Hamilton**  
**Nursing**  
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**SUMMARY OF PROJECT:**

Otosopic and Ophthalmoscopic exam skills can be difficult to master for primary care nurse practitioner students. Student evaluation show that student prefer more hands-on experience in order to practice skills. Specialized equipment has potential for providing stimulation and training in low pressure environment, allowing students to work toward mastery and gain confidence prior to real world clinical experiences with patients. This proposal allows for the development of Otoscopic and Ophthalmoscopic simulation experiences allowing students to complete self-directed case studies, learn related exam findings, and evaluation of exam skills by faculty.

**Brigitte Smith**  
**Surgery**  
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**SUMMARY OF PROJECT:**

Surgical practice requires acquisition and maintenance of a dynamic technical skillset in addition to a broad knowledge base. In order to function effectively, a practicing surgeon must possess technical skills which are adaptable to a variety of clinical situations as well as to innovations in devices and techniques. The surgeon must also utilize non-technical skills including communication, team leadership, and decision-making, both in and out of the operating room. Individualized coaching has long been utilized in other fields which require complex, multifaceted skill acquisition, such as music and athletics, yet medical and surgical education have remained largely didactic and immersive. We propose to train faculty surgeons, from a variety of different specialties, in the principles of coaching through the Academy of Surgical Coaching program. These surgeons will serve as coaches for a range of learners across the medical education continuum - medical students through residents - within structured curricula.

**Ashton Lazarus**  
**World Languages & Cultures**  
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**SUMMARY OF PROJECT:**

This grant will fund a workshop on Japanese paleography (the reading of historical manuscripts and printed texts, composed in a calligraphic cursive style), as a way to deepen student interest premodern Japanese culture. In language classes currently offered, students acquire proficiency in reading modern typeset texts and block-print handwritten materials. Training in paleography builds on this proficiency by exposing students to premodern orthographies, languages, and styles, through texts that range from the eighth through nineteenth centuries. By learning how to decipher the visually rich patchwork of cursive characters that make up premodern texts, students will gain a deeper knowledge of the history of Japanese writing and, by extension, culture. Students will also strengthen their cultural literacy of contemporary Japan, as cursive script and non-standard orthography lives on in a variety of contexts, from restaurant menus to the art of calligraphy.