The first imperative of Duquesne University’s 2018-2023 Strategic Plan commits our academic community to developing learning opportunities that provide students with “the knowledge and skills they will need for productive and fulfilling lives and careers in the 21st century.” An important means for doing so is to “integrate practical applications and experiences into academic offerings.”

This edition of Affairs in Review highlights the role of experiential learning across Duquesne’s curriculum. It provides an opportunity to celebrate exemplary instances of experiential learning already taking place at Duquesne and share some information about efforts to encourage more incorporation of experiential learning into our curricula.

Experiential learning encompasses a wide variety of instructional formats and pedagogies, such as internships, practicums, community-engaged teaching and research, project-based learning, fieldwork, classroom exercises and forms of research. It affords students opportunities to transfer and apply their knowledge, and to learn through iterative processes of action, reflection, conceptualization and active experimentation. Experiential learning happens across academic disciplines and programs, within traditional academic settings and beyond them. In the following pages, you will get a glimpse of the creative and impactful experiential approaches your colleagues use and find inspiration for your own innovation.

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The deadline for submission to the fall issue of Academic Affairs in Review is April 4, 2020. For submission information, please contact Renee Stockey at stockeyr@duq.edu.
School of Law

Wills and Healthcare Directives Clinic

The Duquesne University School of Law Wills and Advance Healthcare Directives Clinic has partnered with UPMC Mercy to offer students the opportunity to engage in experiential learning and serve the community. In the Wills and Healthcare Directives Clinic, students learn how to prepare life planning documents, including wills, advance healthcare directives and powers of attorney. Through their work in the clinic, students are able to develop drafting skills, engage in critical legal analysis and consider important ethical questions that arise during client representation. Moreover, the opportunity to work in a hospital setting alongside professionals in the medical field introduces law students to important interdisciplinary themes in practice.


Experiential Learning at Trubone Center

The Juvenile Defender and Education Law Clinics were developed and designed with the goal of providing high-quality, zealous representation to children who are faced with legal challenges in systems that have been both historically and presently difficult for them to navigate. The Juvenile Defender Clinic represents children ages 10–21 who are facing delinquency proceedings. The Education Law Clinic represents young people and their parents (the educational rights holders) from grades K–12 who are facing school exclusion due to school discipline proceedings or who need legal assistance with special education matters. In many ways, the clinics operate together to dismantle the school-to-prison pipeline.

Our approach to representation is the Holistic Representation Model (HRM). The hallmark of HRM is interdisciplinary legal teams of professionals working together on youths’ cases. Our holistic teams are composed of student and supervising attorneys, doctorate-level school psychology students from Duquesne University’s School of Education and masters-level social work students from the University of Pittsburgh’s School of Social Work. All professionals work under the umbrella of the legal team, and are protected by client–attorney privilege. The goal of holistic representation is to address as many of the client problems that we can while the youth is a client of the clinic. In short, we often describe our mission succinctly as: keeping kids in school and out of court!

Students who participate in these clinics have an opportunity to gain invaluable live-client representation experiences, ranging from client meetings to high-level trial practice in delinquency proceedings and formal special education due process hearings.

The Intersection of Legal and Computer Codes

There are few, if any, professions that will not be changed fundamentally by modern computing. Many perceive a threat to a number of professions, including the legal profession, previously believed to be insulated from automation. At the law school, we view disruptive technologies as providing an opportunity in the modern economy for lawyers willing to bridge the gap between computer codes and legal codes. Tech-savvy lawyers will understand the work of their clients and will find many labor-intensive tasks simplified.

Our goal is not to create technologists or computer programmers, but to introduce lawyers to enough
computational reasoning that they are comfortable in a world that increasingly is governed by algorithms as well as law. In Wes Oliver’s criminal law course, for example, students use a very simple programming language, QnA Markup, designed specifically to introduce lawyers to coding, to create an expert system that asks a series of questions to inform the user whether a burglary has been committed in any given jurisdiction.

This very simple programming language teaches students how to create a version of an outline of a statute that a computer can process. Their legal analysis thus becomes tighter as the students are introduced to a new style of thinking. This introduction to how computers process information then whets their curiosity to more thoughtfully consider the ethical implications of automation and algorithmic decision-making, to think about the power and limits of computers and to consider how biases can be unwittingly included and how they can be identified and minimized.

School of Music

**Community-engaged Music Therapy Clinical Practicums**

A critical component of music therapy majors’ training in the Mary Pappert School of Music is exposure to a variety of treatment settings from schools to hospitals to long-term care facilities. In those practicums, students develop the clinical musicianship, knowledge and skills necessary to be effective healthcare professionals.

Last year, in an innovative effort to ensure comprehensive and timely preparation for the shifting demands of the American healthcare ecosystem, senior music therapy majors initiated three community-engaged clinical practicums: Allentown Senior Citizen Center (independent, well older adults), Healthcare@Home (home-based hospice care) and St. Joseph’s House of Hospitality (homeless men’s shelter). Each of these sites challenge our students to consider what it means to be entering clients’ community and living spaces to provide healthcare services, rather than clients entering a traditional treatment setting. Shifting the setting of care introduces a different power dynamic; whereas traditional settings imbue healthcare professionals with greater power than clients, community settings empower clients as the experts on their health. For music therapy, this also means clients are elevated to equal stakeholdership with music therapists.

A central feature of the community-engaged music therapy clinical practicum is cultural reflexivity and cultural responsivity. Students are challenged to become aware of both their own and their clients’ cultural values as related to music and health, and to use that knowledge in designing culturally informed clinical interventions that align with clients’ cultural constructs. Through such rigorous self-examination and ownership, music therapy students who graduate from Duquesne University are uniquely equipped to work with diverse client populations in a variety of treatment settings.

Gumberg Library

**Gumberg Librarians Provide Innovative Support for Research and Publication**

Gumberg Library faculty are using their expertise in research methodologies to offer a variety of innovative services and experiential learning opportunities for Duquesne University researchers and students. Beginning with a grant received in partnership with the School of Nursing in 2015, librarians at Gumberg are training and educating Duquesne faculty and graduate students in systematic, scoping and integrative reviews through hands-on workshops, webinars, consultations and online guides.

Since the program’s start in 2016, librarians at Gumberg have contributed as co-authors and consultants for several published advanced reviews. The innovative yet practical approach to instruction and support for advanced reviews makes an impact on scholarly output at Duquesne at large —

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**ADVANCED REVIEWS AT DUQUESNE**

Duquesne researchers have published an increasing number of advanced reviews since Gumberg Library hosted a systematic review workshop in 2015.

In 2018-2019 alone, 20 advanced reviews by Duquesne researchers were published.
researchers at the University published approximately 40 advanced reviews, an increase from six total reviews between 2007 and 2015. During the 2018–19 fiscal year alone, 20 advanced reviews conducted by Duquesne faculty and graduate students were published.

Advanced reviews also offer another avenue for Duquesne students to publish and present their research. Students in the schools of Pharmacy and Nursing regularly publish systematic and integrative reviews, with Gumberg Library providing extensive consultation services. Students also submitted advanced reviews to previous undergraduate and graduate research symposiums, resulting in award-winning poster presentations.

David Nolfi, Head of Research Engagement, Health Sciences/STEM Initiatives and Assessment at Gumberg Library, plans to build on the success of the library’s program of support for advanced reviews. In 2018, Nolfi organized and led a faculty roundtable for teaching with systematic and other advanced reviews, which was co-sponsored by the Center for Teaching Excellence. The roundtable drew faculty from the Schools of Education, Nursing and Pharmacy and the College of Liberal Arts.

To learn more about Gumberg Library’s support for systematic and other advanced reviews, visit guides.library.duq.edu/systematicreviews.

The Social Justice Book Club: Gumberg Library Brings Impactful Book Discussions to Duquesne

The Social Justice Reading Club (SJRC) provides an environment for meaningful dialogue around a good book. Developed by the Gumberg Library in 2018, this innovative program unites faculty, students and staff in impactful discussions of books with social justice themes. The current SJRC book, Persepolis: The Story of a Childhood, a graphic autobiography by Marjane Satrapi, recounts the author’s youth in Iran during the 1979 Islamic Revolution. In addition to being integrated into a sophomore education course, there will be a campus-wide book discussion featuring an expert panel on November 14.

This past spring, the SJRC discussed Evicted: Poverty and Profit in the American City by Matthew Desmond, which was integrated into a sophomore education course, Social Justice in Education Settings. The reading of Evicted culminated in a discussion in the Africa Room with over 100 students. Dr. Anita Zuberi, an assistant professor of sociology, presented her research into landlord issues in Pittsburgh. Participants were asked how they would respond to someone disparaging public assistance. Responses included: “It’s OK to get help when needed. You never know what someone is going through” and “Give people time to get on their feet and don’t judge.”
The SJRC’s first selection, *The Arrival* by Shaun Tan, also demonstrated the club’s impact on students. This graphic novel is an immigration story that relies on imagery to communicate themes of survival and hope. In fall 2018, several sections of English as a Second Language (ESL) courses included the book in their curriculum. A culminating book discussion with about 40 students led to conversations about home, family and friendship.

Looking to spring 2020, the SJRC will read *The Hate U Give* by Angie Thomas, a 2017 novel about race and police violence seen through the eyes of a 16-year-old girl. For more information about the Social Justice Reading Club, visit duq.edu/social-justice-reading.

**School of Nursing**

**New BSN Clinical Immersion at UPMC**

The importance of incorporating clinical experience within the professional skills development of student nurses is undeniable. Our undergraduate nursing students, taught by expert faculty within their respective fields, apply the knowledge and skills learned in the classroom, lab, and Learning and Simulation Center, while caring for diverse and vulnerable patient populations within hospital and community settings. The culmination of these experiences fosters a rich learning environment from classroom to clinical setting.

Direct patient care experiences prepare our students to deliver ethical, competent and culturally congruent care to diverse populations in acute settings; therefore, every four-year BSN student’s plan of study now includes a 21-week paid clinical immersion experience at the University of Pittsburgh Medical Center (UPMC). Students will participate during either their junior or senior year.

Clinical experience is an essential part of nursing education.
as part of the new course Clinical Leadership in Professional Nursing.

This new course will focus on the development of the professional nursing role, clinical judgment and decision-making, application of concepts and skills, and functioning in multidisciplinary teams in the current clinical environment.

Students will work under the auspices of a registered nurse and be designated as UPMC Scholars. This unique initiative will enable students to perform established nursing procedures for patients as UPMC employees, work in controlled care settings and carry out patient care assignments. Students will gain valuable hands-on nursing experience and a competitive edge, all while earning academic credit.

Enrollment Management Group

Innovative and Impactful Experiential-learning Experiences Important to New Student Recruitment and Retention

Innovative and impactful experiential-learning experiences are an important component of new student recruitment and retention at Duquesne. The Enrollment Management Group (EMG) incorporates in its messaging to prospective students the variety of experiential-learning opportunities available to Duquesne students. During the recruitment phase, prospective students and their parents are given information regarding study abroad opportunities, career enhancing internship experiences and academic sponsored community-engaged learning courses. These types of experiences can help to differentiate the
program, school and University from others in the college selection process.

Academic advisors meet regularly with the various offices that support these experiential-learning initiatives to keep abreast of changes and new efforts available to students. These experiences help define a student’s experience at Duquesne and assist in solidifying future career or continued academic pursuits. Given the value placed on such opportunities, the EMG is pleased to have the University Registrar and Director of Retention serving on the Core Curriculum steering committee where a global/local engagement component is being considered as part of future general education foundation of the institution.

School of Pharmacy

School of Pharmacy Offers Unique Experiential Learning Opportunities

Duquesne University School of Pharmacy is proud to offer a diverse array of rotations throughout the experiential education curriculum. The final year of the program is dedicated to the Advanced Pharmacy Practice Experiences (APPE). Students complete seven APPE rotations, three of which are elective experiences. These include unique opportunities such as nuclear pharmacy, pharmaceutical industry, veterinary medicine, public health, investigational drug service and several clinical specialties.

Every year, we offer APPE students the opportunity to complete a rotation in Perugia, Italy. This rotation offering allows students to learn about global health systems firsthand. Students rotate between a community and hospital setting, and they are immersed in pharmacy practice that varies greatly from American traditions.

Students return with an experiential understanding of the differences in healthcare systems, as well as an appreciation for the diversity in pharmacy practice. During the rotation, students learn a great deal about compounding and the holistic approaches to treatment. Students are often surprised about the limited role

PharmD candidates of 2020, Chloe Lusk, Amy Schmitt, Jessica Murray and Alexis Lohr, explore the beautiful city of Perugia, Italy prior to beginning their pharmacy practice rotation there.

Duquesne Pharmacy Alumni Dr. Kaitlin McLaughlin and Dr. Casey Schultz, along with Italian pharmacy preceptors during their hospital rotation in Perugia, Italy.
opiates have in Italy. In addition, students have the opportunity to share insights about our education system and the focus on interprofessional education/team-based care. Our experiential office is pleased to have such a strong partnership with the Cleveland Clinic. We are able to offer 31 different experiences at the Cleveland Clinic ranging from cardiology, critical care and emergency medicine to transplant, drug information and outcomes research. For the 2019–20 academic year, we were elated to have 50 rotation placements at this prestigious institution. Students commented how inspiring and encouraging it was to rotate at these facilities, along with appreciating the depth of the preceptors’ clinical knowledge and experience.

We are very appreciative of our strong relationships with such incredible teaching facilities. Both near and far, we provide a platform for student pharmacists to experience all that the profession has to offer.

School of Pharmacy Community Outreach and Advocacy

The School of Pharmacy is involved in a multitude of community outreach efforts. Through a community-engaged learning course, as well as outreach initiatives led by our professional pharmacy student organizations and the Center for Pharmacy Care, our students touch underserved populations throughout southwestern Pennsylvania. Student pharmacists participate in health screening events and immunization clinics in areas where people have limited access to medical care. Programs for school-aged children in underserved schools and neighborhoods include asthma camps and clinics, education regarding proper nutrition and evidence-based information regarding substances of abuse. In September, our students support our neighbors in recovery by providing information regarding

Student pharmacists advocate for both their patients and their profession on Capitol Hill.
medication-assisted treatment for substance use disorders at the City of Pittsburgh Recovery Walk and Expo. Our professional pharmacy student organizations host our annual School of Pharmacy Health and Wellness Fair in Market Square during American Pharmacists Month in October. The fair features a variety of health and wellness offerings including immunizations, blood pressure screenings, blood glucose screenings, body composition analysis, tobacco cessation and information surrounding a number of health-related topics. Finally, our student pharmacists advocate on behalf of our patients and our communities by visiting legislators on Capitol Hill in Washington, D.C. to promote the services that pharmacists can provide to improve health outcomes. Approximately 200 student pharmacists and law school students participate in this interprofessional event.

ESL Program/Center for Global Engagement

Center for Global Engagement/ESL Program to Co-host Summer Institute to Reflect on Graduate Student Support

Duquesne University’s graduate departments are continuously expanding. However, as the number of graduate students increases, so does the need for support for this population. International graduate students, as well as domestic graduate students, sometimes require additional support to succeed in their academic programs. In an effort to address this need for support, the ESL Program and Center for Global Engagement will host the Consortium on Graduate Communication Summer Institute June 18–20, 2020. The Summer Institute offers a unique opportunity for faculty to dialogue with colleagues about issues in graduate communication. It brings together an interdisciplinary group of faculty, graduate students and faculty support specialists from many institutions across the U.S. and abroad to discuss this growing professional field and share strategies for providing graduate communication support. Attendance is expected to be close to 150.

As stated on the website of the consortium, “The Consortium on Graduate Communication is an international association whose members provide professional development in written, oral, and multimodal communication to students before and during their (post-)graduate academic and professional programs”

The goal of the consortium’s Summer Institute is to shine light on the kinds of support that graduate students need, share ideas on how universities in various contexts are currently meeting those needs and explore ways to improve services to meet those needs, whether by creating a “communication center” where services can be centered, or through devising other ways in which departments and graduate students can access the expertise of experts.

We believe that co-hosting of the Summer Institute is a demonstration of Duquesne University’s commitment to equity in education and look forward to providing a space in which to strengthen national and international dialogue and partnerships as well as build stronger ties regionally and on campus to improve graduate student experiences and foster graduate student success.
Office of International Programs

New Internship at the American Battle Monuments Commission in Italy

The Duquesne University Italian Campus is excited to announce a new internship opportunity for students while studying in Rome, beginning in the spring 2020 semester, with the American Battle Monuments Commission (ABMC).

The ABMC administers, operates and maintains 26 permanent American military cemeteries and 27 federal memorials, monuments and markers located in 16 countries, the United States Commonwealth of the Northern Mariana Islands and the British dependency of Gibraltar; three of the memorials are located within the United States. These cemeteries and memorials are among the most beautiful and meticulously maintained shrines in the world.

Duquesne University offers well-rounded education that challenges students academically while nourishing spiritual and ethical development. Our flagship campus in Italy provides students the opportunity to spend a semester studying in Rome, developing a global perspective while making progress toward their degree programs. This is a perfect opportunity to offer the professional and personal experience of interning at the Sicily–Rome American Cemetery, located about one hour south of Rome in Nettuno, Italy. Here, Duquesne students will work with a United States government agency in an international setting and with local ABMC staff to support their archival work on fallen soldiers. Interns will also interact with visitors from around the world, representing the United States and Duquesne University while experiencing first-hand historical and cultural material.

For additional information, visit abmc.gov/cemeteries-memorials/europe/sicily-rome-american-cemetery.
Business Students Enhance Marketing Strategy with Mondelēz International Challenge

Real-world learning is one of the key components in many business classes. For example, Dr. Ryan Luchs, Associate Professor of Marketing and Chair of the Management and Marketing Department, embedded a “Marketing Challenge” in one of his courses.

Specifically, four executives from Mondelēz International, a $26 billion snack food company with products sold in approximately 160 countries, presented a series of challenges for students in Luchs’ class. The Mondelēz team flew in from New Jersey to share their valuable experiences with students and provide a briefing on the parameters of a challenging, real-world consulting project.

Mondelēz International presented several challenges to students and asked them to develop strategic marketing solutions based on scalable and innovative ideas. In particular, executives were looking for mobile device solutions that would engage potential customers in a way that enhanced the in-store retail experience with Mondelēz products.

In tackling this important project, students were formed into teams to do research and develop their ideas, mentored by a Mondelēz executive who provided feedback and guidance over the course of the semester.

Toward the end of the term, all student teams presented their plans to internal faculty judges who selected three finalists. The three finalists then presented their marketing ideas and solutions to the Mondelēz team.

The team’s goal was to get potential customers thinking of and buying Mondelēz products. As a marketing strategy, the team engaged shoppers with unique and interactive content through Snapchat.

The Mondelēz team was impressed with the innovative ideas that students developed to improve the firm’s approach to retailers as well as its mobile marketing strategy. While students on the top teams all won prize money to share, members of the first-place team were also offered paid internships at Mondelēz International.

Visit duq.edu/academics/schools/business/undergraduate/majors/marketing for additional information.
Research and Community-engaged Learning Lead to Careers

In the University Honors College, experiential learning creates a wide range of advantages for students. For example, honors students have opportunities to both enjoy musical performances (in Dr. Ed Kocher’s Enjoyment of Music: Pittsburgh Live course) and also participate in them (in Musics of the World). In tutorials, students present their ideas and engage with one another on critical global topics. In our Signature Partnership with August Wilson House, students and faculty explore the past and present of working for social justice in our original neighborhood, the Hill District.

The enriching nature of experiential learning is well-documented, and increasingly Honors College graduates are drawing on community-engaged research and learning to build careers. Honors College 2018 Liberal Arts graduate A.J. Arnett, in one case, began his work with Alliance for Refugee Youth Support and Education (ARYSE) through a community-engaged learning course with Dr. Jennie Schulze, Associate Professor of Political Science. Upon graduation Arnett took a position as program coordinator of the After School Club for students in grades 9–12. Arnett’s leadership led to continued relationships between ARYSE and Duquesne, with the University hosting PRYSE Academy, a summer camp for refugee students in Arnett’s program.

Another exemplar of the career-building steps in experiential learning is Kailey Love, 2019 Honors graduate who held the Liberal Arts Endowed Honors Fellowship at Duquesne. In her fellowship, Love partnered with Josiah Martin, fellow Journalism major, to document the refugee crisis in Rome. After graduation, Love took a position as assistant to the vice president of research and strategic outreach at Refugees International, headquartered in Washington, D.C. Love enjoys her job “and the opportunity to dig into refugee policy research on the domestic side this time around,” she says.
Center for African Studies

Project-based and Community Engagement Opportunities

The Center for African Studies strives to create project-based and community engagement opportunities for students and faculty through grants, research awards and University events.

The first ever Global Health Showcase was an opportunity for both students and faculty to showcase a topic related to study abroad experiences, health disparities, global health and international partnerships. The event was so successful that it will be held annually.

We hosted the Teach Africa Youth Forum which encouraged an integrated approach to learning about Africa. This innovative Africa-focused program featured 250 globally minded high school students in an Africa-immersion educational experience.

Law and Healing: Lessons from the Rwandan Genocide was held to open discussion about the justice system in both Rwanda and Pittsburgh. We were pleased to host the Honorable Maria Wilson, judge of the Supreme Court of Trinidad and Tobago and former trial lawyer, Office of the Prosecutor, United Nations International Criminal Tribunal for Rwanda.

In addition, we hosted several local high-profile speakers including the District Attorney of Allegheny County, the Honorable Stephen Zappala and the Honorable John Wetzel, Secretary of Corrections, Pennsylvania Department of Corrections. The event was free and open to the public.

Visit duq.edu/cas for additional information for more information.

Global Health Showcase participants

Panelists from Law and Healing: Lessons from the Rwandan Genocide.
Rangos School of Health Sciences

Rangos School of Health Sciences
Partnership with the Steadman Clinic

Why would the Steadman Clinic partner with the John G. Rangos, Sr., School of Health Sciences? Those in orthopedics and sports medicine know the Steadman Clinic and the Steadman Philippon Research Institute (SPRI) to be one of the premier orthopedics and sports medicine clinics in the world, a place where elite athletes go to have their bodies repaired. The clinic is home to a collection of elite orthopedic surgeons, clinicians and investigators committed to setting the standard in orthopedic surgery, patient outcomes and even regenerative medicine.

The partnership between Duquesne and the Steadman Clinic was the vision of Dan Drawbaugh, CEO of the Steadman Clinic and SPRI. Drawbaugh is no stranger to Pittsburgh, graduating from Duquesne in 1991 with his MBA from the Palumbo-Donahue School of Business and having served as the CIO of UPMC and in other capacities for 31 years. Fortunately, for Duquesne and its students, Drawbaugh is committed to giving back to his alma mater.

After a series of conference calls and in-person conversations between University and Steadman Clinic personnel, it became evident that this partnership would be a natural fit.

Innovated and impactful learning will begin in October when members of Steadman’s Athletic Training Residency Program will mentor Athletic Training students in the development of critically appraised topic projects suitable for professional presentation and publication. Starting in summer 2020, Athletic Training and Physician Assistant Studies students will have opportunities to engage in clinical education experiences in Vail, Colorado. Similarly, students from the Department of Physical Therapy will have clinical placement opportunities with the Howard Head Physical Therapy Clinic, which operates as a part of Vail Health Hospital. In addition to the clinically based experiential learning, students will gain exposure to biomedical and biomechanical research, outcomes-based research and cutting-edge regenerative medicine efforts.

Dr. Fevzi Akinci and Dr. Bridget Calhoun at Steadman Clinic