

## Concurrent Session 6

Friday, 9:15-10:30 am

### Forming Engaged Civic Leaders by Exploring the Systemic Challenges of Community Poverty

Panel Discussion  
*Forum E*

The Fellowship in Civic Leadership is an undergraduate community-engaged program to understand entrenched poverty in Mobile, AL. An interdisciplinary cohort of ten fellows engaged in biweekly experiences related to a historically impoverished neighborhood, listening to stories of community members, and engaging local and city administrators in meaningful dialogue. Fellows and community partners will share their findings examining poverty from various perspectives, researching social history of a neighborhood, practicing appreciative inquiry, and exploring asset-based community development.

**Erik Goldschmidt, Spring Hill College; Leevones Fisher, Bay Area Women Coalition; Rebecca Classic, SYNC Coalition; Fellows in Civic Leadership, Spring Hill College**

### Media Advocacy: Developing a Kit for a Domestic Violence Shelter

Panel Discussion  
*Forum D*

Media advocacy is a vital public health tool. It aids public health organizations in reaching their target populations with creative and innovative outreach strategies. In fall 2016, doctoral students in a communication and advocacy course developed a comprehensive media advocacy kit for a local community-based organization, Safe Haven, a Domestic Violence Shelter that serves over 500 individuals. Whereas the media advocacy kit has not been formally evaluated, overall feedback has been positive.

**Moya L. Alfonso, Sean Bear, Georgia Southern University; Kathy Jenkins, Safe Haven**

### Our Inner Stories: Using Contemplative Practices to Cultivate Student Awareness and Introspection

Interactive Workshop  
*Forum A*

This workshop introduces participants to contemplative inquiry and the development of critical dispositions and skills among students in community-engaged courses, including awareness/attention, a sense of interconnectedness, non-judgment, and compassion. Participants will take part in contemplative practices, such as beholding and visualization, which may be used in classrooms and other contexts to cultivate focused attention and open awareness as students process community engagement and their roles in considering and addressing complex social issues.

**Ameena Batada, University of North Carolina Asheville**

### Learning in the Garden

Panel Discussion  
*Forum B*

Community gardens can provide benefits to all involved, including improved food security; reduction in disease risk; cultural preservation; and increased motivation to create and sustain green spaces. Panelists will discuss one university's creation and maintenance of an organic community garden to teach multiple disciplines in order to promote students' critical assessment of food systems and how to more equitably distribute the benefits and burdens of food production, distribution, and consumption.

**Meredith Tetloff, Susan Caplow, Jill Wicknick, University of Montevallo**

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### Empowering Students for Greater Social Action through Conversations and Reflection

Interactive Workshop  
*Forum F*

Student leaders not only need to feel empowered to advocate for change but have opportunities to lead their peers toward that change. USC Connect and the Leadership and Service Center have partnered to engage students in meaningful beyond the classroom experiences aimed at facilitating conversation and learning about subjects related to students' community service interests. Our session will highlight successful programmatic and reflection strategies beneficial to all students but particularly student leaders.

**Theresa Harrison, University of South Carolina; Ryan Patterson, Leadership and Service Center**

### Reconciling Student-Centered Learning and Community-Centered Engagement

Interactive Workshop  
*Forum H*

This workshop presents ongoing work to develop a framework reconciling student-centered learning models and community-centered models of university engagement. The framework serves as a checkpoint for academic professionals working at the nexus of student and community development. Participants will utilize the framework to evaluate a course or program at their own institution and develop a program enhancement plan to balance student and community objectives. This workshop is great for teams or individuals with oversight of a university-community engagement program.

**Gary R. Kirk, Virginia Tech**

### Write Your Story: Using a Writing Marathon to Encourage Critical Reflection and Tell Student's Stories of Service-Learning

Interactive Workshop  
*Forum I*

The primary form of reflection for service-learning is critical reflection. For many students the thought of reflecting is daunting and intimidating. To jump-start deep analysis and questioning skills, sometimes all they need is space and time without fear of judgement about their writing abilities or word choice. This interactive workshop will walk participants through the steps and procedures for a Writing Marathon. The participants will then take part in a mini marathon for replication at their location of service-learning.

**Tamra W. Ogletree, University of West Georgia**

### Lessons from the Field: A Residential Course in Environmental Health in Perry County, Alabama

Panel Discussion  
*Forum C*

The panel will explore the formation and operation of an interdisciplinary regional travel course embedded in community partnership. The course is a unique hybrid that employs both online preparation and onsite data collection to elucidate biological, environmental, and public health contributions to a community-defined environmental-health concern. The panelists will discuss course design and implementation, partnership development, community challenges, student expectations and potential for radical change in the way students view their educations.

**Dr. Rachel Casiday, Dr. Betsy Dobbins, Samford University; Cindy Lowry, Alabama Rivers Alliance**