

Poster Session

Wednesday, 5:00-7:00 pm

Building Student Competency for Community Advocacy: Development of a Media Advocacy Kit for Safe Haven Statesboro

During the Fall 2016 semester, our team was tasked with developing a media advocacy kit for a local community-based organization. Through a student-directed partnership with Safe Haven of Statesboro, GA, we organized and developed employee biographical statements, organization information sheets, transmittal letters, an infographic fact sheet, press release, brochure, website, and kit cover. Since completion of this project, Safe Haven has adopted use of our created materials and the website domain in February 2017.
Olivia Osaji, MPH, Addison Mickens, MPH & Sean Bear
 Georgia Southern University

CSI Auburn: Increasing Science Literacy through an Interdisciplinary, Forensic-Based Outreach and Service-Learning Program

Perceptions of science are often misrepresented through popular culture including forensic-themed programming. In this presentation, we discuss CSI Auburn, a service-learning and outreach program in Sociology and Anthropology. This science-based literacy program is for grades 5-8; the curriculum introduces participants to forensic sciences through age-appropriate educational modules and interactive exercises. The program is staffed by university faculty and undergraduate and graduate student volunteers, and is a required component for of the Forensic Anthropology course.
Janice E. Clifford, Kristrina Shuler, Greg S. Weaver, Meghan E. Buchanan, Kay Stone & Kyle McLaughlin
 Auburn University

Service-Learning Program Outcomes and Impacts: Career Decision-Making and Professional Identity

Service-learning courses provide students with opportunities to explore their field of study before entering the workforce and to engage with individuals in the community. These experiences offer insight into the details and skills of their profession in a hands-on, safe learning environment where they can receive direction and real-world exposure that classroom didactics often do not provide. This presentation will discuss student perspectives of the influence of service-learning on their career decision-making and professional identity.
CaLynn Blacklock & Lesley Graybeal, PhD
 University of Central Arkansas



High Achievers: the Journey from "At Risk" to "At Promise"

An individual living within the confines of a safe campus must make a deliberate effort to understand communities that aren't protected by the institution's protective bubble. The High Achievers after-school program provides an opportunity for public health students to expand into the surrounding community by facilitating mentorship to students who experience health and educational disparities that contribute to cyclical poverty.
Brian Manuel, Sarah Huskey & Madison Stokes
 Georgia College and State University

Student Learning During 21st Century Field Work: Mapping Georgia's Built Environment with Innovative Technologies

FindIt is a state-wide cultural resource survey program sponsored by the Georgia Transmission Corporation (GTC) and the Georgia State Preservation Office (HPD DNR) which provides fundamental historic preservation skills through survey fieldwork. With the recent introduction of Computer Assisted Mass Appraisal (CAMA) data, FindIt is actively developing 21st century survey methodologies, resulting in a streamlined approach to available data concerning historic resources and placing a greater number of students in Georgia communities per year.

Laura Kviklys
University of Georgia

Perception of Mental Health: Latin Immigrant Youth Perception of Suicide Prevention Training

The researchers conducted a pilot study to guide a doctoral student in her dissertation topic. They conducted interviews with three first generation college student members of the Latin immigrant community at a large, HIS (Hispanic Serving Institution) public institution of higher education in Central Texas to explore their experience and perception of suicide prevention education.

Sierra Sullivan & Elizabeth Castenada
Texas State University

What is the Impact of Short-Term International Service Immersion Programs on Virginia Tech Students?

Short-term international service immersion programs are frequently documented as having transformational impacts on students through profound changes in their worldview, appreciation for cultural difference, and increase in intercultural competence, among others. VT Engage currently runs two service immersion programs in Peru and the Dominican Republic. This poster will explore how these two programs have impacted students at Virginia Tech.

Eliza Wethey
Virginia Tech

Service-Learning: Providing an Opportunity for Professional Development and Personal Growth in Journalism Courses

The presenter will a) discuss the use of service-learning to help journalism students increase their awareness of the needs in the community and acquire applied learning experiences in preparation for long-term career success; and b) share service-learning projects and student reflection with conference attendees with similar interests and projects to further improve the practice.

Hyangsook Lee
Belmont University

Service-Learning and Professional Competencies

Community based partners are concerned that service-learning students are lacking in professional skills. After a brief overview of the literature on professional skill training in young adults, this presentation will share a model for direct instruction of professional skills within a service-learning framework, themes generated from a pilot scholarship of teaching and learning study on service-learning students' professional skill development, and future directions for research and application of these findings.

Geri M. Lotze
Virginia Commonwealth University

Service-Learning in the Architectural Studio: Sense of Place and Time

The Architectural Engineering Technology program within the USM School of Construction + Design utilizes service-learning practices in the design studio by encouraging students to gather, analyze, synthesize, and process different types of information about the local, complex urban environment. The AET program exposes students to primary source materials that enable them to get as close as possible to the realities being studied. Best practices from the author's fall 2017 design studio course will be presented.

Jessica Hardy
University of Southern Mississippi

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Analysis of Service-Learning: Perceived Outcomes and Influential Factors

An empirical qualitative research study using triangulation data collection method to investigate students' perceived learning outcomes and influential factors after completed a two-semester long service-learning leadership development course.

Xi Chen

Mississippi State University

Incorporating Diversity in Support of Civic Engagement Efforts

This session will explore how reaching out to women and minority owned businesses for supplying campus needs can be used to further the goal of “partnering with” rather than just “doing things for” the community, with a focus on how these efforts can provide opportunities for service-learning and civic engagement for our students.

Joyce Searcy & Tim Stewart

Belmont University

Physician Volunteerism in a Student-Run Free Clinic

Many medical schools use student-run free clinics (SRFC) as a way of improving access to care while providing students with valuable learning opportunities. SRFCs depend on physician volunteers, who can be difficult to recruit. We interviewed ten physicians to understand why they volunteer at our SRFC. We identified several themes, including the idea that working with students is a privilege, and that time and lack of clinical self-confidence are the biggest barriers to volunteering.

Hannah Bowers & Caroline Harada

University of Alabama School of Medicine

Bridging the Gap: Using Service-Learning to Promote Civic Engagement and Sustainable Practices in a Large Enrollment Non-majors Biology Class

To date there are very few studies that have explored the best practices required to execute successful and meaningful community partnerships in majors biology courses. Even fewer studies have explored the impact of service-learning on non-majors biology courses. This presentation aims at discussing novel ways to promote civic engagement and sustainable practices in a non-majors biology class by utilizing service-learning.

Sami Raut

University of Alabama at Birmingham

Community Engagement through a Prison Based Canine Rehabilitation Program

This project evaluated the student perceptions of inmates in a canine rehabilitation program in a private prison facility. Students' perceptions of the program and inmates were evaluated through in-depth reflections after visiting the program on multiple occasions throughout the semester. Data showed the students' perceptions of both the program and the inmates positively evolved over the course of the semester. Additionally, students became more invested in the program, as shown by increased volunteer hours.

Alesa Liles

Georgia College and State University

New Directions for Evaluating Community-University Partnership

This poster from University of Georgia Archway Partnership faculty will share new directions in evaluating community-university partnerships across the state. Topics discussed include: an overview of the Archway Partnership process, methods of evaluation, community impact, student experiential learning, and faculty research and service.

Sharon A. Liggett, MPA, Catherine Muse & Sam Perren

University of Georgia



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You Can Do Service-Learning with Offender Populations

This poster will discuss different ways that service-learning can occur with offender populations across multiple disciplines.

Stacy Moak, Alesa Liles & Martha Earwood
University of Alabama Birmingham

Discourses of Community Engagement: Constructing the Subjects of Our Stories and Why It Matters

As colleges and universities tell stories of engagement, we often conceptualize communities as objects rather than subjects of social change. Presenters from Georgia State University, Clayton State University, and Berry College will discuss our institutions' discourses of community engagement and their implications for building community partnerships, teaching, and supporting community-based work. We hope to spark conversation about how the conceptualization of the objects and subjects of community engagement enables, challenges, or prohibits social change.

Mary Elizabeth Tyler Boucebcı, MA, Cheri Kersey, PhD, Jennifer Welch, MEd, Tamra Ortgies-Young, MPA & Julee Tate, PhD
Georgia State University

Changing the Narrative of the Core Curriculum: Service-Learning, the First-Year Experience, and Cultivating Student Leaders

This panel intends to disrupt the narrative of service-learning as an upper-level course by focusing on integrating community engagement into classes in an institution's core curriculum. Virginia Commonwealth University faculty currently teach first- and second-year core curriculum classes as designated service-learning sections. Presenters will offer practical ideas for implementing service-learning and community engagement into core classes for newer college students.

Mark Meier, Lindsay Chudzik, Jamie Fueglein & Kirk Richardson
Virginia Commonwealth University

Now What? Mirroring One Academic Discipline's Approach to Service-Learning Infusion Across all Disciplines

After a service-learning (S-L) program is developed on a campus, how can the structure and format be elevated so that all disciplines and levels of students are engaged to the fullest potential of their academic ability? Presenters will share how one academic department integrated S-L throughout their discipline and explore how these practices may be utilized/alterd for comprehensive S-L incorporation into other academic disciplines.

Lydia Watkins, MSN, DNP, RN, CPNP
College of Coastal Georgia