

Concurrent Session 7

Thursday 3:00 – 3:45 pm

"Flexin' In My Complexion'": Empowering Women at a PWI

LSC 315

Individual Presentation

Sade A. Dawson, Texas A&M University

Alex Square, Texas A&M University

The Uniting Divine Sistahs (UDS) Program hosted at Texas A&M University has been empowering African American women since 2006. We will share how the program has drastically impacted the participants and young girls in the community over the last 3 years. In this session, we will discuss how to implement an empowerment program with team-based learning components, reflection papers, and community service to foster relationships and positively change the climate on your campus.

Building Intergenerational Support Networks to Empower Senior Adults in Diverse Community Settings through Technological Engagement

LSC 320

Panel

Rhoda Ann Reddix, Franciscan Missionaries of Our Lady University

Destiny Dinh, Franciscan Missionaries of Our Lady University

Jennifer Daniels, Franciscan Missionaries of Our Lady University

Nancy Brown, Franciscan Missionaries of Our Lady University

Charlie Gandy, Franciscan Missionaries of Our Lady University

Brian Halderman, GivePulse

Intergenerational (IG) relationships build social capital networks that positively impact the cognitive and physical well-being of older adults. In addition, IG relationships enhance the sharing of knowledge between generations and transform students' perception of older adults. This panel discussion will examine the impact of student-led technology sessions on the patterns of engagement, technological uses, and needs of older adults living in diverse community settings, students' perceptions and use of Give Pulse to capture impacts.

Using Service Learning in Undergraduate Adapted Physical Education

LSC 321

Individual Presentation

José Santiago, Sam Houston State University

Minhyun Kim, Sam Houston State University

The purpose of this presentation is to share lessons learned regarding the implementation of a service-learning project in undergraduate adapted physical education. This project is a nine-year partnership between the local school district and Sam Houston State University in which students enrolled in the Adapted Physical Education course design and implement movement experiences for children with disabilities. Lessons learned include benefits, barriers, positive outcomes, and navigating contextual constraints.

Donaldson Prison Lecture Series-30 years service learning partnership

LSC 230A

Individual Presentation

Amy Badham, University of Alabama at Birmingham

Alabama has the 5th highest incarceration rate, perpetual prison overcrowding, and few educational opportunities for inmates. Over the last 30 years, the University of Alabama at Birmingham's Donaldson Prison Lecture Series has partnered with a nearby maximum-security correctional facility. The prison houses inmates with life sentences and men classified as violent repeat offenders. UAB is a diverse,

urban, research institution with an innovative and interdisciplinary approach to education. Learn about this long-standing partnership, the impact on all, and what is next.

Human Trafficking: Identification, Assessment, and Intervention Strategies

LSC 230B

Individual Presentation

Jean Dowling Dols, University of the Incarnate Word

Diana A. Beckmann-Mendez, University of the Incarnate Word

Michael Moon, University of the Incarnate Word

Katherine C. Walker, University of the Incarnate Word

This service learning project enabled students to gain a greater understanding of human trafficking and how health professionals in the Emergency Department settings are identifying these victims. This study is the first in a series of planned studies where students investigated the actions taken by emergency room clinicians to identify, assess, and intervene for victims of trafficking and in the future will address evidence-based protocols for intervention with trafficking victims.

Student-led project-based learning: Shifting power in the engaged-learning classroom

LSC 241A

Individual Presentation

Stephanie M Hansard, Birmingham-Southern College

Lauren Morgan, Birmingham-Southern College

Noah Todd, Birmingham-Southern College

The engaged-learning model focuses on shifting power from academic institutions to community partners. However, within the classroom, engaged-learning projects are generally faculty-led and directed. In this presentation, we will share what happens when students work directly with community partners to design their own project-based engaged-learning experience. Students will share their strategies for developing an engaged learning project with community partners. The faculty member will discuss her own role as facilitator of the learning experience.

The Potential and Problems of CREATE-ing a Community-Based Teacher Preparation Program Track

LSC 241B

Panel

Lauren E. Burrow, Stephen F. Austin State University

Heather K. Olson Beal, Stephen F. Austin State University

This panel will reports from University students, professors, and community members on the potential and problems that occur when starting the Community Responsiveness and Engaged Advocacy in Teacher Education (C.R.E.A.T.E.) program track. C.R.E.A.T.E. is designed to complement and deepen the teacher prep experiences at a state University through community-based mentorships, critical conversations, and Service-Learning work in order to advance knowledge and skills needed to be culturally responsive within racially, culturally, and linguistically diverse school settings.

Applying Experiential Education Principles to Community-based Federal Work Study Programs

LSC 242

Individual Presentation

Scott Brown, Trinity University

The presenter will share insights from a newly designed community-based federal work study program using National Society for Experiential Education principles of good practice as a framework. Participants will learn how student employment can be designed to enhance student self-efficacy, develop career-ready skills, and promote community engagement.
