

THE 2019 GSS PROFESSIONAL POSTER SESSION IS SPONSORED BY:



Collegiate Students and vEDS: improving patient experience and outcomes through academic community engagement

Dawn Rogers, Sam Houston State University

In April 2018, SHSU students successfully hosted a small conference for the families in Texas impacted by vascular Ehlers-Danlos syndrome (vEDS). The conference included medical specialists and geneticists who specialize in vEDS, interdisciplinary researchers from SHSU researching quality of life issues, and other experts offering educational support for these families. This was the first conference of its kind for vEDS and was planned and staffed entirely by students.

Engaging Students on the Critical Issues of Human Slavery and Trafficking: Faculty Contributions in a Lilly Fellows Program in Humanities and the Arts Grant

Martha Ann Kirk, University of the Incarnate Word

Sixteen faculty and the grant director participated in “Conversations on Service Learning and Engaged Scholarship Considering the Mission of the Incarnate Word Founders to the Vulnerable.” This series focused on research, education, advocacy, and action against human trafficking. The faculty members from various disciplines explored aspects of human slavery and methods to educate and work against it. Then faculty informed and engaged their students through research, writing, advocacy, and/or service projects related to human slavery.

Fostering Civic Engagement through Academic Organizations

Sheri Grotrian, Peru State College

Sponsoring or advising academic organizations often offers additional opportunities beyond the traditional classroom. As such, this poster will provide an autoethnography approach to share the student voice of what community outreach has meant to them from a wide variety of experiences. Projects range from longitudinal service-learning endeavors to shorter-term volunteerism efforts.

North Main Revitalization through Art

Anibeth Turcios, University of Houston-Downtown

This poster presentation will focus on the effort required, obstacles encountered, and opportunities seized to bring a community mural to fruition. Through the coordination of several stakeholders, multiple constituencies, and funds from the Center for Community Engagement and Service Learning, graduate student Anibeth Turcios will describe her process.

Bears for CARE: A Service-Learning Respite Care Model for Preparing Future Professionals

Lesley Graybeal, University of Central Arkansas
LaVona Traywick, University of Central Arkansas
Brittany Saviers, University of Central Arkansas
Kathleen Atkins, University of Central Arkansas
Alicia Brown, University of Central Arkansas

The Bears for CARE respite care program is a service-learning project at the University of Central Arkansas that provides respite to parents of children with special needs and learning opportunities to students in a variety of fields who will work with children in their future professions. The students have the responsibility of planning and implementing the program the day of the event. This session will present the program as an interdisciplinary model for student learning and engagement.

Building Community Leaders: Partners for Life

Carmen Wilder, Mississippi State University
Meggan Franks, Mississippi State University

Do you want to develop highly effective service and service-learning partnerships with community agencies? Do you want to improve and strengthen current partnerships? Research has shown that community organizations desire reciprocal relationships with their local institutions of higher education. This presentation will illustrate every day best practices for successful partnerships while developing strategies to overcome common pitfalls.

How to Start For Success: Analyzing Student-Led and Instructor-Led Project Selection for Service Learning Projects Based on a Decade of Experience

Janis Warner, Sam Houston State University

While service learning, a form of experiential learning, is becoming more pervasive, recognition of associated risks continue to influence the willingness of instructors to incorporate any experiential learning in their curriculum. Sourcing viable projects is arguably the first step towards a successful project outcome. Identification of the strengths, weaknesses, opportunities and threats (SWOT) for student sourced versus instructor sourced service learning projects are made based on a decade of incorporating service learning in the classroom.

Effective environmental health programs and engaging with community partners

Dhitinut Ratnapradipa, Sam Houston State University
Amanda Scarbrough, Sam Houston State University

Environmental health community engagement is mutually beneficial to students and community partners/agencies. Examples of engagement with environmental health programs include: food safety, oral health, vector-borne disease, and emergency preparedness. Community agencies may have limited resources (e.g., financial, workforce, skills) and can benefit from students, who in turn gain experience, apply environmental health practices and principles, recognize health promotion practices in action, and learn more about potential job opportunities.

Integrating HPC and Data Analytics in Service Learning Courses

Hong Lin, University of Houston-Downtown
Thomas Wilson, University of Houston-Downtown

We established a service learning project that aimed at real-world problem solving in the Data Mining course of the Master of Science in Data Analytics program at UHD. We partnered with communities in projects that involved the students in data collection and processing, data analysis and modeling, and performance evaluation and improvement of the models. Students used parallel computing modules to make the compute-intense applications manageable with enhanced efficiency.

Experience UGA: Engaging the local school district through an innovative field trip program

Joshua Podvin, University of Georgia

Shannon Walker, University of Georgia

Jennifer Martin Lewis, University of Georgia

This workshop will introduce an innovative, university-wide program that grew out of UGA's Professional Development School partnership, but now extends far beyond the reach of the College of Education. Experience UGA, brings over 10,000 students from the local school district to UGA each year for a hands-on, curricular-based field trip. The workshop will highlight the 10th grade trip, which utilized a Service-Learning Charrette to gain stakeholder input and design the field trip experience.

Gators Help with Empty Bowls

Rhonda Scherer, University of Houston-Downtown

Empty Bowls is an organization affiliated with the Houston Food Bank to serve and feed hungry Houstonians. UHD Sports & Fitness sponsored four bowl decorating events where bowls were painted by UHD students that were turned into artwork and later sold for a minimum of \$25 during various Whole Foods Market events as a way to collect money for the worthy cause of feeding hungry Houstonians.

Engaging Faculty as Community Leaders through Service-Learning

Tia Crawford, Texas A&M University

Melissa Shehane, Texas A&M University

Malini Natarajarathinam, Texas A&M University

The Service-Learning Faculty Fellows (SLFF) program is a year-long development program that provides an opportunity for selected faculty to integrate service-learning into their teaching, research, and public service work while becoming recognized campus leaders in service-learning pedagogy and community engagement. This session will showcase a cross-campus collaborative initiative to empower faculty and impact students through service-learning.

Heroism-Themed Outreach with Title I Elementary Students

Catherine Fehrmann, The Citadel

Lori Fernald, The Citadel

Conway Saylor, The Citadel

This study reports on the impact of a heroism-themed intervention with elementary school students from Title I schools. Surveys completed by 33 of the 57 participants indicated they were more likely to view family members and even children as potential heroes following the five-session program. This poster will showcase the types of heroes named most often. Data suggested that the second priority of the intervention, increasing student's interest in attending college, was also achieved.

Building Human Trafficking Research in the Health Care Setting

Jean Dowling Dols, University of the Incarnate Word

Jacobie Landers, University of the Incarnate Word

Marisa Macias, University of the Incarnate Word

LaTonya Roberts, University of the Incarnate Word

This service learning project enabled students to gain a greater understanding of human trafficking and its impact on the victims. Watson's Theory of Human Caring emphasizes the importance of a caregiver-victim relationship which enables victims to have open and honest communication in a manner that protects and enhances human dignity. This project further enabled health professionals to identify human trafficking victims and prepare to be leaders of change for human trafficking victims.

Sustainability and Community Engagement Programs

Urkovia Andrews, Georgia Southern University

Brandi Hoffman, Georgia Southern University

Jordan Wilburn, Georgia Southern University

In 2015 the United Nations created the Sustainable Development Goals (SDGs) as a global call to action to over 170 countries and territories. The SDGs serve as a guide post to creating a more equitable and viable world for all by the year 2030. This poster will present an ongoing effort to work within the 17 SDGs with regard to the various aspects of our Community Engagement program by highlighting past, present, and future work.

Smartphone Passport: Using VR in a Campus Based International Education Project

Clark Friesen, Lone Star College-Tomball

This service-learning project was focused on promoting International Education Week on campus. Using 360 video and student smartphones, pairs of Communication Studies students introduce immersive VR technology and provide exposure to selected cultural groups or events.

Service Excellence - The Importance of Serving with Purpose

Jeni Long, Collin College

How did you learn to ride a bicycle? Experiential learning makes service projects more meaningful and fun! This poster will demonstrate to educators how to guide students to unify the concepts learned in the classroom with purposeful service, helping students successfully apply leadership skills and become engaged civic-minded community members! Examples of actual projects by nursing students will be presented for inspiration.

Policy Brief in a Health Policy & Politics Course

Rhonda Scherer, University of Houston-Downtown

Students in an upper level Health Policy & Politics course must volunteer for at least 10 hours with a variety of community partner that provides health and wellness services. During their hours of service, the students will identify ways that the community partner can improve their services to the community. This policy proposal is researched and transformed into a policy brief that is subsequently presented to a representative of the community partner.

Increasing Community Awareness of Common Genetic Diseases in the Local Population

Alexandria Brown, Sam Houston State University

Jovinna Villarreal, Sam Houston State University

Santos M. Gonzalez, Sam Houston State University

Recent calls for cutting federal funding for biomedical research is an alarming concern for global and scientific communities. In the Introductory Genetics course (BIOL3450) at Sam Houston State University, the students are divided into groups to complete an Academic Community Engagement (ACE) project on some common genetic diseases prevalent in the greater Houston area. Each group researches information, like potential cures, for diseases such as Tay-Sachs disease, diabetes mellitus, Sickle Cell disease, and Cystic Fibrosis.

Leading and Learning: How Leader Behaviors Predict Outcomes of Service

Katherine Westmoreland Richards, The Citadel

Ashley Burton, The Citadel

John-Ray Roberts, The Citadel

This study examines the relationship between the leadership behaviors of the team leaders and the higher quality of service provided to the community. Specifically, service teams with leaders who score higher

on leadership characteristics will have a positive impact on the outcomes of service-learning and community engagement (SLCE) opportunities. Furthermore, research suggests that the team leaders exposed to different cultures and beliefs have a higher quality of service learning participation within the community.

Bearkat Scrappy Quilts

Paige Loft, Sam Houston State University

SHSU Family and Consumer Sciences “Introduction to Soft Textiles Construction” students create nap-mat sized quilts and hand deliver them to underprivileged children attending a Head Start preschool program. These scrappy quilts are constructed from recycled or donated fabric scraps and feature a prominent SHSU patch incorporated into the design. Service, introductory garment construction skills, and community engagement are stitched together with love in this ACE project.

Serving the Community through the Promotion of Accurate Science

Meghan E. Minard, University of Houston-Downtown

Today, anyone can post nearly anything on the Internet for all to see. Unfortunately, when it comes to science, much of the information is incorrect. Students in my freshman seminar courses serve the community by promoting accurate science on the Internet on a topic that is frequently reported inaccurately in the media – Food! Students write a scientifically accurate blog post dispelling common science myths, and then advertise the blog to increase traffic and readers.

University Food Pantry - The perfect service-learning community partner?

Amy Badham, University of Alabama at Birmingham

Lisa Higginbotham, University of Alabama at Birmingham

Blazer Kitchen, the University of Alabama’s food pantry, was established in March 2017 to increase the food security of the campus community by providing healthy food, resources, and referrals to UAB employees, students, patients and their families. Funded by the university Benevolent Fund and staffed by campus volunteers and service learning students, see how service learning courses from social work, foreign languages, health professions, public health, etc. have created sustainable and mutually beneficial collaborations.
