

# “Experience the Mission”

## The Third Annual Service Learning Showcase



*Our youngest guests before our oldest house learning of God's creation  
as Incarnate Word celebrated the San Antonio Tricentennial*

Friday, April 12, 2019, UIW Student Engagement Center  
Service Learning, 8:30 am – 2 pm, SEC Ballroom

The Showcase highlights best practices, theories, scholarship,  
and examples of service learning at UIW

A part of the Annual UIW Research Week which now celebrates  
student research as well as faculty research

Followed by “Conflict and Aftermath: Trauma and Women’s Gender Studies  
Symposium, 2:30 – 7 pm, SEC Breakout Rooms, and continuing on April 13,  
“Healing Through Research,” 9 am to 4:30 pm, SEC Ballroom

At the University of the Incarnate Word we embrace research and know that through our search for and communication of truth, we become stronger in becoming “concerned and enlightened citizens within the global community.”

Incarnate Word faculty established the requirement of forty-five hours of service for all undergraduate students in 1989 recognizing that this furthered transformative learning towards compassion and justice.

In support of this, the Ettlign Center for Civic Leadership and Sustainability was founded in 2014. ECCLS can assist faculty in finding community partners, and in developing service learning and the scholarship of engagement.

The Faculty Service Learning Committee chaired by Dr. Chad Jackson, School of Physical Therapy, and Dr. Lisa Lockhart, Psychology, works in partnership with the Ettlign Center for Civic Leadership and Sustainability.

See the Ettlign Center Faculty Resources <http://uiw.edu/eccl/Faculty-Resources/>  
<http://uiw.edu/eccl/Faculty-Resources/service-and-service-learning-guidelines.html>

A listing of places for service learning  
<https://www.uiw.edu/eccl/faculty-resources/placesforservice.html>

Contact the Ettlign Center for Civic Leadership at (210) 283-6423, visit the office in the Broadway campus Administration Building 158, or write [ccl@uiwtx.edu](mailto:ccl@uiwtx.edu)

Dr. Dr. Ricardo Gonzalez, ECCL Director  
Yesenia Caloca, Campus Community Service Coordinator  
Sister Martha Ann Kirk, Th.D., Social Justice  
Teofilo Reyes Jr., Community Outreach Coordinator  
Robert San Martin, Center Coordinator

Our gratitude to the UIW Office of Research and Graduate Studies which has generously supported the Service Learning Showcase as part of UIW Research Week.

**Friday, April 12, 2019, UIW Student Engagement Center Ballroom**

**8:30 am - 9:00 am Glimpses of the “Gulf South Service Learning Summit” UIW people who were involved in this gathering of over 60 colleges and universities share from their presentations and what they learned from others.** Yesenia Caloca, Dr. Jean D. Dols, Dr. Jacobie Landers, Dr. LaTonya Roberts, Marisa Macias, Dr. Beckmann-Mendez, Dr. Michael Moon, Jessica McDow, KC Walker, Sr. Martha A. Kirk, Yvonne Davila, Cynthia O. Richardson, Sioned K. Kirkpatrick, Christian D. Davila, Marina Morkos, Dr. Maria Felix-Ortiz, Dr. Ricardo Gonzalez, Fanny Estrella Estrella

**9:00- 9:15 am BSN Nursing Student Service-Learning Experiences with a Vulnerable Population: Thematic Analysis – Cynthia Richardson, MSN; RN; CNE; Senior Instructor; Ila Faye Miller School of Nursing, Yvonne Davila, MSN; RN; CNE; Instructor; Ila Faye Miller School of Nursing, Linda Hook, DrPh; MSN; RN; PHNA-BC; Associate Instructor; Ila Faye Miller School of Nursing, Crystal Carrisalez, MSN; RN; Instructor; Ila Faye Miller School of Nursing**

### **Mission Driven Research**

Our community health service learning courses encourage our nursing students to live the mission of UIW by helping individuals in vulnerable child, adult, and older adult populations of San Antonio. Students reflect on how their service clinical experiences meet tenets of the UIW mission and follow Catholic Social Teaching principles. This review looks at the themes of our service learning course outcomes as they relate to our mission.

Nursing service- learning courses promote transformational learning experiences in the BSN student. This unique approach integrates community service with class to teach civic responsibility and strengthen communities. Also, service- learning courses introduce students to persons with health disparities and ways they can help vulnerable populations. (Stanley, 2013) This study is a thematic analysis of five semesters of those reflections (from Spring 2016 through Spring 2018 of level three BSN nursing students.) Student reflections will be sorted into themes utilizing the student’s perceptions of their experiences with each of three vulnerable populations: older adults, children, and homeless individuals in San Antonio.

### **Proposal Narrative**

Nursing service- learning courses promote transformational learning experiences in the BSN student. This unique approach integrates community service with class to teach civic responsibility and strengthen communities. Also, service- learning courses introduce students to persons with health disparities and ways they can help vulnerable populations. (Stanley, 2013) Research has shown service learning has a positive impact on students (Knecht and Fischer, 2015). Also, service- learning courses introduce students to persons with health disparities and ways they can help vulnerable populations. Vulnerable populations in this study include homeless and underserved children, adults, and older adults.

Numerous studies support the benefits of exposing nursing students to vulnerable populations. Experience with a vulnerable population has been shown to change the BSN students’ attitudes and beliefs. An understanding of the health disparities and inequities that affect this group increases nursing students’ awareness regarding social responsibility, ethical concerns, and advocacy while fostering compassion for marginalized groups. (Stanley, 2013) Several other

studies measured perceptions about the homeless and found that by participating in a clinical experience with this population, students reported an increase in empathy and a more positive change in attitude toward mentally ill, homeless patients. (Garner & Emory, 2018) Service learning has also been shown to increase empathy and views on social justice. These changes are significant ways to improve healthcare as research has shown that nurses negative attitudes have been identified by the homeless as a barrier to seeking care. (Jarrell, et.al, 2014). Encouraging nursing students to work with vulnerable populations helps them gain an understanding and sensitivity to the unique challenges these populations face related to health and healthcare. (Stanley, 2013)

The Health Promotion and Disease Prevention course was designated as a service-learning course in 2015; however, the participation at Haven for Hope has been ongoing since 2010. In these courses, nursing students participated in eight to 16 hours of clinical rotations at each of the following: Haven for Hope Courtyard, senior centers, schools, and child care centers. Students performed developmental screenings, foot care, immunizations, blood pressure and other health screenings. Students also performed needs assessments, followed by a health-related teaching project based on the needs of the clients.

At the end of each semester, students reflected on how their clinical experiences related to their civic responsibilities and to their future as a nurse. Reflecting on social justice is a vital part of service learning. (Brown & Schmidt, 2016) This study is a thematic analysis of five semesters of those reflections. Student reflections will be sorted into themes utilizing the student's perceptions of their experiences at each of three vulnerable populations: older adults, children, and homeless individuals in San Antonio.

**9:20 am – 9:40 am**

***Identifying, Assessing, and Interviewing for Human Trafficking Victims – Jean Dowling Dols, Ph.D.; RN; NEA-BC; FACHE; IFMSNHP; Nursing, Diana Beckmann-Mendez Ph.D.; RN; FNP-BC; UIW; IFMSNHP; Nursing, Michael Moon, Ph.D.; RN; UIW; IFMSNHP; Nursing, Katherine Walker; MSN, Jessica McDow, BSN; RN; UIW; IFMSNHP; Graduate Doctor of Nursing Practice Student***

### **Mission Driven Research**

The spirit of Christian service at the University of Incarnate Word encompasses teaching, scholarship, and research. This research project provides new knowledge for the South Texas community on the current identification and assessment of trafficked human beings and interventions deployed to assist the victims of trafficking. Searching to expose knowledge and truth regarding the plight of trafficked individuals and the healthcare community's efforts to intervene will highlight for the global community the status of this issue. The discovery and communication of truth enables the community to thoughtfully innovate to intervene for the common good. Students actively participated in calling emergency departments to identify emergency department leaders and to assist in the collection of data, as well as participating in planning and implementing the research project.

## **Proposal Narrative**

Human trafficking is the trade of humans for the purpose of forced labor, sexual slavery, or commercial sexual exploitation for the trafficker or others. Human trafficking is estimated to involve about 40.3 million victims, with 25% of them being children. The purpose of this study was to identify and describe the current strategies for identification, assessment, and intervention for human trafficking victims in the emergency centers of 47 South Texas counties. The intent was to determine if emergency centers have a standard protocol to identify victims, methods of assisting victims, and whether these methods have been effective. Methods: For this study, emergency centers in five South Texas trauma service areas were selected as the setting for this descriptive research study. The 47 counties in these 5 South Texas trauma service areas include a mixture of urban, suburban, and rural areas. Within these 47 counties, there are 99 emergency centers. The emergency centers in the South Texas regions are considered to have a high potential for trafficking because of the close proximity to the U.S.-Mexico border. A descriptive survey design was used to collect the information to identify current practices. The study used a brief survey of 23 questions developed by the nurse researchers based on a review of the literature and expertise with emergency department processes and care. The survey focused on the type of emergency department (freestanding vs hospital-based), providers, and clinical staff; methods used to screen adult and child human trafficking victims; results including number of positive screens, characteristics of individuals with positive screens, strategies helpful to identify human trafficking victims, and the actions taken following identification. IRB approval was obtained prior to deploying the survey. The survey was deployed using a sequential set of strategies including an online survey tool, emailed survey, and phone survey. Each sequential data collection method was followed by two reminders in the same format. Results: Surveys were completed by 26 of the 99 Emergency Centers in South Texas for a return rate of 26.2%. Of the 26 emergency centers responding, 9 (34.6%) stated that they formally screen adults and 9 (34.6%) stated that they formally screen children to identify human trafficking victims, however only 1 emergency center uses a tool to specifically screen victims of human trafficking. The remainder of the emergency centers stated that patients were not screened to identify whether they were a victim of human trafficking. The emergency centers reported that no adult victims of human trafficking were identified in 2017, and one emergency center reported that 10 child victims of human trafficking were identified in 2017. Conclusion: The identification of human trafficking victims may be missed when there is no standardization of screening. Emergency Center Nurses are positioned to identify and intervene for human trafficking victims. It is recommended that emergency center healthcare professionals be educated regarding human trafficking victim assessment and formal standardized screening for human trafficking be implemented.

**9:45 am – 10:05 am**

***Choose Your Own Adventure: Service Learning Project for Design Students – Lalon Alexander, Ph.D.; UIW Professor; Fashion Management, Melinda K. Adams, Ph.D.; UIW Professor; Fashion Management***



## **Mission Driven Research**

This purpose of this project is to help make students aware of issues in the fashion industry and at large. The project can be adapted to any discipline and used for service learning.

## **Proposal Narrative**

With constant change and the evolving nature of the economy and job demands, creative problem solving is a highly valued skill for entry-level jobs in design (El Mansour & Dean, 2016; Hanc, 2018). Service-learning assignments have also been shown to positively influence other skills such as collaboration, self-efficacy, and communication (Eike, Myers, & Sturges, 2018). As part of the instructional design of an introduction to design freshmen-level course, we implemented a service-learning assignment utilizing the 20time framework introduced by Google and Kevin Brookhouser (Brookhouser, 2014).

For this project, students identify social or environmental issues related to their field, along with possible solutions to alleviate the issue. The whole class narrows down the possibilities to a few projects through divergent and convergent thinking tools. We first brainstorm as a group on possible issues and vote on the top five. They then choose their teams to work on the defined issues. As part of the project, each team creates their own action plan and grading standards. They must first clearly define the issue, create a plan of action and deliverables, develop a timeline and budget, and define how they will be graded on the project.

After three semesters of implementing the assignment, students have indicated that they are more aware of social and environmental issues related to their chosen career path, and have worked in teams using the learned creative problem-solving skills. They must work collaboratively on the project, resolve issues that arise when working in groups, and implement communication skills to present the outcome.

Student projects have ranged from denim recycling to ethical product choice awareness, to raising funds for a Veterans' association through a student design. The grading standards are currently the most difficult part of the assignment for students. For the future, we plan to provide example rubrics and grading break-downs, while still allowing student groups to have control over all aspects of the project. This particular assignment can work well for all aspects of education at all levels and within different disciplines.

### *References*

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Eike, R. J., Myers, B., & Sturges, D. (2018). The impact of service-learning targeting apparel design majors: a qualitative analysis of learning growth. *Family & Consumer Sciences Research Journal*, 46(3), 267-281. doi: 10.1111/fcsr.12250

El Mansour, B. & Dean, J. C. (2016). Employability skills as perceived by employers and university faculty in the fields of human resource development (HRD) for entry level graduate jobs. *Journal of Human Resource and Sustainability Studies*, 4, 39-49.  
<http://dx.doi.org/10.4236/jhrss.2016.41005>

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<https://www.nytimes.com/2018/04/05/education/learning/project-based-learning.html>

**10:10 am – 10:30 am**

***Community Corrections Service Learning: Exposing Future Criminal Justice Practitioners to the Service Side of Community Corrections – Dr. Doshie Piper, Ph.D.***

**Mission Driven Research**

This project reflects the universities core value of service and the institutions mission to create life long learners.

**Proposal Narrative**

Most if not all forms of community corrections has a community service component. Albeit, a direct sanction of community service or service as a form of restitution. For a growing number of community corrections and many more juvenile probation departments, work service requirements have become a standard part of court orders, in some cases required by policy or statute. This increases the need for criminal and juvenile justice practitioners to understand the importance of service and a tool of reintegration and not simply a justice system directive. This presentation will explore community services as a mechanism of reintegration and means to build a sense of community in justice involved individuals through service learning reflections. The influence of community service on reintegration is studied by examining three years of service learning reflections from a Probation, Parole, and Community Corrections course comparing the students written and verbal responses to the number of elements of reintegration observed of people sentenced to community service that they working alongside of in community organizations.

**10:35 am – 10:55 am**

***Living the Mission: How UIW RSO is Saving Hundreds of People from Blindness in Mexico – Jeanette Wong-Powell, OD; FAAO; UIW Rosenberg School of Optometry, Lourdes Fortepiani, MD; Ph.D.; FAAO; UIW Rosenberg School of Optometry, Carolyn Majcher, OD; FAAO; UIW Rosenberg School of Optometry***

**Mission Driven Research**

Constitutes a description of the process by which one of the most beloved service-learning programs at UIW Rosenberg School of Optometry school was created and how it is making our training program unique.

**Proposal Narrative**

From its inception, Rosenberg School of Optometry set out to be unique by being the only faith-based optometry training program in the nation. This presentation will describe how UIW RSO is turning this characteristic into action by implementing service learning as a tool to achieve excellence in clinical training and personal growth among faculty and students. The presentation will describe the precepts under which our yearly mission to Yucatan, Mexico was founded, its goals, implementation, technical aspects, current success, and plans for the future. Statistics of causes of blindness worldwide and how current efforts are making an impact will also be shared.



*UIW volunteers serve residents of Oaxaca, Mexico with Los Quijotes*

**11:00 am – 11:20 am**

***The importance of patient education in a mission trip – Lourdes Fortepiani, MD; Ph.D.; FAAO, Carolyn Majcher, OD; FAAO, Jeannette Wong-Powell, OD; FAAO***

### **Mission Driven Research**

The service described in this presentation reflects true caring and concern for the well-being of the community, specially those patients who are most in need as this maybe the only exposure they may have to medical education regarding their own health.

### **Proposal Narrative**

Mission trips planned for health care include a variety of health professionals. The limited time available is dedicated to medically examine, diagnose and treat the patient and the patient education component is often minimized or even omitted due to a variety of circumstances such as language barrier and time constraint.

In the last few years, the UIW School of Optometry (UIWRSO) participates in a mission trip to Xocempich in Yucatan (Mexico) that was initiated over twenty years ago by an Ophthalmology surgical team from Indiana. The goal of the trip was to provide surgical vision care to pre-selected group of underserved patients screened for selected operable ocular diseases.

Initially the group was composed of a surgical team: an ophthalmologist, an ophthalmology resident and 2 nurses as well as an optometric team: an UIWRSO faculty member and two 4th



year UIWRSO optometric interns. Once the optometric team evaluated the patients, surgical team would operate and have a joined follow-up evaluation with the optometric team. Two years ago, a patient educator, a UIWRSO faculty member fluent in Spanish, was incorporated and other goals were included, such as pre and post-surgery patient education. The presence of the educator increased the interaction of the surgical team as well as the optometric team with the patient. The patient educator was also more involved in the examination process and had a close interaction with the optometric interns to improve diagnosis and prioritization of surgeries as well as to tailor post-operative care. The multidisciplinary interaction expanded the learning environment beyond the classroom.

During the team daily reflections, the importance of the patient education was highlighted as a key component for the success of the patient treatment. In this presentation we will discuss the importance of patient education during mission trips in a health care setting where ethical issues may arise, patient dignity may be overlooked and knowledge of the disease and treatment compliance become key to positive patient outcomes.

*Students from the Rosenberg School of Optometry work on eyeglasses in their mobile unit during an ARAISE health mission trip to the Rio Grande Valley. Students and volunteers assisted hundreds of patients with eye exams and provided eye health information.*



**11:25 am – 11:45 am**

***Medicine meets Mission: How medical mission trips develop students into good doctors – Emily Zediker, Lourdes Fortepiani, M.D.; Ph.D.; FAAO, Aleen Kaltakdjian, Carolyn Majcher, OD; FAAO, Saoul Mancha, Darren Pham, Jeannette Wong-Powell, OD; FAAO, Jordan Yip, OD***

### **Mission Driven Research**

The medical mission trip to Yucatán, Mexico most accurately reflects the importance of self-realization, the common good, and community service in the context of faculty and students supporting each other and those around them with dignity and respect as described in the mission of the University of the Incarnate Word.

## **Proposal Narrative**

A volunteer group from University of the Incarnate Word Rosenberg School of Optometry organized and participated in a medical mission trip to Yucatán, Mexico. The team was comprised of four optometry students, three teaching faculty and two additional volunteer surgeons from outside of the school. The goal of the mission trip was to prevent and treat blindness due to advanced cataracts, glaucoma and diabetic retinopathy in the under treated local population.

This mission project incorporated a team of experienced professionals from different clinical settings that screened approximately 70 patients everyday during the weeklong mission, a far cry from the 4-6 typically cared for each day in the school clinic. All of the patients were considered candidates for cataract surgery or diabetic laser treatments. Selecting candidates for cataract surgery presented an ethical dilemma and real life learning experience for students because appointments for surgery were extremely limited relative to the degree of need. Despite the surgeons' best efforts to efficiently perform a modified form of modern surgery, appointments were limited to approximately 40. History of prior surgery and predicted prognosis were integrated with patient age and degree of resource to his or her community when considering selection of an ideal surgical candidate. Alternatively, those suffering from diabetic eye disease presented the challenge of gracefully coordinating what seemed to be a limitless amount of care. This necessitated on the spot decision making and creative methods of care in an often rudimentary clinical setting.

Providing care for patients suffering from diabetic eye disease and glaucoma also presented the challenge of delivering an unfortunate prognosis—the already limited vision would not likely ever become better despite care. Added to this difficulty was the challenge of eloquently delivering news to patients with a language barrier in place. Even so, the implications and emotions behind the news were universal.

All together, the medical mission trip provided a unique opportunity for students to be able to self examine what they believe to be the characteristics of a “good doctor.” Additionally, students were able to practice and incorporate their evolving views of what a “good doctor” is in real time, without the reward or threat of a letter grade influencing their perceptions and behavior. This presented a unique opportunity to consider one's role in the medical field and community without having to follow guidelines or rubrics established by an institution. One could easily argue that there are no domestic clinical rotations that can provide an experience equivalent that that of a week long international medical mission trip in an area of great need.



*UIW volunteer join Los Quijotes in Oaxaca, Mexico*

**11:50 am – 12:10 pm**

***Cross-Disciplinary Service-Learning Project – Tracie Edmond, Ph.D. and Trish Driskill, Ph.D.***

### **Mission Driven Research**

It is a service learning project, where the students use their skills and lessons learned in the classroom to help a community partner.

### **Proposal Narrative**

Each of the UIW disciplines have their unique strengths and challenges that students within those disciplines need to overcome. It is interesting how the strengths of one discipline is a weakness in another. When the disciplines work together, we maximize strengths and minimize weaknesses within each discipline concentration.

The Amazing Race to Serve and the SOAR service learning events are service project that incorporated the HEB School of Business, The Dreeben School of Education and the School of Media and Design.

The lessons from this joint project is truly inspiring as together we were able to use the skillsets and strengths of the students in each discipline to make a difference in the lives of over 300 children.

**12:15 pm – 1:30 pm: Service Learning Poster Presentations**

***Roots Serving the City, Branches Serving the Word: UIW and the San Antonio Tricentennial – Sr. Martha Ann Kirk, Th.D.; UIW Religious Studies***

## **Mission Driven Research**

The UIW Mission statement notes "The first Sisters of Charity of the Incarnate Word, three young French women motivated by the love of God and their recognition of God's presence in each person, came to San Antonio in 1869 to minister to the sick and the poor. Their spirit of Christian service is perpetuated in the University of the Incarnate Word primarily through teaching and scholarship, encompassing research and artistic expression." This projects indicates how the UIW Community today has carried on this service in the celebration of the San Antonio Tricentennial.

## **Proposal Narrative**

As San Antonio celebrated its Tricentennial in 2018, the Sisters of Charity of the Incarnate Word Sisters had been a part of that history for 149 years opening the first hospital, carrying for orphans, the uneducated, and others in response to civic needs.

During 2018, many UIW faculty and student research, educational, and service projects focused on the Tricentennial and carrying forward the spirit of our founders. There was service related to sustainability, education, participation in inter-university and inter-medical schools conferences. The Charter for Compassion movement in the city was initiated at UIW with social justice and service projects which have led to the City Council affirmation as a City of Compassion, modeling civic engagement.

Over a dozen UIW classes including literature, languages, history, computer, communication arts, psychology, and religious studies, did service learning or research related to the Tricentennial. For example, Dr. Darlene Carbajal's graduate Communication Arts class, "Convergent Media" did multiple service learning projects in support of the Tricentennial. They developed films, social media, and print media for different groups, from the puppet films to attract children, to UIW students, to the general public. The author was in dialogue with them about communication and she authored or was the main contributor to six articles related to the Tricentennial in the San Antonio Express-News, Today's Catholic, and Global Sisters Report and six in UIW publications, the Logos and the UIW web front series.

Historical tours called "Following Footprints of Service" which included the IW Heritage Center, Mission Espada and Mission Concepcion, and San Fernando Cathedral attracted many people and invited them to make new paths of service. A photo exhibit in the Kelson Fine Arts Center shared more images of service.

"Mi Casa Es Su Casa," a festival was held on April 15, 2018 with UIW, Sisters, CHRISTUS Health, and Headwaters partnering in welcoming the city. Remembering that early Incarnate Word Sisters came from over 20 cultures and that over 70 cultures are represented on the campus today, in exhibits, performances, children activities, and sung prayer, there was a rich variety of European, Middle Eastern, African, Latin American, Asian, and American Indian representation. Within the day there were over 250 performers from Matachines, five to seventy-five years old, to UIW Asian dancers, to children doing Turkish dance, to high school singers, to the Wind Ensemble sharing SA composers, to Irish singers, dance schools, the Interfaith ensemble, and Catholic schools' actors and musicians.

As well as the performers, over 700 people attended prayer, entertainment, and the educational events. A main event was part of the SA300 Higher Education series, "Origins—Native Peoples, Spaniards, Early Education in San Antonio" and this began at the Blue Hole with a Native American ceremony.



Close to a 100 volunteers, both from our campus and four other schools, were involved in welcoming; leading people to see history, art, and culture; sharing health screenings; entertaining children; setting up and cleaning up. The festival served our city and shed light on our history of compassionate service.



*In a festival celebrating the Tricentennial, an image from student research on Incarnate Word Sisters caring for orphans in the 1870's*

***Predictions of Emotional Reactions to Proposed Service-Learning Project: Part II – Lisa K. Lockhart, Ph.D.; UIW Professor; Department of Psychology, Sike N. Gonzalez, UIW Student; Psychology, Sara R. Meyer, UIW Student; Psychology***

### **Mission Driven Research**

This project reflects the mission and core values of the university as it further investigates our students' reactions to service-learning, which relates to several UIW values. While the objective of service-learning projects is to contribute to the development of concerned and enlightened citizens, a key aim of the mission of UIW (Education; in the context of Service and Faith), the concern for how our students are responding to such projects is also aligned with the mission. Asking the question of how our students are reacting to this type of learning experience is consistent with the core value of Truth. The assessment of service-learning as a pedagogical practice reflects our concern that these are positive experiences for our students, so any adjustments can be made to make service-learning beneficial to all involved.

### **Proposal Narrative**

This study expands on a previous project investigating potential predictors of student receptiveness to service-learning. Although this project was presented previously, new data nearly triple the number of participants included in analyses, providing more power to identify



significant predictors. The purpose of this project is to investigate students' feelings about service-learning, including examination of potential resistance to service-learning.

While our objective as faculty administrators of service-learning projects is to contribute to the development of concerned and enlightened citizens, it is important for us to pay attention to students' beliefs about the experience as well, in order to make it a positive experience for all involved.

Service-learning is an experiential learning strategy that is advocated by both religiously-affiliated (e.g., DePaul, Loyola, Villanova, the University of the Incarnate Word) and public (e.g., Montana State University, the University of Texas at San Antonio, Binghamton University) institutions. Although the literature on the efficacy of service-learning is growing (e.g., Reinders & Youniss, 2009; Celio, Durlak, & Dymnicki, 2011; Weiler et al., 2013; Desmond, Stahl, & Graham, 2011), we need to know more about whether there are certain types of students who are more (or less) receptive to service-learning.

Three sections of a Social Psychology course requiring service-learning will be surveyed for this study ( $n \approx 60$ ). After the project is explained, students are asked to indicate their reactions to both the overall service-learning project (OSLP) and the Service Component of the project, specifically (SC) in a modified version of the Positive and Negative Affect Scale (PANAS; Watson, Clark, & Tellegen, 1988). Personality factors are assessed with the BFI-10 (Rammstedt & John, 2008), values related to moral concerns with the Moral Foundations Questionnaire-30 (Graham, Haidt, & Nosek, 2008), and various demographic variables are assessed (e.g., age, ethnicity, religious affiliation, conservatism/liberalism).

As in the previous analysis of the smaller sample ( $n = 22$ ), stepwise multiple regression will be performed assessing whether any of the BFI characteristics, MFQ values, and/or demographic variables will significantly predict PANAS scores for both the Overall Service-learning Project and the Service Component alone. We expect that the larger sample ( $n \approx 60$ ) will provide more power to detect significant predictors of students' affective reactions to their prospective service-learning project. Of particular interest is whether self-reported ethnicity will still predict more positive affect toward the OSLP and the SC for Hispanics than for Caucasians, as it did in the smaller sample, and whether a greater tendency toward liberalism vs. conservatism will still predict more positive affect toward the SC only. Additionally, we are interested in whether endorsement of the MFQ subscales and personality characteristics will be related to students' expectations. As we move toward increasing integration of service-learning into college courses, students' expectations about this type of curricular experience becomes an important consideration, both in determining whether they are favorably received and in determining how to best approach their presentation to potentially reticent students.



*In the Doctors Without Borders exhibit, students in a simulated boat like refugees fleeing across the Mediterranean*

**What is like to be immigrant or refugee? Building Solidarity in the Human Family — Selena Casanova, UIW Student; Sophomore; Biochemistry; Maria Marrufo, UIW student; Sophomore; Communication Arts**

### **Mission Driven Research**

Our research allows us to gain an understanding of the struggles that immigrants and refugees suffer through just to live. In turn, we are able to take our knowledge and educate our community helping them to become more enlightened citizens with a better understanding of the world, as well as each other. Not only this, but we encourage life long learning about immigration and refugees, and hope to inspire action against prejudices and preconceived notions of hate. Through this research we hope to find justice for immigrants and create a world filled with compassion and peace.

### **Proposal Narrative**

Service learning to research, share information, and advocate for immigrants, especially immigrant children.

The universal declaration of human rights states that people in danger have the right to migrate. Both ethical and religious traditions hold human life and dignity as precious.

Students in the Social Justice Leadership class, in the Ettlting Center for Civic Leadership and Sustainability, and members of the UIW community. Began to learn about immigration through a documentary titled, “Dying to Live”. We then listened to an immigration attorney named Hope Frye in which she discussed her connections to the immigrant families and what we could do as a class, campus and community to reach out and help. We have also read various documents that discussed immigration and how to create peace between ourselves and others, despite our backgrounds. This knowledge gave us the information we needed to plan a trip to McAllen, Texas to bear witness to the families being held in the detention center there and gather hundreds of pounds of supplies for those there who needed them.



*Students, faculty, and friends in front of the detention center in McAllen.  
Also the Project Lifeline group brought a truckload of food and supplies for immigrants.*

We also watched a play reenacting the lives and the thoughts of immigrants and those intertwined to their stories, both sides discussing the matters as they believed them to be unfolded. In addition to those events, we visited a display being held by Doctors Without Borders talking about the journeys and the struggles that immigrants and refugees have to go through just to live. Throughout this whole process, we also collected many donations and books for the refugees and immigrants, and are continuing to assist, advocate and educate. We are finding that students and in turn the whole community are being better informed. We are working together to inform everyone that we can about the struggles of refugees and the



hardships of those immigrating, as we gain knowledge to fight any previous prejudices that any of us might have.



*Students and others held a vigil on the 6<sup>th</sup> Anniversary of the Sandy Hook shooting learning from a top surgeon about gun safety as a public health issue and praying for victims of gun violence.*

**Gun Safety Saves Lives – Jacqueline Velez, UIW Student; Senior; Communication Arts with a concentration in Journalism and English; Selena Casanova, UIW Student; Sophomore; Biochemistry, Mathew Navarro, UIW Student; Sophomore; Theater Arts, Christian E. Rodriguez, UIW Student; Senior; Theater Arts**

### **Mission Driven Research**

This project provides education to our community on service learning events about gun safety. In educating on safety, we hope the information provided will be educational and promote a safer environment.

### **Proposal Narrative**

From Columbine to Sandy Hook, mass shootings plague our everyday life. Students must now carry bullet proof backpacks, teachers are being armed with guns to protect their classrooms. People need to feel safe in their homes as well outside the home. There needs to be gun safety. The laws need to change, so the streets are safer for our children because they are our future, and it is time we promote and end to gun violence. The purpose for this research is to demonstrate to people the need for gun safety. We are trying to change attitudes on our campus and in the city about why gun safety and gun safety legislation is important.

We will be utilizing information pulled from the Logos Student-Run Newspaper as well as an article from the Express News on the vigil held in honor of those who lost their lives to gun violence at Sandy Hook Elementary School. Information from Moms Demand Action will also be used in this project.

The method of this research will be in poster format. The poster will feature pictures of vigils honoring those who were victims of gun violence. Statistics of gun violence in America will be on display. Pictures of the Senator Jose Menendez educating the audience on the district, bills, laws, so people know where to go to create gun laws. There will also be pictures of Moms Demand Action at Advocacy Day, which is coming up on February 13. Pictures of Peace Day at University of the Incarnate Word will also be on display.

UIW is already witnessing changes in attitude because more people are being informed on events and discussion about gun prevention. The more we have open discussions on topics as sensitive as this, the more knowledge there is to know on how to keep our children safe from harm.

***Creating clothing with style for teens with special needs – Theresa Ann Lopez, Cepresia Ingram, UIW Student; Fashion Management, Emily O'Brien, UIW Student; Fashion Management, Bryan Ramirez, UIW Student; Fashion Management, Cecilia Tornel, UIW Student; Fashion Management***

### **Mission Driven Research**

To respect the dignity of each human being and to foster the development of the whole person are the goals of the UIW Fashion students in their project with students from the Children's Rehabilitation Institute (CRIT). UIW students will research adaptations to clothing for special needs children. While designing functional garments, each student will meet and interact with their client to create a fashionable garment that can be worn with pride. They reflected on the challenges facing young men and women who live with special needs.

Students learned about the CRIT model of care which concentrates on the physical, psychological, spiritual and social needs of the individual. The typical child has needs due to conditions such as neuromuscular diseases, spinal cord injury and Spina bifida, Cerebral palsy, Downs syndrome, Autism, vision/ hearing impairment, or limb loss. The goal at CRIT is to empower patients to achieve their full potential with inclusion into society (critusa.org, 2018). The garments created by the UIW students reinforced the dignity of each human being and gave them a sense of pride in helping others.

### **Proposal Narrative**

The purpose is to provide clothing options to individuals with special needs who want to be fashionable, comfortable, and confident in their daily dress. Clothes consciousness is a desire common to all young adults and more so among teens. However, young teens that have special needs due to Cerebral palsy, Downs syndrome, or Autism have difficulty finding stylish garments that they can wear if they are wheelchair bound, have a feeding tube, or have missing limbs. UIW Fashion students decided to design fashionable clothing for teen patients at the Children's Rehabilitation Institute (CRIT) after working with four patients on a sweatshirt design project.

UIW Fashion students became concerned for the well-being of teenage patients at CRIT after participating in a community project in the fall of 2018. The project involved embellishing



sweatshirts for the students' appearance on a float for the San Antonio Holiday River Festival. Students encountered several challenges due to the special needs of the clients at CRIT. The garments needed to be easy to pull over their heads, loose fitting in the torso, and comfortable for a male or female. This project gave them an opportunity to reflect on the special type of clothing needed for individuals who are wheelchair bound with limited range of motion. Retailers have taken notice and are manufacturing "special needs" clothing for all ages. According to founder of Easy Access Clothing, Sandy Zeichner (2006), and the United States Census Bureau, "19% of Americans have some level of disability". She has designed "onesie" garments and pants with side zippers. Leading retailers such as Target, Tommy Hilfiger, SpecialKids.Company, Zappos, Nike, and JC Penny have created separate clothing lines that cater to special needs individuals. (Matchar, 2018).

UIW Students visited CRIT to understand the type of rehabilitation provided at the Center. They observed the types of wheelchairs, prosthetics, and braces that the patients used. Interviews were conducted by UIW students with the patients, their counselors and parents. Such questions included their preferred color, type clothing they liked to wear, and the most difficult issue faced in dressing themselves.

Students will research designers and companies that are creating clothing with special accommodations. They will investigate the use of magnetic buttons, velcro closures at inseams, paper bag style waistbands, cotton bottoms with drawstring casings, and raglan sleeve tops with side openings. After creating a test garment, they will try it on their client, make alterations and construct the final garment.

The test garment and final garment will be completed from January 23 to February 25, 2019. Findings will be submitted prior to poster presentations. Students will reflect on challenges facing young men and women who live with special needs and the meaning of this project on their lives.

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***Academic-Practice Partnership to Improve Nursing and Patient Outcomes in the Community***  
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### **Mission Driven Research**

Aligning with the UIW Mission of Christian service, this partnership aspired to extend teaching and scholarship to improve nursing and patient outcomes in the community served by the University. While a partnership benefits both partners, the uniqueness of this vision was to truly focus on improving the service provided by nurses in the community with enhancing the clinical

experience of students being the secondary focus. The spirit of Christian service and social justice at the University of Incarnate Word encompasses teaching, scholarship, and research. This project provided new knowledge and skills for nurses at the hospital and improved patient outcomes. Graduate students participated in improving the nursing practice and quality of patient care at Methodist Specialty & Transplant Hospital through Clinical Nurse Leader/Clinical Nurse Specialist projects and Doctor of Nursing Practice Projects.

### **Proposal Narrative**

The partnership with Methodist Specialty & Transplant Hospital was envisioned in 2013 and initiated with a contract in 2014. The written contract elaborated the expectations of both institutions and defined the basis for the collaboration – building an exceptional nursing practice environment. The hospital partner is a 250-bed tertiary care hospital focused on serving severely compromised patients, primarily recipients of transplants, in a high acuity setting with quality care. The partnership has involved the work of 10 nursing faculty in varying roles since its inception. The partnership was designed to first attain hospital nursing's ownership of nursing practice through the implementation of evidence-based practice (EBP) and second to elevate hospital nursing through a well-developed nursing research program. Additional goals were added across the 6-year partnership with growth focused on building an exceptional clinical environment for patient care, student experiences, and scholarship. The first projects executed by the partnership involved EBP. Starting with recognizing a high rate of catheter-acquired urinary tract infections (CAUTI), a hospital nursing team was formed, educated, and coached to analyze the research for evidence of best-practices to reduce this hospital-acquired infection. An evidence-based protocol was developed by the CAUTI Team, the Team educated the interdisciplinary staff in the practices required by each discipline to improve patient outcomes, and the CAUTI rate was lowered by 80%. Following the successful sustainment of this first protocol, a new team was mentored through the process to reduce central line-acquired blood stream infections (CLABSI). Following implementation of a CLABSI protocol, the number of CLABSIs reduced to zero. Both of these successful EBP protocols were deployed system-wide after the successful implementation at the partner hospital. After completing two evidence-based practice protocols, the UIW faculty involved in the project introduced and coached teams of hospital nurses to conduct research. A kidney transplant research team, a liver transplant research team, and a nurse retention team were formed. Each team designed, implemented, and evaluated a minimum of 2 research projects. Six research studies have been completed. Three research studies are still in progress. The partnership work also delved into factors impacting the retention of nurses. A study was conducted of the satisfiers/dissatisfiers of the hospital's registered nurses and provided guidance to hospital nursing leadership on actions that should be taken to improve the nursing work environment and retain the registered nurses. To this date, the academic-practice partnership's positive results have resulted in 15 presentations (3 international, 6 national, 2 state/regional, and 4 local). Five publications have been published/accepted for publication and one manuscript is pending acceptance. The partnership has received three awards including the prestigious Exemplary Academic-Practice Partnership from the American Association of Colleges of Nursing and the American Organization of Nurse Executives. The partnership is now in its 6th year.