

University of the Incarnate Word Research Week, April 4-7, 2022

## **Advancing Together**



## **Service-Learning and Engaged Scholarship Showcase**

Summer 2021 to Spring 2022

**Virtual Presentations, April 6 and April 7, 2022**

“At its core, the mission is about transforming us from VIEWERS of a disconnected and conflicted international reality to PARTICIPANTS in creating a more interconnected and responsive global community.”

~~~Sister Dorothy Ettling, CCVI

Cover: Sarah Kirikumwino, one of the twenty participants in the Young Women’s Global Leadership Program in Holy Cross Lake View Senior Secondary School, Jinja, Eastern Uganda. See the presentation “Young Women's Global Leadership Program: Facing and Changing Gender Inequality-One Girl at a Time” by Brother Patrick Tumwine, C.S.C. Holy Cross Education is dedicated to amplifying the voices of young women in Uganda.

**Advancing Together**

UIW Research Week

April 4-7, 2022

**Service-Learning and  
Engaged Scholarship Showcase**

The Showcase highlights best practices, theories, scholarship, and examples of service learning and engaged scholarship at UIW spanning projects which began before the challenges of the global pandemic and during the pandemic

## Table of Contents

|                                                                                                                                                                                                                                                                                    |    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Bring the Whole Family Together.....                                                                                                                                                                                                                                               | 2  |
| <b>Service-Learning Showcase Presentations</b>                                                                                                                                                                                                                                     |    |
| CCVI Sisters: Warriors for Liberty, Justice and Education with Dr. Joan Labay-Marquez, Rozlyn Bermea, Raquel Eichelman, and Criscilla Thomas.....                                                                                                                                  | 3  |
| Community Service, Student Engagement and Experiential Learning on a Habitat for Humanity Building Project with Profesor Judith Ruvuna .....                                                                                                                                       | 4  |
| Developing Commitment to Fair Trade, ADA, and Sustainability with Dr. Diana Allison.....                                                                                                                                                                                           | 6  |
| Educating Enlightened and Concerned Leaders Through Service-Learning: Examples from Two Communication Arts Courses Dr. Darlene Carbajal and Dr. Theresa Coronado .....                                                                                                             | 8  |
| Empowering Girls! Collective Design for Community: A Case Study of Mini GEMS Branding with Dr. Dora Palmeros-McManus .....                                                                                                                                                         | 10 |
| Monitoring soil quality in a time of change: The Headwaters at Incarnate Word with Dr. John N. Hooker, Helayna Anzures, Nyssa Bentz, Isabella Colquette-Romo, Whitney Hudson, Kristeen Rodriguez, Gabriela Sanchez, Oliver Soliz, Megan Weiss, Alison Wissa, and Pamela Ball ..... | 11 |
| Rewriting the Script: A Pre-Health Education Approach for Learning With and Beside LGBTQ+ Community with Shandra Esparza, Inci Trout and Alfredo Ortiz Aragón.....                                                                                                                 | 12 |
| Self-awareness in Mission Trip Patients: The Road to Prevention by Data-driven Design with Dr. Daniela Oyola-Pacheco, Dr. Elaine Steffensen, Dr. Lourdes Fortepiani, and Dr. Jeannette Wong-Powell.....                                                                            | 12 |
| Young Women's Global Leadership Program: Facing and Changing Gender Inequality-One Girl at a Time with Brother Patrick Tumwine.....                                                                                                                                                | 14 |
| <b>Enrichment From Other UIW Service Learning And Engaged Scholarship</b>                                                                                                                                                                                                          |    |
| “Promoting Health Among Mexican Citizens Through Applied Marketing and Communications Research” with Armando Barrera .....                                                                                                                                                         | 16 |
| <b>Enrichment from UIW presenters at the Gulf South Summit</b>                                                                                                                                                                                                                     |    |
| Predictors of Emotional Reactions to Proposed Service-Learning Project with Dr. Lisa K. Lockhart, Silke N. Gonzalez, and Sara R. Hawthorne (Meyer).....                                                                                                                            | 17 |
| Stories of Truth and Transformation: Compassion, Civic Engagement, Teaching Social Justice with Sister Martha A. Kirk and Lorena P. Cestou.....                                                                                                                                    | 18 |
| The Grit of Women: International Project Sustainability During the Covid Pandemic with Monica Hernandez and Yesenia Alcalá.....                                                                                                                                                    | 21 |
| The Impact of Incorporating IPEC Competencies Among Community Health Workers and Nursing Students... with Dr. Yvonne A. Davila and Dr. Linda Hook.....                                                                                                                             | 23 |
| The Vaxambassador Program originating in the Faith in Vaccine, Interfaith Youth Core Grant Program with Monica Hernandez, Tori Wootan, Kennedie Martinez, and Rosemary Ornelaz.....                                                                                                | 23 |

## **“Bring the whole human family together...for we know that things can change” (LS 13)**

Yes, our engaged scholarship and our service learning is about coming together as a human family. Your unique **“culture, experience, involvements, and talents”** are needed on our journey towards greater love for our Creator, each other, and the home we share. (LS 14)

Yes, each of the presentations reveals unique “culture, experience, involvements, and talents.” How much I need to share and not hide my own! How much we need to learn from each others.

Our university **“will integrally and boldly advance”** each of the goals:

**Support Local Communities, Respond to the Cry of the Poor, Adopt a Sustainable Lifestyle, Respond to the Cry of the Earth, Foster Ecological Economics, Offer Ecological Education, Develop Ecological Spirituality.**

Yes, UIW is **“integrally and boldly advancing.”** We are building academic Concentrations around our family goals, the new Sustainability Concentration and the Social Justice and Peace Concentration which integrate with the Women and Gender Studies Concentration and all the other compassionate and justice-seeking educational efforts.

We, faculty, staff, administrators, friends, and students are in an ongoing process of learning to be “concerned and enlightened citizens” locally and globally.

The bold words are from Pope Francis message calling all persons to work together in the face of the climate crisis, *Laudato Si, Our Common Home*, and the bold words are from the letter that Dr. Thomas Evans, our president, signed making a commitment from the UIW community to participate in the concrete action plan for *Laudato Si*.

We, the University of the Incarnate Word community, are now participating in the *Seven Year Journey Towards Integral Ecology*. We are to report annually to the Vatican Dicastery for Promoting Integral Human Development. We will have opportunities to learn from and with the journeys of other educational institutions. Dr. Ben Miele, the Sustainability Concentration Chair, is energizing and unifying this seven-year action plan that cries for YOUR involvement. Dr. Laura Cannon, as the Social Justice and Peace Concentration Chair, is revealing the intersectionality of the issues.

We are grateful to each person mentioned in this booklet because they show that we can get a sense of agency, of my own potential to do something TODAY. We remember the words of Sister Dorothy Etting, “At its core, the mission is about transforming us from VIEWERS of a disconnected and conflicted international reality, to PARTICIPANTS in creating a more interconnected and responsive global community.”

Today the 17 things on my “To Do” list: 1. No poverty, 2. Zero hunger, 3. Good health and well-being, 4. quality education, 5. Gender equality, 6. Clean water and sanitation, 7. Affordable and clean energy, 8. Decent work and economic growth, 9. Industry, innovation, and infrastructure, 10. Reduced inequalities, 11. Sustainable Cities and Communities, 12. Responsible Consumption and production, 13. Climate action, 14. Life below water, 15. Life on land, 16. Peace, justice, and strong institutions, 17. Partnerships for the goals. Yes, today, I can do my little part our family plan, the United Nations Sustainable Development Goals <https://sdgs.un.org/goals> paralleling the *Laudato Si* action plan <https://laudatosiactionplatform.org/> beautifully unfolding our Charter for Compassion <https://charterforcompassion.org/> in San Antonio committed to be a “City of Compassion” <https://www.sanantonio.gov/humanservices/FaithBased>.

We are advancing together.

## CCVI Sisters: Warriors for Liberty, Justice and Education

Presenters: Dr. Joan Labay-Marquez, Rozlyn Bermea, MA General Education, Raquel Eichelman, M Ed General Education, Criscilla Thomas, MA in Multidisciplinary Studies



*A life for God and a heart  
for others.*

*~ Mother St. Pierre Cinquin, CCVI*

### Project Narrative

The foundation of the University of the Incarnate Word, the Sisters of Charity of the Incarnate Word, dates back to 1866. The Sisters came to San Antonio in response to the call from Bishop Claude Dubuis to come and tend to the health needs of those suffering from the cholera epidemic. Their compassion and dedication led them to expand their ministry beyond that of health, and into childcare and education.

The development of their education ministries leads us to where we are today, the University of the Incarnate Word and 12 other schools throughout the United States and Mexico.

This service-learning project focuses on examining how the CCVI Congregation, through the development of their education ministry, have had an impact on social justice. Partnering with University Mission and Ministry's Agapao Ministry, the goal of this project is to educate the community of the historic impact that the CCVI Sisters have had on those they have served and our life today.

Through photovoice, three participants, all women, that are Master and Doctoral students from the Dreeben School of Education, will present the historical impact of this Congregation, in hopes to inspire the university community, specifically students, to

become involved in the programs of the Agapao Ministries. We will also help in promoting the programs and become involved ourselves.

## **Community Service, Student Engagement and Experiential Learning on a Habitat for Humanity Building Project**

Presenter: Professor Judith Ruvuna, Interior Design



### **Project Narrative**

#### **Purpose**

Interior design courses need to be multifaceted, providing various learning experiences, enhancing student engagement, and improving learning outcomes. For example, the students in the Construction and Details Service - Learning course volunteered for Habitat for Humanity, a Nonprofit organization, to build affordable housing for families in need while getting hands-on experiential learning (Gomez-Lanier 2016) on a construction site. This idea was first introduced in the Fall of 2019. The course became a service-learning course in the Fall of 2021.

## Service-Learning Methodology

Service and learning, the two components of the Construction and Details course, required planning. The Interior Design department partnered with the Presbyterian Cluster, which sponsors Habitat homes under construction for the service component. This allowed for the students to volunteer on the same building site and get the same learning experience. The students volunteered for over six hours, raising and bracing walls and painting. In addition, they got an opportunity to meet the potential homeowner who was also working on the building site as a requirement to meet the Habitat for Humanity "sweat equity". We had a guest speaker from Habitat for Humanity present to the students. The guest speaker session and Habitat Build day were planned to coincide with the course schedule outline. The guest speaker had a scale model of a framed house, reviewed the basics of framing and construction, and provided an overview of what was expected on the Habitat build day. In addition, safety protocols were reviewed, and the students got an opportunity to have their questions and concerns addressed. At the next class meeting, we had a class discussion and reflection on the impact of the experience of the habitat build.



*"This house is for my daughter. She is handicapped." See this project in a UIWTV news story "Creating Shelter" <https://www.youtube.com/watch?v=UptWPqQJW1q> by Alyssa Munoz, UIW Communications Arts Student*

## Findings

In reviewing and documenting the feedback from the students, it was surprising just how impactful the service-learning experience was. We found that student that took part in the Habitat builds in the previous semester as required service-learning came back the following semester to volunteer on their own accord because they wanted to make a

difference. In the Fall of 2021, we had a large group that volunteered for the Habitat build, including sophomores (the service-learning class), juniors who had volunteered the previous semester, and Freshmen. In addition, class participation and interest in the class materials improved because of better understanding. The most significant impact came from meeting the homeowner. The students indicated that hands-on learning added so much context to what they were learning in the classroom. To better understand the impact of service-learning experience on students, written reflection will be required in addition to the class discussions. Future considerations will include finding a way to assess the impact of the service-learning component. Gomez-Lanier, Lilia Dr. (2016) ""The Effects of an Experiential Service-Learning Project on Residential Interior Design Students' Attitudes toward Design and Community,"" International Journal for the Scholarship of Teaching and Learning: Vol. 10: No. 2, Article 11. Available at: <https://doi.org/10.20429/ijstl.2016.100211>

## **Developing Commitment to Fair Trade, ADA, and Sustainability**

Presenter: Professor Dr. Diana Allison, Interior Design



Interior design students learning how to build doorways for individuals in wheelchairs.

### **Project Narrative**

As students learn to unite in the UN Sustainable Development Goals, they serve humanity. They learn to think and to act for the common good and for future generations. As they research for their profession, it becomes more and more “engaged scholarship,” finding information to help others. To bring awareness in a sophomore Space Planning studio regarding the importance of social justice (fair trade and ADA) and sustainability, and the impact they, as interior designers, can have, two United Nations goals were addressed: Goal 8 - Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all, and Goal 12: Ensure sustainable consumption and production patterns. The project involved designing a coffee shop for an owner who is passionate about sustainability and fair trade. Before design can begin, research of fair trade, sustainability, and ADA must occur. Inspired by another instructor’s use of “Coffee Talks” to bring awareness of fair trade, this was incorporated into this course and allowed discussion of the topics. Students discussed their understanding of fair trade and sustainability and how interior design can support and enhance both.

The 17 UN Sustainable Development Goals were discussed both professionally and individually. Videos were shown regarding other nations’ view of United States consumption and the positive financial impact of investing in sustainable and fair-trade businesses. Students learned about fair trade in practice and its ability to alleviate poverty and increase the health of those in the cooperative through a Zoom discussion with one of the founders of the coffee cooperative in Chiapas, Mexico. Discussions in class centered around designing for sustainable activities to occur. Experiential learning occurred through a visit to a local coffee shop where they learned more about allowing for social distancing and meeting ADA guidelines. Additionally, students took turns using wheelchairs to navigate the UIW campus.

Students reflected on this project about how much they learned about fair trade, sustainability, and inclusivity. Several students have changed their coffee habits by only purchasing fair trade and have encouraged their parents and relatives to do the same. They have become more sensitive about trash and sustainability, and more cognizant of the physical environment’s limitations. They also have become more educated consumers to also include being concerned about where their clothing and other consumables originate.

Their design of the coffee shop included the consideration of how the décor could tell the story of fair trade and inform the consumer. Students made interior material selections that were environmentally friendly and were either reclaimed or sustainable. The majority also spoke about other sustainable systems the coffee shop owner can use, such as using washable instead of disposable plates and utensils. Another of these students from last semester has started working for a company that believes in fair trade products for what they make and sell. This has made a difference in how they think and design, and where they decide to volunteer, work, and spend their money.

# Educating Enlightened and Concerned Leaders Through Service-Learning: Examples from Two Communication Arts Courses

Presenters: Dr. Darlene Carbajal and Dr. Theresa Coronado

## Mission and Core Values:

As experiential education, Communication Arts professors designed courses by combining learning objectives with community service to enhance multimedia skills taught in the classroom, further to teach students how they can apply the Mission of the University to their personal and professional interests to meet community needs. Through application, Communication Arts students developed professional skills and participated in real world experiences that increased their understanding of service to others which encouraged students to be enlightened and engaged citizens. The core values of the Mission: education, truth, faith, service, and innovation emerged through service learning experiences.

Students in two Communication Arts courses engaged in service learning projects to better understand course content and how their skills can be used to benefit the well-being of the community. As a result of service learning, undergraduate and graduate students learned more about the Mission of the University of the Incarnate Word and enhanced professional skills in multimedia. This presentation includes pedagogical examples from two Communication Arts courses where students applied discipline related content and the UIW Mission to create multimedia products for their client. While engaged in the community, students learned that they can use personal and professional interests to meet community needs and be change agents.

*Come Celebrate with Us!* Twitter Facebook Instagram @UIWCARDINALS

# MI CASA ES SU CASA

**Sunday, April 15, 2018**  
Incarnate Word Campus  
10:00 a.m. - 6:00 p.m.

**OFFICIAL 300 EVENT**

BE A PART OF SAN ANTONIO'S HISTORY AND ENJOY:

- FREE FAMILY-FRIENDLY EVENTS
- LIVE MUSIC & ENTERTAINMENT
- COMMUNITY & NATURE
- CULTURE & HISTORY
- FOOD TRUCKS
- SERVICE

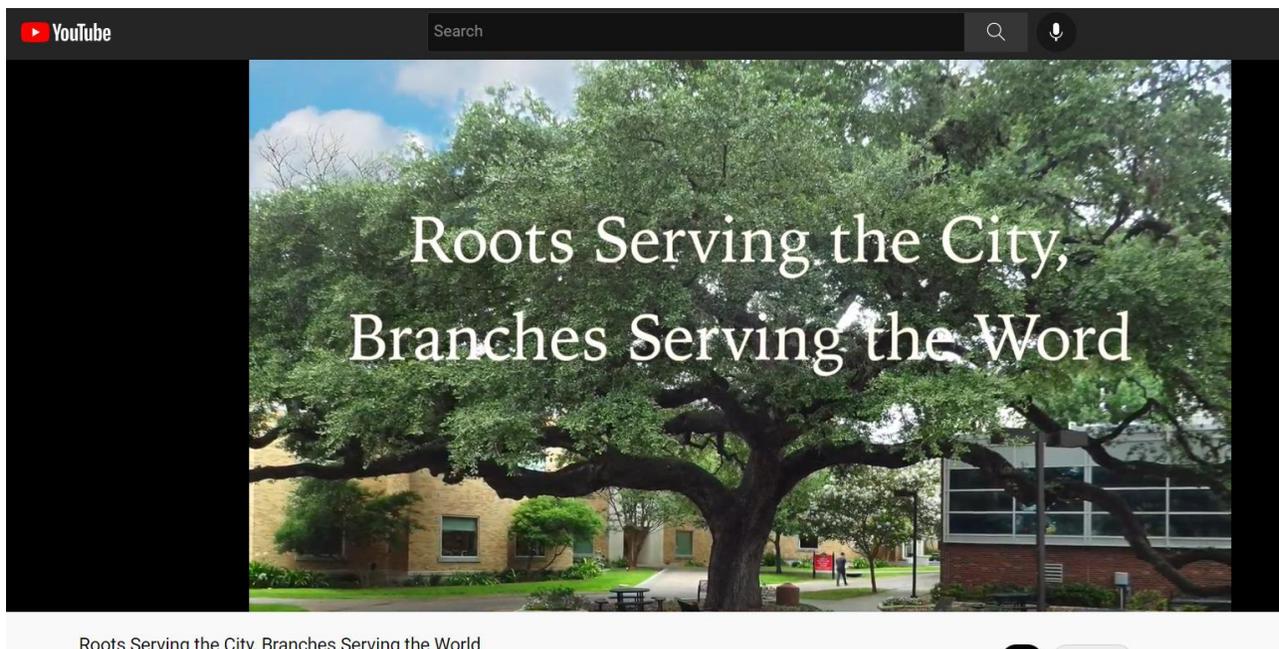
LEARN MORE AT: [WWW.SA300CCVI.ORG/FESTIVAL](http://WWW.SA300CCVI.ORG/FESTIVAL)

SISTERS OF CHARITY OF INCARNATE WORD | CHRISTUS Health | UNIVERSITY OF THE INCARNATE WORD

The University of the Incarnate Word provides reasonable accommodation with adequate notice. To request disability accommodation for this event, visit [www.uiw.edu/ada](http://www.uiw.edu/ada)

In a Convergent Media course, Communication Arts students created promotional materials for the Tricentennial Festival—Mi Casa es Su Casa! Celebration at the University of the Incarnate Word. Promotional material for social media and for print contributed to event attendance of 700-1,000 community members and web exposure of 3,835 total website page views. Material created by students was uploaded to UIW Twitter, UIW Facebook, UIW Instagram, and the UIW website, and published in the university newspaper, the Logos.

The promotional video on UIW Facebook had 5,900 views, the promotional video on YouTube had 765 views, and the Snap Chat filter had 62 Snap Chat uses the day of the event. Professional experiences included a) working with their client, Sr. Martha Ann Kirk, b) communicating with the Office of Communications and Brand Marketing, c) creating content following requirements specified in the UIW Style Guide and in the 300 San Antonio Logo Brand Guidelines, d) working with actor Jesse Borrego to create promotional material, and e) creating content with messages that are consistent with the Mission of the University, Sisters of Charity of the Incarnate Word, and Christus Health.



*See activities of the Tricentennial Festival—Mi Casa es Su Casa! Celebration*  
<https://www.youtube.com/watch?v=g1wORFyRyPE>

In another course, the Communication Arts' Digital Film Production II class produced a 12-minute documentary on the History of UIW. The class teamed up with UIW Professor of History, Dr. Gilberto Hinojosa, to produce the service learning project. Students immersed themselves in the rich history of the University. They interviewed Sr. Martha Ann Kirk, Sr. Walter Maher, Sr. Kathleen Coughlin along with Dr. Gilberto Hinojosa. The class gathered stock images, additional b-roll, created graphics to

produce a compelling work. The video has been shown at UIW board meetings. It currently has over 1,200 views on the UIWtv YouTube channel.

In each course, Communication Arts students engaged in reflection through class discussion to deepen their understanding of the course content and the service learning experience. Students learned more about themselves and made connections between content taught in the classroom to service in the community and professional opportunities. Along with the practical experience that students gained creating promotional material and producing the documentary, students found they had a stronger connection to the University, becoming ambassadors to the story of UIW.

## **References**

Ettling Center for Civic Leadership and Sustainability. (January 2022). *Reflection Guide for Developing Service Learning*. University of the Incarnate Word.  
<https://www.uiw.edu/eccl/faculty-engagement/reflection-guide-for-developing-service-learning.html>

## **Empowering Girls! Collective Design for Community: A Case Study of Mini GEMS Branding**

Presenter: Dr. Dora Palmeros-McManus

### **Project Narrative**

#### **Goal**

In the Business of Design course, students were placed in groups and challenged to design a branding system for a UIW non-profit organization Mini GEMS. This design team project was developed in order to provide students experience in service-learning through a collaborative effort with a non-profit and to enable them to provide a service through their learned skills.

#### **Brief**

Our Business of Design class worked with Mini GEMS to produce an essential branding need to help with promotion, fundraising and recruitment. The student design teams developed a strategic branding system and campaign to empower young girls and help them get excited and motivated about the summer school program. This poster will showcase the branding system and collateral that Mini GEMS required, including a website and presentation decks for fundraising purposes.

#### **Process**

Mini GEMS is a non-profit program that promotes education in the STEAM industry for young girls in Title 1 middle schools of San Antonio, Texas. The focus is to empower girls in a male-dominated industry. The class worked with Mini GEMS to rebrand their organization and help formulate their story. The goal of the design team was to create a cohesive branding system and campaign that would represent girl empowerment, gain

the trust of the families involved, and motivate investors. It would help legitimize Mini GEMS as an established and valuable organization for investors. The full campaign included logo, tagline, marketing collateral and promotional product. Project phases included initial meetings with the client to understand and research the objective and to formulate a strategy. Final designs and a presentation were given to the client. Challenges in the project included the bilingual component for the Anglo/Hispanic market and the diverse target audience of underrepresented families.

### **Effectiveness**

Outcomes and reflective summaries reveal that most students felt challenged by working with a real client and in a large project as a team. The realization of the power to use design to help shape ideas and make a positive impact with non-profits can be very empowering for students. Mini GEMS is in the process of rebranding itself and involving winning team members in rolling out the re-brand across multiple platforms.

## **Monitoring soil quality in a time of change: The Headwaters at Incarnate Word**

Presenters: Dr. John N. Hooker, Helayna Anzures, Nyssa Bentz, Isabella Colquette-Romo, Whitney Hudson, Kristeen Rodriguez, Gabriela Sanchez, Oliver Soliz, Megan Weiss, Alison Wissa, and Pamela Ball

### **Project Narrative**

The Headwaters Sanctuary, a 53-acre urban riparian forest, is managed by Headwaters at Incarnate Word. This green space is protected by a conservation easement to ensure that the only nature sanctuary in the heart of San Antonio, Texas remains undeveloped in perpetuity. Ever since the Sisters of Charity of the Incarnate Word founded the adjacent university, these grounds have served as a source of inspiration and learning about harmony in nature. Currently, the native habitat is threatened by invasive plant species, including Ligustrum, Ligustrum japonicum, and Chinaberry, Melia azedarach, which are introduced by wind, water, and wildlife. As well, an area of the Sanctuary was previously used as a recreational sports field with invasive Bermuda grass, Cynodon dactylon, installed. In fall 2019, Headwaters initiated its Invasive Plant Management Program to accelerate earlier efforts to remove invasive species. The current state of the soil, in terms of grain texture, pH, water saturation, and nutrient content, are not well constrained, nor are the effects of past and current land-use changes.

Furthermore, the land's urban situation renders it susceptible to soil erosion and litter accumulation. In an effort to create objective benchmarks for the quantitative tracking of soil quality over time, we present the results of a soil survey of the Headwaters Sanctuary. We use Inverse Distance Weighting to extrapolate data from our sample sites. This technique enables us to generate maps of soil characteristics and so to

document spatial variation in soil quality related to land use and vegetation. The UIW and Headwaters community seeks to incorporate the United Nations Sustainable Development Goals, in accordance with Pope Francis's encyclical of Laudato Si', which compels us to care for all of creation. As part of this effort, we recognize the soil as the physical foundation of the entire ecosystem in this area and pledge to work to understand how to care for the land and thereby improve our stewardship of the Earth.

## **Rewriting the Script: A Pre-Health Education Approach for Learning With and Beside LGBTQ+ Community**

Presenters, Shandra Esparza, Ed.D., ATC, LAT, Inci Trout, Education Ph.D. Student, and Alfredo Ortiz Aragón, PhD, Dreeben School of Education

### **Project Narrative**

This presentation focuses on using a participatory data visualization method – Rewriting the Script - in an undergraduate Pre-Professional Cultural Issues in Healthcare course to bring LGBTQ+ community members and students together to have critical conversations on how to make healthcare more equitable for the community. In this approach, community members shared their stories of poor treatment in the healthcare system, and then symbolically rewrote the script with students to a positive outcome which culminated in students creating visuals inspired by the stories. Students used the visuals to spark conversations with individuals in their circles on the issues raised. At the end of the process, students wrote reflection papers on their experiences and self-commitments as future healthcare practitioners. Using a qualitative approach, we analyzed the papers which resulted in two categories of student commitments: personal and practice-oriented commitments. In the presentation, we will unpack these commitments in more detail. We share the promise of this approach to professional health education and how we might take it further as we seek to learn with and beside community members in improving health outcomes and increasing health equity.

## **Self-awareness in Mission Trip Patients: The Road to Prevention by Data-driven Design**

Presenters: Daniela Oyola-Pacheco, Elaine Steffensen, OD, Lourdes Fortepiani, MD, PhD, FAAO, and Jeannette Wong-Powell, OD, FAAO

### **Mission and Core Values Statement:**

This project is aimed at improving the methods by which we design and deliver service-learning experiences to the students and faculty of the Rosenberg School of Optometry. The goal is to maximize the impact of our yearly eye outreach missions from an

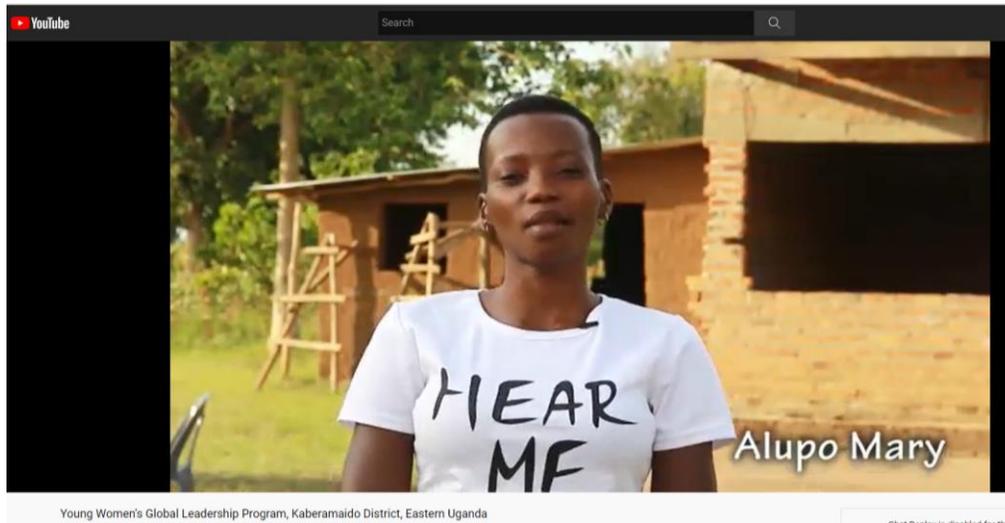
academic perspective to increase benefits to the underserved communities in Yucatan, Mexico.

### **Project Narrative**

"Visual impairment results in financial loss, loss of independence, and overall decreased quality of life. In geographical areas with high sun exposure like Yucatan, Mexico, there is a high prevalence of eye conditions derived from high ultraviolet (UV) exposure; however, the incidence of these disorders in this population is unknown. Our mission there consists of one-week-long yearly trips that serve patients with diverse ocular conditions, including those derived from UV light exposure such as pterygium and cataracts. Thus, our goal was to identify gaps in patient awareness of these preventable eye disorders and to generate educational materials to close that gap. To determine awareness, 349 patients seeking an evaluation by our team between 2018-2020 were invited to answer a survey at the time of their ocular exam. Questions included inquiries about prior eye examinations, the impact of vision loss on productivity and personal development, personal UV light protection habits, and the role of UV light in the pathogenesis of eye conditions. In addition, once the trips concluded, patient charts were analyzed to estimate the prevalence of these ocular conditions in this population. Institutional Review Board (IRB) approval was obtained to perform a retrospective review of the patient charts and surveys according to the tenets of ethical research involving human subjects as stated in the Declaration of Helsinki. We found that 83% percent of patients reported that decreased vision had prevented them from working or developing their potential, 64% had an eye exam prior to our trip, 58% exhibited moderate to severe cataracts, and 25% pterygium. Despite the high incidence of cataracts and pterygium, only 4.4% and 2.7% were aware of the role of UV in cataract and pterygium formation respectively. Of note, 73% of the patients reported the use of some kind of UV eye protection such as a hat or sunglasses. In conclusion, patient awareness of the role of UV in the development of eye conditions is very low and patient sun-protection methods are not necessarily aimed to prevent cataracts or pterygium formation.

Based on these findings and with the assistance of the Rosenberg School of Optometry (RSO) Spanish Optometric Society, we generated a series of brochures and posters in Spanish to educate the patients on those specific ocular conditions in future mission trips. By using data-driven analysis, outreach volunteers can optimize the content, type, and scope of patient education materials to reach a larger number of individuals and promote self-management of risk factors."

## Young Women's Global Leadership Program: Facing and Changing Gender Inequality-One Girl at a Time

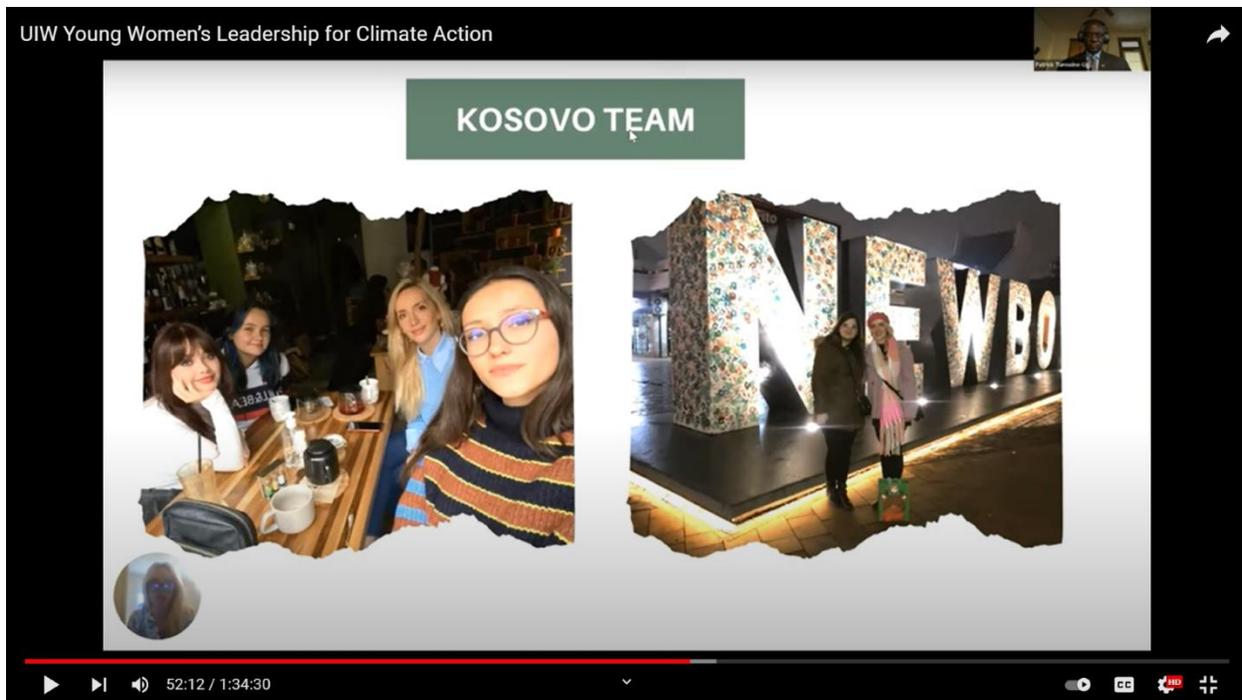


*Young Women in Eastern Uganda speak of the Young Women's Global Leadership Program*  
<https://www.youtube.com/watch?v=YcAFgWLXpos>

Presenter: Brother Patrick Tumwine

### **Project Narrative**

Advocacy for young women's empowerment is a core focus of the Young Women's Global Leadership Program at the University of the Incarnate Word. Young women learn to advocate for themselves and others, share their voices, and develop the skills of compassionate future leaders of community action and integrity. However, as the world focuses on diversity, inclusion, and social justice, an unquestioned silence on cultural roles that reinforce gender inequality requires our attention. The cultural conformability as the normalcy of living continues to silence those fading voices we can now hardly hear.



<https://youtu.be/roDZZn9awHQ>

“UIW Young Women’s Leadership for Climate Action” For the United Nations 66th Commission on the Status of Women in the NGO CSW66 Forum, March 13 to 25, 2022, the Word Young Women’s Global Leadership presented virtually on the rapidly increasing need for climate action.

The fear of being the first to voice it out continues to erode humanity, a critical fiber of our society. There is a need to create a critical and safe space to question what we have taken for granted and even interrogate our answers. Without confronting our cultural perspectives on gendered roles, the conformity to our cultural expectations (Maractho, 2019) will overshadow the intention of One Girl at a Time. In this meta-synthesis presentation, the focus is on how the socialization of women into culturally prescriptive roles continues to narrow down their equal participation in the world of work outside their domestic sphere (Njie, Manion & Bdjie, 2015). This presentation focuses on how well we can commit to making a girl-child a center of our concern if all we see is normal. A call is to redefine our positionality on the advocacy for gender equality and inclusion as we unravel the challenges embedded in our socialized gender roles.

## **Enrichment From Other UIW Service Learning and Engaged Scholarship**

### **“Promoting Health Among Mexican Citizens Through Applied Marketing and Communications Research”**

**In the Conversations of Research Week, hear Armando Barrera and be  
connected in our efforts “Advancing Together.”**

Armando Barrera, is an author, professor and researcher associated with the Mexico City campus of Incarnate Word since 2014 and a part of the new UIW Lewis Center Faculty Network <https://www.uiw.edu/lewiscenter/index.html> Professor Barrera has applied his studies in Marketing and Graduate Studies in Mass Communication, International Business and Leadership developing public policy to promote health among Mexican citizens. He worked as a researcher at the Belisario Dominguez Institute, a Public Policy Think Tank, in a study of detrimental effects of large amounts of sugary drinks which led to a campaign to lessen those. Currently he is assisting Segalmex, a Mexican government initiative aimed at offering nutritious food at low prices for marginalized communities within Mexico.

He holds degrees from Tecnológico de Monterrey, Universidad del Valle de México and Universidad de las Américas; having additional studies from Harvard University (Kennedy School of Government), CIDE and Colmex. He was a researcher at The Belisario Dominguez Institute (within the Mexican Senate). He has collaborated in the design and implementation of public policy at the Mexican Senate, the Federal Public Security Bureau of Mexico, Mexico’s Federal Attorney’s Office and Segalmex. He has published several books regarding business and international trade such as La Integración Norteamericana: Un Nuevo Orden Mundial (The North American Integration: A new world order), Mercadotecnia 101 (Marketing 101) and Mexican Way of Life.

## **Enrichment from UIW presenters at the 2022 Gulf South Summit on Service-Learning and Civic Engagement through Higher Education, "Cultivating Community Resilience"**

We express our gratitude to the co-sponsors of the UIW Institutional Membership in the 2022 Gulf South Summit: Mission and Ministry, Sister Walter Maher; the College of Humanities, Arts, and Social Sciences, Dr. Lydia Andrade; the Dreeben School of Education, Dr. Denise Staudt; Nursing and Health Professions, Dr. Holly Cassells, and the Office of Research and Graduate Studies for being a co-sponsor

### **Predictors of Emotional Reactions to Proposed Service-Learning Project**

Presenters: Lisa K. Lockhart, Ph.D., Silke N. Gonzalez, M.A., and Sara R. Hawthorne (Meyer), B.A.

The purpose of this project is to investigate students' expectations about service-learning, including potential resistance to it. Although the literature on the efficacy of service-learning is growing (e.g., Reinders & Youniss, 2006; Weiler et al., 2013; Desmond, Stahl, & Graham, 2011), and it is being advocated at both religiously-affiliated and public institutions of higher education, it is important to examine whether certain types of students are more (or less) receptive to the prospect of service-learning. While our objective as faculty requiring service-learning is to contribute to the development of concerned and enlightened citizens, as well as to provide engagement with the community, it is important for us to pay attention to students' perceptions of service-learning in order to make it a positive experience for all involved.

#### **Method**

Students from several sections of a Social Psychology course requiring service-learning were surveyed ( $n = 91$ ). After the project was explained, students were asked to indicate their emotional reactions to both the overall service-learning project and the service component of the project in a modified version of the Positive and Negative Affect Scale (PANAS; Watson, Clark, & Tellegen, 1988). Personality factors were 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 were assessed (e.g., age, ethnicity, religious affiliation).

#### **Results**

Multiple regression analyses were performed for Positive and Negative affect scores for both the Service-learning Project as a whole and the Service Component specifically for each of the predictors (MFQ and BFI subscales, demographic variables). This yielded

significant models for MFQ subscales for Positive Affect for both the Overall Service-learning Project [ $R^2=.39$ ,  $F(13,82) = 4.18$ ,  $p < .001$ ] and the Service Component specifically [ $R^2 = .42$ ,  $F(13,82) = 4.70$   $p < .001$ ], with the Harm and Purity subscale being the only significant MFQ predictors. Of the BFI variables, only Extraversion was a significant predictor of Positive affect, and only for Service Component specifically. Regarding demographic variables, those who self-reported as Hispanic demonstrated more Positive affect toward the Service Component specifically. So the more participants take the harm of others into consideration when making moral decisions, and the more they endorsed the ideas of decency and disgust as being important to take into consideration, the more positively they reacted to the idea of the service learning project (Harm & Purity) and the service component of the project (Purity).

### **Conclusions/Implications**

This study attempted to shed light on the issue of students' emotional reactions to the anticipation of service-learning experiences. As this is an exploratory project, more research with an even larger sample may illuminate the extent to which pre-existing subject variables including personality traits and values predispose students to be more or less receptive to service-learning projects. These findings can help us to understand whether there are student characteristics that may open them to these experiences or, potentially, to close them off to them. Faculty who value service-learning and understand the positive outcomes for students- even those students who may be initially hesitant, or even resistant- can use this knowledge to help inform how we present the experience to those students. The more we understand about students perceptions of service-learning projects, the better we can use that information to promote service-learning to students, faculty, and administrators as we continue to advocate for this high-impact practice for students as well as community organizations.

## **Stories of Truth and Transformation:**

### **Compassion, Civic Engagement, Teaching Social Justice**

Presenters: Sister Martha Ann Kirk, and Lorena P. Cestou, MS Bilingual Education

"Stories of Truth and Transformation" is a part of the Compassion Movement in San Antonio, Texas, which has committed itself to be a "City of Compassion." Learn of that [here](#). The 2020 Compassionate Institute has been documented in a Case Study that can help us continue and be a model. [Read here](#). A growing number of people have taken "[Compassionate Integrity Training](#)" furthering our "City of Compassion" and being a part of the transformation. University educators are working with civic engagement centers to co-create service learning to transform our city.

This initiative involves ongoing listening, sharing, and acting related to the Compassion movement which started in 2009. A City Council Resolution in 2017 said, "The City

encourages San Antonio's institutions of learning to have all ages explore and teach compassion, based on the understanding that extensive research and resources validate the full spectrum of the benefits of compassion, from being good for the bottom line of business to being a part of the human DNA." Read an [overview](#) of the growing interest in the Charter for Compassion in San Antonio since 2009.

Co-sponsored by many civic and educational groups and centered at the University of the Incarnate Word, a gathering was held Aug. 4-6, 2021. This continues as a year-long process. Educators can use the resources on these pages. The [Speakers pages](#) have direct links to the sessions that were recorded and posted on [UIW Media](#). One can join in the networks serving each other listed on the [Service and Scholarship pages](#). In the institute we recognized the value of our individual stories, engaged in educational practices to help students realize their own human dignity, their "sacred stories." We are listening to stories of Earth, to Black people, to Girls, to Latinx people, Differently Abled people, to LGBTQ people . . . stories of truth, stories of transformation. We are creating new stories across campuses, across cultures, across the city and the world. We are exploring GivePulse as a way to learning and connecting.

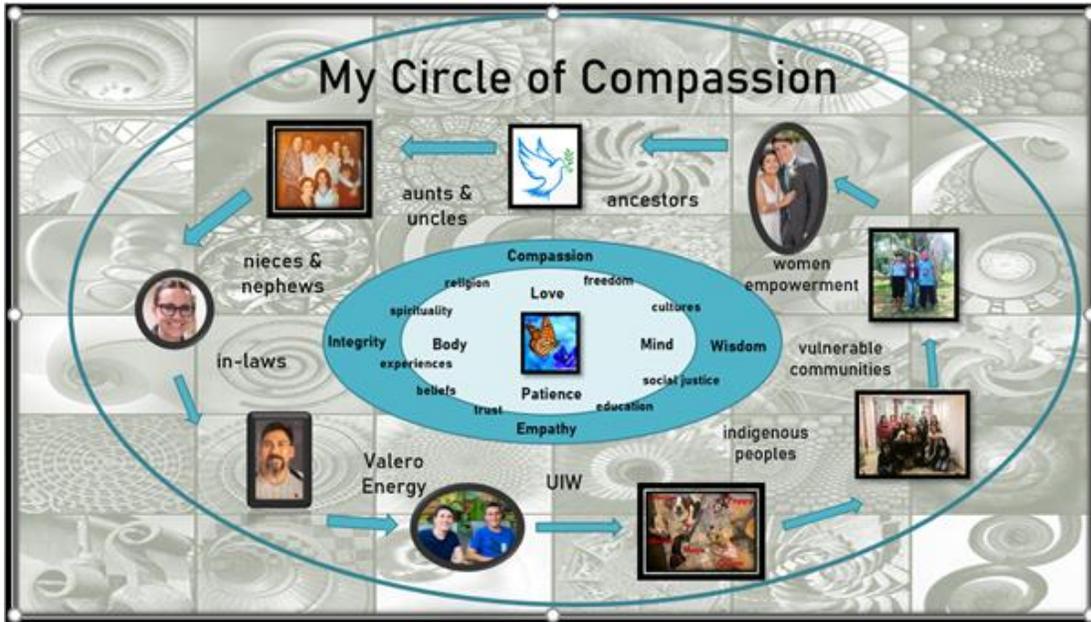


Picture of a service-learning opportunity in the Dominican Republic bateyes (plantation communities) shared by Lorena P. Cestou and Priscilla A. Salazar-Morales at Stories of Truth and Transformation

Am I a victim, a survivor, a hero transforming the challenges into wisdom and compassion?

Our city has had the dubious distinction of the highest percentage of people living in poverty among the 25 largest U.S. cities and of being one of the [most economically segregated cities](#) with huge gaps in neighborhoods, education, job opportunities, housing and, medical care availability. The pandemic magnified this reality and news sources around the world showed 10,000 families [lined up waiting for food](#) when people had not been able to work for a few weeks in 2020. This was an [invitation to transformation](#). Emphasis on independence, in contrast to interdependence, can hold us back from sustainable development. This project seeks to transform us---the educators, the learners, and the citizens that we may

recognize the structures of inequity, segregation and co-create a just “City of Compassion.”



“Compassion and our Circle of Compassion” in a workshop shared by Yesenia Garza Alcalá, a **Ph.D.** student in Adult Education, Social Innovation & Entrepreneurship in the UIW Dreeben School of Education

Stories can reveal, stories can heal. Stories can be windows, mirrors, or sliding glass doors. “We cannot be indifferent to suffering; we cannot allow anyone to go through life as an outcast. Instead, we should feel indignant, challenged to emerge from our comfortable isolation and to be changed by our contact with human suffering. That is the meaning of dignity” (No. 68)” writes Pope Francis in “[Fratelli Tutti](#).” Considering the story of the Good Samaritan, Pope Francis continues, “The decision to include or exclude those lying wounded along the roadside can serve as a criterion for judging every economic, political, social and religious project.” (No. 69).

## **The Grit of Women: International Project Sustainability During the Covid Pandemic**

Presenters: Monica Hernandez, PhD. Candidate & Yesenia Alcalá, PhD. Student



Two international projects supporting disfranchised women continue during the Covid pandemic. Mrs. Hernandez' dissertation is leading Pushaq Warmi on a Photovoice project on mental health documenting ways they have helped community women cope under the pandemic. Mrs. Alcalá's entrepreneurial project with the Shipibo supports the livelihoods of displaced Amazonian women. Both have met with challenges largely brought on by the pandemic requiring the doctoral students to pivot and adopt techniques necessary for international project sustainability.

As UIW doctoral students, our international service projects reflect the University of Incarnate Word's mission in that we seek to empower marginalized groups by sharing knowledge, skills, and resources which will lead them towards sustainability and security within their organizations and surrounding areas. We strive to promote the awareness and empowerment of underserved populations and feel it our civic responsibility. Our partners in Peru over the years have been listening to the communities and encouraging them as they define their goals. Our short service trips are to help the women's groups build their capacity to sustain projects and work towards their goals. The two current projects in Peru are to help the women's groups build their capacity to sustain projects and work towards their goals.



Yesenia Alcalá's entrepreneurial-focused project directly assists and supports the Shipibo Women's Community in Cantagallo, Lima, Peru. The Shipibo women are indigenous peoples from the Amazon rainforest along the Ucayali River. The women along with their families have been displaced from their natural habitat due to deforestation in the Amazon. They live in what used to be the Lima dump site Cantagallo; no sewage, no water lines, no infrastructure, and limited resources are available to help them better themselves. Although, they have all this misfortune the Shipibo women are fighting for equality not just for the women, but for the Shipibo tribe that is being treated unjustly after the government promised that they would help conserve their culture. Since the pandemic broke out and Peru does not have the steady stream of tourists who might buy their handiwork, Mrs. Alcalá has assisted the women in product marketing and has helped them develop entrepreneurial skills. We are learning from them about the rainforest, the "lungs of the earth," about reverence for creation, care for one's family and community, courage, and resiliency.



Though we are geographically far apart from these women's groups, we are building bonds of solidarity. The presenters hope as a result attending participants will 1.) learn how students can support the capacity building of international communities; 2.) learn how cross-cultural communication and long-distance relationships are developed and sustained; and 3.) learn techniques and strategies to continue international projects during a global pandemic.

### **The impact of incorporating IPEC competencies among community health workers and nursing students participating in a humanitarian Mission**

Presenters: Yvonne A. Davila EdD MSN RN CNE Assistant Professor, and Linda Hook DrPh, MSN, PHNA-BC Associate Professor

University of the Incarnate Word Nursing Students and South Texas Area Health Education Center (AHEC) Community Health Workers participated in "Operation Health and Wellness" a humanitarian mission serving Colonia residents in Corpus Christi, Texas. The leadership incorporated the Interprofessional Education Collaborative (IPEC) framework for the nursing students and community health educators to engage and impact the population served by the mission. Literature supports incorporating IPEC competencies in higher education.

UIW and South Coastal AHEC leadership adopted the IPEC model as a guiding framework to teach both the nursing student and community health worker on how they both impact community better together than individually. The daily practice included driving together to rural site and working at the site together meeting clients and develop 'just in time' education as needed. Incorporating the IPEC framework, had a positive effect on how the nursing students and community health workers were able to quickly be recognized by the clinic leadership for their daily contribution

### **The Vaxambassador Program originating in the Faith in Vaccine, Interfaith Youth Core Grant Program**

Presenters: Monica Hernandez, MA, with Tori Wootan, Kennedie Martinez, and Rosemary Ornelaz

The Vaxambassador Program, initially funded by the Interfaith Youth Council and now operating under a Texas A&M grant, began as a faculty-student collaborative to promote COVID vaccination in San Antonio and surrounding rural communities. This program was developed based on the Health Beliefs Model (HBM), a psychological framework for understanding what influences health behavior, with the idea to address both

misinformation and problems of access and to actively promote vaccination through person-to-person conversations and by offering accessible vaccination clinics to rural communities in need. Vaxambassadors were trained to learn about people's health beliefs, share their own experiences as a way of reducing resistance to reconsidering vaccination, and providing accurate information about COVID and COVID vaccinations along with organizing and assisting with vaccination clinics in neighboring rural areas. Vaxambassador student leaders will share their research and experiences in the program and discuss how the UIW core values of education, truth, and innovation are at the heart of the service they bring to the public.

“Inspired by Judeo-Christian values, the Catholic Intellectual Tradition, and [Catholic Social Teaching](#),<sup>1</sup> the University of the Incarnate Word aims to educate men and women who will become concerned and enlightened citizens within the global community.”

UIW Mission Statement <https://www.uiw.edu/mission/index.html>

Experiential learning can help students “become concerned and enlightened citizens within the global community.” Incarnate Word faculty in developing curriculum in 1989 established a requirement of 20 hours of service learning and an opportunity to select 25 more hours of community service for all undergraduates. A Center for Civic Leadership was founded in 2014 <http://uiw.edu/eccl/>

UIW core outcomes include social justice, critical thinking, integration, and spirituality. In support of these outcomes, the Faculty Service-Learning Committee encourages faculty development and gives guidance.

See information on Service Learning <https://www.uiw.edu/eccl/faculty-engagement/service-and-service-learning-guidelines.html>

### **We are grateful to**

The Office of Research and Graduate Studies for assistance with the Service Learning and Engaged Scholarship Showcase

The Service-Learning Showcase Sub-Committee of the Faculty Service-Learning Committee:

Dr. Heather Barton-Weston, Dr. Darlene Carbajal,

Lorena P. Cestou, Graduate Assistant for Service Learning, and Sister Martha Ann Kirk

Dr. Arturo E. Chavez, Associate VP Mission and Ministry:

Diversity, Equity, and Inclusion

