

**University of the Incarnate Word 16th Annual
Research Week
April 11-14, 2023**

Challenging the Known



**Service-Learning and Engaged
Scholarship Showcase
Summer 2022 to Spring 2023**

April 11 and 12, 2023

“The hospital will be open to all persons without
distinction of nationality or creed.”
-San Antonio, November 18, 1869,
Sister Magdalen, Sister St. Pierre

“Do justice before charity.” -Mother St. Pierre Cinquin

“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 Ettlting, CCVI

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UIW Research Week invites us to “Challenge the Known.”

We **know** that globally the human family has been traumatized by the COVID pandemic. We **know** that more and more are suffering from Climate Change. We challenge ourselves and those around us to become better rather than bitter through this suffering.

Soon the UIW logo will appear on Compassionate USA <https://compassionateusa.org/> web page indicating that we have been leaders. We wish to continue acting compassionately and we are willing to share and teach others. Express-News columnist Elaine Ayala described our city’s growing leadership in January 2023: “Mayor Ron Nirenberg, who serves as chair of the US Conference for Mayor’s Center for Compassion and Equitable Cities, introduced the Compassionate USA campaign in a talk that landed between speeches by U.S. Surgeon General Vivek H. Murthy and Secretary of State Anthony Blinken. ‘Whether our daily decisions are about isolation and critical mental health services, or pandemic impact recovery and mass shootings, or policies and equitable budgets and issues of state,’ Nirenberg said, ‘fundamental to the necessary shift in all our work is the moral imperative and the skill development of compassion.’

Research tells us that compassion is in our DNA, Nirenberg added. ‘It is the antidote to hate, to extremism, to our violence,’ . . . Like any skill, the Golden Rule, or treating others as we’d like to be treated, needs to be practiced.” <https://www.expressnews.com/news/local/article/ayala-san-antonio-will-gift-a-compassion-17744753.php> Compassionate San Antonio <http://sacompassion.net/> has been growing ever since the the [Charter for Compassion](#) was released globally in 2009 and we had a gathering for that at UIW. We watched the two minute film of the Charter <https://www.youtube.com/watch?v=wktlwCPDd94> The movement grew. In 2017 the City Council voted on a City Resolution declaring that we commit ourselves to work on being a City of Compassion. Whether in education, government, business, health care, in all sectors, we wish to treat others as we want to be treated, we want to create equity.

During this year Service Learning and engaged scholarship have been expanding with a LibGuide and we are grateful to Erin Cassity and the UIW Liaison Librarians and Lorena Cestou, MS, for the ongoing development of that. More teachers are benefiting through the efforts of Dr. Sandy Guzman-Foster’s in the Center for Teaching and Learning and Dr. Erlinda Lopez-Rodriguez’s work with GivePulse, a platform helping educators throughout the US <https://learn.givepulse.com/service-learning>

We, the University of the Incarnate Word community, continue in the seven-year action plan laid out by Pope Francis in *Laudato Si, Our Common Home*. We “will integrally and boldly advance” focusing on 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. <https://laudatosiactionplatform.org/>

We are grateful to each person mentioned in this booklet because their engaged scholarship and service-learning help to further compassion and justice in the spirit of our founders.

Tuesday, April 11th, 2023

Welcome by Dr. Kevin B. Vichcales, Associate Provost for Undergraduate and Graduate Education

Keynote

Social Justice and Earth Justice in Incarnate Word Sisters History and in the UIW Community Today



Sister Mona Smiley, who was devoted to AIDS education in the 1980's

Dr. Laura Cannon, associate professor of History and chair of the Social Justice and Peace Concentration, led student researchers Jude Drouillard, Oliver Soliz and Andrew Perkins in research at the **Incarnate Word Sisters Archives**.

This was a grant program in Humanities Research for the Public Good, a part of the Council of Independent Colleges. The program is **“Connecting Independent Colleges with their Communities through Undergraduate Research.”** Archivist Donna Guerra, Dr. Arturo Chavez and Sr. Martha Ann Kirk were also part of the grant team. [See the booklet here.](#)

Sr. Mary Lou Rodriguez, CCVI, spoke of Sisters’ activities in the area of Earth Justice. Dr. Ben Miele, Chair of the Sustainability Concentration introduced students and faculty involved in a significant current project. Engineering students Jorge Arreola, Julian Garcia, Desiray Rodriguez, and their faculty mentors Daniel Potter and Dr. Okan Çağlayan discussed the capstone **“Project Helios: Development of an Off-Grid Solar Powered Outdoor Workspace,”** soon to be shared with students to use. (See photos on the cover.)

Food Deserts and Grocery Accessibility: Time for Community Empowerment through Urban Farming

Dr. Leslie Martinez, Psychology, and UIW Students

Purpose and Aims

The purpose of this service-learning project is for the students to grow a better understanding of the role of food insecurity and access to fresh groceries in neighborhoods around San Antonio. The project aims to focus on explaining facts and spreading awareness of the existence of food deserts through photo essays that depict imagery of these realities—from people to maps to grocery experiences. The students intend to also explain how Gardopia also plays a role in filling this gap, while also building community empowerment through gardening.

Rationale and Significance

The service-learning project is divided into two parts: 1) the facts and daily experiences and 2) the urban farming as an example of one solution. It was important to the class that we not only focus on what is “wrong” in neighborhoods that struggle with accessing fresh foods. They wanted to make it a point to show that communities can grow stronger through educational experiences, like Gardopia, and the community can also see the possibility of beginning to address longstanding concerns surrounding food insecurity. In just the first few weeks of learning content in our course, students realized the importance of understanding how the education of minority populations in these topics has consistently played an important role in fights for civil rights, even for rights as seemingly basic as accessing and eating healthy, fresh foods in one’s own neighborhood.

Methodology

The students in this service-learning project are currently enrolled in a course called “Latinx Perspectives in Psychology.” This project stemmed from deep class discussions about the history of Hispanic Psychology and the Mexican American historical context in the borderlands, especially focusing on Texas and San Antonio. They will be divided into three main groups who will produce the photo essay for their piece—Facts about grocery stores and attaining food, Explaining inequalities, and Showcasing a solution.

Findings

Students focused on three content areas for their group research: facts, sources of inequity, and solutions. There are patterns in grocery store access throughout the city that are related to fewer fresh and healthy food options. Although a strength of San Antonio is that there is an abundance of grocery store options, including ethnic-based

stores, the physical location and cost are two of the major barriers that contribute to food deserts. A strong solution is for communities to commit to community gardens and to urban farming. More details of each aspect of these findings can be explored on the full poster, although the project is expected to continue until the end of the semester. This poster presentation was intended to provide an overview and peek at the how each photo essay is taking shape.

Session 2 Moderator: Dr. Erlinda Lopez-Rodriguez, Service-Learning Committee Co-Chair

Symposium: Prospects for Rights in the COVID-19 Times

Christopher Melley, Philosophy (Speaking from Japan)



Overview

Along with the emphasis on matters of health relating to the COVID-19 pandemic, matters of rights, sometimes called human rights, are worth considering since we often appeal to or invoke one or another right in the ever-growing assembly of rights vying for our attention. Just what is a right and what is the basis or foundation for a right are the topics taken up in the article written in dialogue form, using Socrates as the main character. Socrates is able, through some literary invention, to speak directly with luminaries of the past, such as Eleanor Roosevelt, Marquis de Lafayette, and Jeremy Bentham, also literary characters such as Hamlet, Humpty Dumpty, and Alice, as well as contemporary philosophers such as John McIntyre and Peter Singer. Each character expresses thoughts on rights and can converse and learn from each other thanks to the literary invention.

Consistent with the platonic form of dialogue, the reader receives no final oracle of truth, no Aesop-like moral of the story. Instead, the dialogue fizzles out, and the reader is left to reflect on the thoughts expressed. I chose the dialogue form because it avoids the typical structures of academic writing and allows the reader a more informal and direct contact with the ideas expressed, hopefully in a more accessible form for everyone to enjoy. Since there are no findings to report from having read the dialogue, I can only appeal to the number of reads the dialogue has received in an online journal in two months: nearly 800, which is okay for philosophy.

The dialogue invites the reader to reflect on human rights. Non-human rights are also mentioned. In the era of COVID-19, we may see more restrictions on one or another right. Returning to such a foundational topic as rights, consider our genuine social relationships that today often go far beyond geographic borders and parochial definitions of individual groups. As we go about our day, we may be more mindful of how fragile rights are.

The Power of Unity: Building Bridges through a Community Service-Learning Project,” the LGBTQ Health Fair

Christina L. Deltoro, Jared Morgan, Rehabilitative Sciences, Alan Valenzuela, Rehabilitative Sciences, and Dr. Lucero Martinez Delgado, Healthcare Sciences



Purpose and Aims

Our community outreach project aimed to offer health education and screenings to the LGBTQ+ community in San Antonio while educating undergraduate students in a vulnerable population. The project aimed to create a safe space for the LGBTQ+

community to come and feel welcomed. The second aim was to allow undergraduate students to gain exposure to this minority group. Our purpose directly corresponds to the mission of UIW, which emphasizes the belief that respectful interaction advances the discovery of truth, mutual understanding, self-realization, and the common good. “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.” –Sr. Dorothy Ettlting.

Rationale and Significance

A report by the UCLA School of Law Williams Institute (January 2019) estimates that 4.1% of the population in Texas identifies as LGBTQ+. Already a marginalized community, the disparity is only amplified when this population sector is divided into socioeconomic subgroups. 26% of LGBTQ+ Texans are uninsured, and 27% reported food insecurity. These factors emphasize the need for healthcare accessibility, as such significant statistics endanger the well-being of the San Antonio community members. Understanding healthcare needs is vital to learning how to provide compassionate and adequate care best. The generous funding provided by several sponsors allowed the opportunity for accessible, holistic healthcare, education, and collaboration, all of which reduce the disparities that may afflict members of the LGBTQ+ community in San Antonio.

Methodology

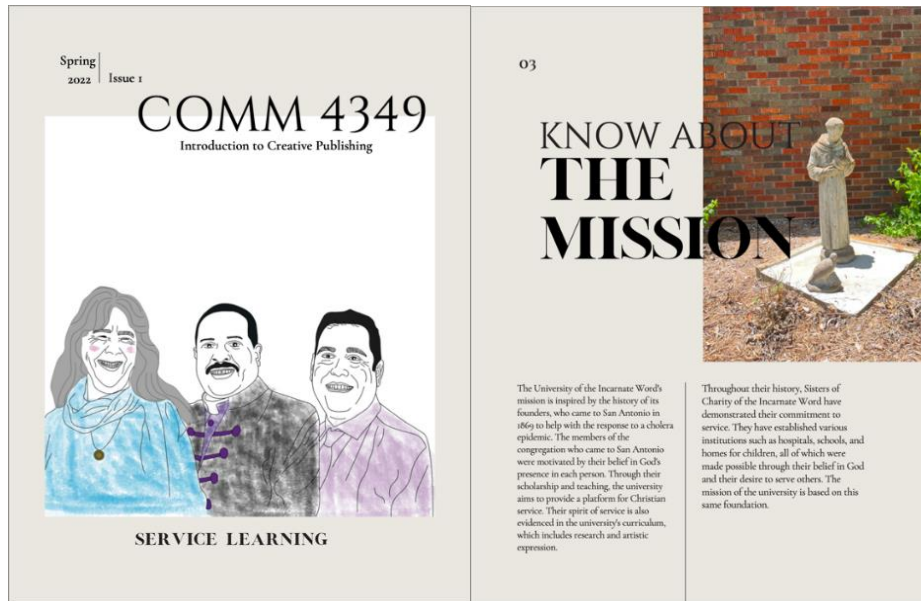
Community service outreach, student engagement, and executing a plan are all necessary to gain knowledge of healthcare needs within the LGBTQ+ community of San Antonio. Before the event occurred, the faculty of the University of the Incarnate Word delivered sensitivity training to participating students to obtain knowledge of how to address the population of the LGBTQ+ community adequately. During the event, UIW’s undergraduate students and UT’s health professionals engaged with the community by providing health screenings and patient education at tables we set up outside. Health screenings offered at the event included blood pressure readings, glucose readings, mammograms, visual acuity tests, and patient education on nutrition, sexual health, and mental health. Undergraduate students performed blood pressure screenings on patients, and if a student found an abnormal reading, the patient was referred to the UIW Nursing Cardinal Clinic.

Findings

After receiving verbal feedback from the community, we found that many individuals were surprised that The University of the Incarnate Word was involved if cared about their health. These findings show that we are making a difference by tearing down social bias and building a bridge for the LGBTQ+ community to have social justice in the healthcare system.

Communicating with Love and Compassion: Benefits of Integrating Service-Learning

Dr. Darlene Carbajal, Communication Arts



Purpose and Aims

In a Communication Arts course, students engaged in academic and professional experiences that fostered an understanding of the UIW mission. The purpose of implementing service-learning with the Communication Arts curriculum was to provide students with an educational experience to gain self-awareness and awareness of others through service. Further to help students make connections to the Communication Arts discipline and the opportunity they have to create professional work that is innovative, assists our global community, and communicates stories through different media. Students incorporated communication strategies to create multimedia projects and disseminated media to specific audiences based on client needs. Projects were assessed by clients from the Ettlting Center for Civic Leadership and Sustainability, Mission and Ministry, and UIW Young Women's Global Leadership Program, who assisted students in their professional growth and holistic development. The theme of the semester was Communicating with Love and Compassion.

Methodology

Using the theme of the semester as a central topic, students reflected on love and compassion as it relates to the Mission of the University, Catholic Social Teaching, and initiatives of Compassionate San Antonio. Teachings included presentations by Sr. Martha Ann Kirk who shared the history of the Sisters, Bishop Trevor Alexander who engaged students in interfaith dialogue, and Dr. Ricardo Gonzalez who educated

students about the Cardinals' Cupboard Food Pantry and the Community Gardens. Students met with clients to discuss project objectives and worked collaboratively to create communication plans and strategies. They created multimedia content for clients, comprising of audio, video, text, images, and graphics; the projects were assessed by clients and revised for implementation. At the end of the semester, students engaged in the evaluation phase to reflect on the service-learning experience.



Findings

Students increased their communication skills and made connections to UIW mission and values. In a reflection paper, one student wrote, “I also felt grateful to be able to offer what skills I have to such an important effort. It is easy to be consumed by the social bubble of the United States and forget that there are global issues happening every day, and there are always people affected by those issues. To be able to help YWGLP tell those stories has been an incredibly humbling experience.” Another student wrote, “I learned many things about myself. The most important thing would be to love. I have never felt so loved and so welcomed. I felt like we were all learning together under God’s roof. And when we are done our purpose is to go out and continue and excel at what we have learned about our career and God.” Additionally, a student shared, “You can’t get to attached to the work you do because it could change due to criticism, and you must be willing to accept that at times. (...) I was glad to contribute in the efforts to educate those who want to make Peru a better place for the families facing adversities.” In summary, students benefited from service-learning. They learned about the Mission of the University and made connections to how their personal and professional interests can be used to create a more compassionate world. Service-learning is effective in increasing self-awareness and inspiring students to create content that gives others a voice.

Effectiveness of Educational Posters for Ocular Disorders in Patient Awareness in a Spanish-Speaking Population

Dr. Samantha Lin, Dr. Lourdes Alarcón Fortepiani, and Dr. Jeannette Wong-Powell,
Rosenberg School of Optometry



Purpose and Aims

This study aims to analyze the impact of educational resources on awareness of ocular disorders in Spanish-speaking patients during RSO-associated Mission trips. The goals are as follows: 1- To determine current knowledge of common ocular disorders in Spanish-speaking communities. 2- To determine if educational posters and audiovisual materials are an effective and viable option for patient education in Spanish-speaking population.

Rationale and Significance

The World Health Organization released its World Report on Vision in 2019, addressing the most common causes of vision impairment worldwide and the challenges associated with prevention and treatment. Patient engagement and self-management in prevention and compliance are among the most efficient approaches to patient care. Unfortunately, due to time constraints, surgical and medical interventions are often prioritized over individualized patient education and community awareness. The availability of audiovisual resources during the medical visit could provide additional tools for patient understanding and maximize the impact of the overall benefits of mission work.

Methodology

This study was conducted during a medical mission in the Yucatan peninsula. Informational posters for cataracts, glaucoma, and pterygium were placed around the clinic for easy access during the waiting period between examinations. They contained a video accessible through a QR code for an audiovisual form of the poster. A two-part questionnaire was designed and administered before and after an education session to test the subject's knowledge through open-ended questions. Brochures reviewing the educational material were available for the patient to take home.

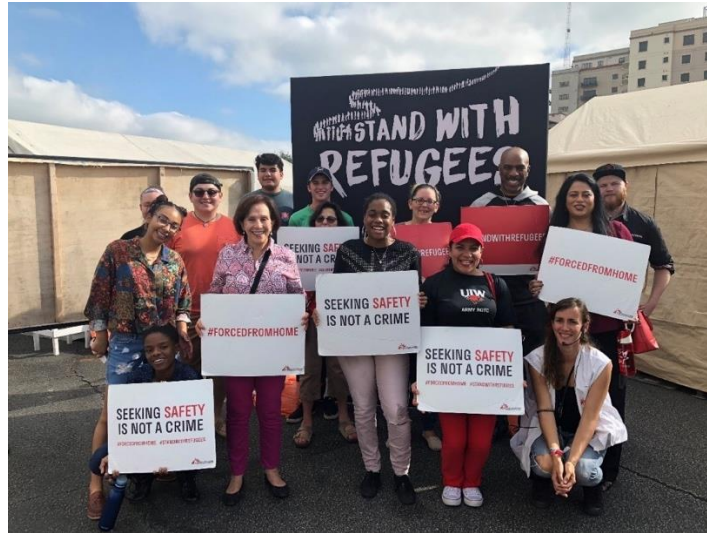


Findings

The results are being analyzed to determine the effectiveness of educational materials presented in this format. There were a few barriers to data collection, which will be discussed further. Although the hope for this project was to encourage healthcare sustainability and education within this population, this opportunity to serve the people through this mission trip was an impactful experience. Leadership, flexibility, and creating meaningful relationships are a few important characteristics of mission work that can also be applied to other aspects of daily living.

Refugee Resettlement in San Antonio: Experiences of Students Working with Refugees | Poster Presentation

Ryan Blevins, Oliver Soliz, Matthew Garza, History majors.
Advisor: Dr. Lopita Nath



Purpose and Aims

The undergraduate student panel will draw on their experiences mentoring refugee families resettled in San Antonio. The students were part of the Global Refugee Course that offered a service-learning component, whereby students volunteered with Catholic Charities, St. Stephen's Care Humanitarian Crisis and helped refugee families adapt to life in the United States. The students in the panel will present their work with refugees from Afghanistan, Bhutan, Syria, etc. The purpose and aim of their work were to immerse students into the real lives of refugees while coming out with an understanding of the multi-layered issues that a refugee deals with. At the same time provide services that they need to help better establish themselves in American society. The significance of their work is vital to the refugee's transition process and is a crucial step toward how they will go forward into their new lives. This service-learning experience was also crucial for the students to integrate their learning with real-life experience.

Rationale and Significance

With a political climate that misunderstands and misrepresents refugees, the students had to face serious challenges, first within themselves, with their families, and while working with the refugee families, due to differences in language, culture, and many other factors. This presentation will highlight how the students overcame challenges and difficult odds to have a positive experience. The significance of this work demonstrates how real-life experience shows the complexities of being a refugee.

Methodology

This research was based on a mixed methodology. It combined literature sources, resources from UNHCR websites, personal anecdotes, and field experiences. Drawing from a variety of multidisciplinary sources, as well as from the oral interviews with the refugees, working with catholic charities in the humanitarian crisis sector, ESL online training with refugees and at-home visits, meetings with refugee foundations, and working in a community garden to help cultivate food resources for refugees, assisted students in becoming acquainted with these dire situations the refugees face coming to our nation.

Findings

The student researched their family's journey from their home country to the United States, focusing on the reasons for leaving, the conflict and life in the refugee camps, and finally, resettlement and life in America. Although most refugees are uncertain about their life in America, they consider this the lesser of the two evils and are ready to make it a success. This presentation will bring to light the benefits of service-learning and exposure to a diverse community for the student's undergraduate experience. The research concludes that the need for help both in quantity and quality, keeping in mind the cultural differences and other baggage that refugees come with, far outweighs the help provided. Once the refugees get the help, they begin becoming active members of American society, but long-term help and assistance are needed.

Wednesday, April 12th, 2023

Moderator: Dr. Scott Roberts, HEB School of Business

Service Learning as a component of Active Learning: Building Understanding and Compassion with Refugees in San Antonio

History Majors Lia E. Butanda, Journie Gaeta and Alexis Macias,
Moderated by Dr. Lopita Nath



Purpose and Aims

This presentation will focus on Service Learning as an Active Learning tool for students to build cross-cultural understanding, build compassion and make them enlightened citizens. Service Learning is an essential tool for teachers and students alike to apply their academic learning to the needs of society and the community. Learning here occurs through “action and reflection,” as the learning objectives are combined with community service with a deeper understanding of their role as citizens of a democratic nation.

The presentation will focus on two aspects of such learning taught at UIW’s History Department for many years. 1. Local and Global learning to help students understand the multicultural world beyond their own lived experience. 2. How working with underserved community members, for, refugees, brings in compassion and helps to create enlightened citizens. The presentation will show examples of how our students work with the refugees in San Antonio and how that service leads to a greater understanding of the global world.

Rationale and Significance

San Antonio's large, resettled refugee community needs help transitioning to American life. Many of these refugees will eventually become American citizens, so helping them integrate, will go a long way in building US society. The Refugees bring much baggage that needs unpacking: health issues, lack of English, Children, Women's issues, their own culture, customs, etc. Students gain an understanding of this tremendous global problem while, at the same time, developing compassion and being able to respond to the ongoing debates about immigration and refugees and America's role in this global crisis.

Methodology

The methodology included examination of scholarly literature and films and fieldwork in San Antonio, working with Catholic Charities and Refugees. Examining the Universal Declaration of Human Rights and refugee-related literature and analysis of UNHCR resources provided students with basic knowledge about the global crisis. After students gained substantial refugee knowledge, they went out into their communities to work directly with refugees. Students taught the English language to refugees using flashcards and conversation. A student's participation in refugee childcare services taught them the importance of fostering a child's foundational educational skills at a young age to ensure academic success in the American educational system. Finally, students assisted organizations with refugee office work and learned that no two refugees have similar stories.

Findings

Through this research, students identified, confirmed, and built upon common challenges and themes facing refugees explored in texts and documents read before volunteer work. Students' worldly view was expanded, and students were educated on the ongoing crisis in Afghanistan. Both students and refugees were exposed to a new culture and language and could partake in and appreciate each other's culture through food, language, music, pop culture, etc. Students were able to build friendships with refugees that are continuously nurtured even after the service-learning period creating a welcoming community.

Inspired Leadership at CommuniCare

Regan Pape, MHA Graduate Student

Faculty Advisor: Dr. Alan A. Jones



Purpose and Aims

The project aims to share my 6-month experience of goal-inspired business leadership at CommuniCare as outlined in the UIW McGuire Scholarship for Mission-Inspired Leadership. I was awarded the 2022-23 UIW McGuire Scholarship for Mission-Inspired Leadership. The scholarship required that I complete a 6-month volunteer internship with a local business and reflect on my experiences using Pope Francis', "Laudato Si' Encyclical letter on Care for Our Common Home" and "Vocation of the Business Leader: A Reflection" as a guide.

Rationale and Significance

The experience has allowed me better to understand the importance of "mission-inspired business leaders." A businessperson is a practitioner who turns dreams into reality. A "mission-inspired business leader" is one inspired by the Incarnate Word's Spirit of service to dream good dreams and make them real for others.

Methodology

I volunteered 40 hours a month with the CommuniCare Health Centers-East Clinic from June 2022 to November 2022. My preceptor was the organization's Vice President and Chief Clinical Officer, Carlos Moreno, MD. My internship was divided into two phases: (1) Rotations; and a (2) Clinical Study. Reflection served as the foundation for both phases. In phase 1, I rotated among the sections of the clinic. In phase 2, I assisted with a Clinical Study examining CommuniCare's High-Risk Pregnancy Initiative.

Findings

The results of my project support that CommuniCare possesses "mission-inspired business leaders" as defined by Pope Francis', "Laudato Si' Encyclical letter on Care for Our Common Home" and "Vocation of the Business Leader: A Reflection." The clinic was able to meet the needs of the patients while maintaining the organizations' core values in a very dynamic and stressful business environment. The

Health Fair in Spanish and English for housekeepers working at UIW

Dr. Amalia Mondríguez, Modern Languages/Spanish and FSOP
(Spanish for Pharmacy 5225)



Overview

Housekeepers working at UIW are employed by some private companies. Most of them work for Aramark and serve the main campus on Broadway. The housekeepers have low salaries, and many of them do not have a health plan. Their choice to have a health plan is optional, and many of them think they can't afford it. Also, many housekeepers prefer to communicate in Spanish better than in English, because they don't speak English, or they feel they don't speak well enough. Mr. George García, Aramark's housekeeper supervisor at UIW, uses an interpreter to communicate with the housekeepers who speak Spanish only.

UIW's Feik School of Pharmacy (FSOP) understands the need to prepare pharmacists that can do medicine counseling in Spanish. That is why FSOP requires all its students to take 2 courses in Spanish for Pharmacists (Phar 5220 and Phar 5225). The importance of a good diet and exercise are also studied to empower the patients to be

healthy. Taken from the FSOP website: Two 2-credit hour courses of Spanish for pharmacists are incorporated into the Doctor of Pharmacy curriculum to increase fluency with basic patient counseling in Spanish that increases practice-readiness among our students and provides the training necessary to provide effective patient care to diverse patient populations in South Texas.

Goals of the health fair include providing written and oral information in Spanish on: Prevention: Nutrition for people with diabetes, high blood pressure, high cholesterol, among others. The importance of exercising. Individual medicine counseling Provide printed information on generic/inexpensive medicines and where to get them Basic labs on site Information about affordable health plans, such as Obama Care Interviews/questionnaires to find out: their access to health care, medicines, health issues, how not knowing English may affect their health, and how can they be helped beyond this health fair.

Equalizing Community Voice in International Service-Learning Projects: Research in Peru

Monica D. Hernandez, Ph.D. Candidate



Purpose and Aims

Traditionally, service programs are created and led by host groups, which frequently overlook the international communities' learning process and perspectives and the long-term impact of service missions on the community. The research aim has been to investigate the empowerment and efficacy of an international service project to

strengthen relationships between engaged scholars and international communities to improve future service-learning trips.

Methodology

I investigated a 2021-2022 International Service Learning-Based Photovoice Project using Ettlting's Process of Empowerment model as the conceptual foundation for the study. Photovoice is an action research method that allows participants to express their concerns about important community issues. According to Buck et al., (2019), Ettlting's model has been used to create capacity in disadvantaged communities globally and at UIW, to align professors' and students' talents and abilities with the challenges of those vulnerable communities. A qualitative narrative inquiry design was chosen to explore the participants' perceptions, with experiential learning serving as the study's theoretical framework.

Six members of the Peruvian social entrepreneurial group Pushaq Warmi led workshops in three surrounding communities of Chimbote, Peru, to include rural areas, providing knowledge on mental health issues, including coping and management techniques brought on by or exacerbated by the Covid pandemic, and demonstrated ways to motivate and inspire their female workshop participants. Pushaq Warmi used the Photovoice method to document their workshop experiences and, with a public exhibition of their work in Nuevo Chimbote, raised awareness of leading mental health concerns women face in Peru.

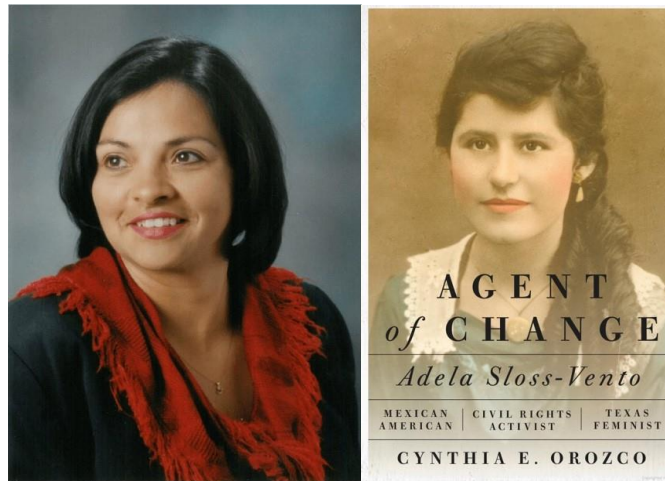
Findings

The study revealed that Ettlting's Process of Empowerment could be integrated effectively into community led ISL projects. Pushaq Warmi, underwent a transformative change during their participation in the project. At the core of this empowerment are the five central themes revealed in the study: 1.) work aligning with their own professional goals/motives, 2.) ability to motivate, inspire, and share knowledge/skills with others, 3.) expand their own learning and cultural awareness, 4.) capacity to work as a team, and 5.) impact on the people/community. My work with the study participants in an ISL project where they had ownership and control allowed the community voice to be heard. Additionally, the project's focus on women's capacity development demonstrated its sustainability potential. The knowledge and skills that the study participants learned on Photovoice will continue to be drawn from and used to educate and train different communities by the women of Pushaq Warmi.

Keynote

A Mexican American Woman Activist in South Texas Calling for Change a Century Ago—Giving Us Insight and Courage for Social Justice, Solidarity and Service Today.

Dr. Cynthia Orozco



[Dr. Cynthia Orozco](#) presents on *Agent of Change: Adela Sloss-Vento*, Mexican American Civil Rights Activist and Texas Feminist. Dr. Orozco just received the Lifetime Achievement Award from the National Association for Chicana and Chicano Studies, 2023. She is an award-winning, best-selling author who received the Liz Carpenter Award from the Texas State Historical Society for the book on Adela Sloss-Vento.

A Round Table discussion considering how this inspiring woman calls us to courage for social justice, solidarity and service today. Participants include Bianca Arguellez-Garcia, Emily Xochitl Campos, Dr. Laura Cannon, Dr. Darlene Carbajal, Dr. Arturo Chavez, Prof. Miguel Cortinas, Nichole Hernandez, Sr. Martha Ann Kirk, Dr. Lisa Lockhart, Dr. Laura Lopez, Dr. Leslie Martinez, Sr. Christi Sanchez, Dr. Beth Senne-Duff, and Dr. Erlinda Lopez-Rodriguez, Service Learning Committee Co-Chair.

Presentation and Round Table Discussion through the generous funding of the THECB Somos Unidos Grant, Director: Dr. Monica Jimenez.

“Inspired by Judeo-Christian values, the Catholic Intellectual Tradition, and [Catholic Social Teaching](#), 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. 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.

We are grateful to

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

The UIW Library System, especially Erin L. Cassity and the Liaison Librarians for establishing the LibGuide <https://libguides.uiwtx.edu/servicelearning> with content from Lorena Cestou, MS

GivePulse, a platform which is providing education for faculty and more opportunities for seamless connections with learning systems <https://learn.givepulse.com/>
The Center for Teaching and Learning <https://my.uiw.edu/tlt/center-for-teaching-learning/index.html>

Ettling Center for Civic Leadership and Sustainability
<https://www.uiw.edu/eccl/facultyengagement/service-and-service-learning-guidelines.html>

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

UIW’s Service-Learning Committee and its co-chairs: Dr. Erlinda Lopez-Rodriguez and Dr. Emma Santa Maria

Showcase Coordinators: Lorena P. Cestou, Graduate Assistant for Service- Learning, and Sister Martha Ann Kirk



This 2022-2023 Booklet can found in digital form on the UIW Service Learning Showcase page <https://www.uiw.edu/eccl/faculty-engagement/facultyservicelearningshowcase.html>