New York Service Learning Inter-professional Program Proposal
Amount Awarded: $2,000.00

Categories
- Education Abroad Training
- Infusion of Global Content

Student Learning Outcome Intended
- **Goal 1:** Develop globally competent knowledge
  - Describe some of the contested assumptions and intellectual debates across the globe that are relevant to their major.
- **Goal 2:** Cultivate intercultural competencies
  - Apply knowledge of other cultures and countries.
- **Goal 3:** Foster globally competent citizenship
  - Demonstrate a sense of global interconnections and interdependencies.

Other Support
Have you received any other grant support for this project?: no
Have you received funding from the QEP before?: no

Summary of the Project
In order to reduce health disparities and meet the needs of patients and populations, The Institute of Medicine (2003) and the Department of Health and Human Resources (2005) have both recognized the need for healthcare providers to have greater cultural competence. The American Association of Colleges of Nursing has also included cultural competence in the Essentials of Baccalaureate Education for Professional Nursing (2008) while the National Association of Social Workers (2016) have defined a clear set of standards and indicators for cultural competence in social work practice. The Association of Social Work Boards (2012) have identified cultural competence as a core value of the social work profession. North Carolina has been identified as one of the states with no efforts to promote or implement culturally and linguistically appropriate services, a key component to quality healthcare (United States Department of Health and Human Resources, 2016). Additionally, there has been an emphasis on the need for interprofessional education and collaboration in meeting our national healthcare goals (IOM, 2013). Interprofessional collaboration in education and service are critical to the success and education of our Beaver College of Health Science students in order to produce high quality graduates that will transform health and quality of life for our communities (2016). Research has shown that blending social work and nursing education provides an increased awareness of professional values and personal judgement, a recognition of other disciplines’ knowledge and value, and an opportunity for development for future collaboration in the workforce (Chan, et al., 2010).

The purpose of the New York City Nursing-Social Work Learning Experience is to provide students an interprofessional opportunity to learn about, collaborate with, and serve individuals from a variety of cultures within a domestic setting.

Many healthcare programs utilize international experiences to meet a variety of objectives related to cultural competence and understanding. However, this model has its limitations and barriers. International experiences are designed to observe or interact with a culture within its native environment and do not necessarily expose students to the challenges faced by many trying to live in American culture or interact with Western medicine. It is this latter reality that can negatively impact health. Healthcare providers must understand these challenges to provide culturally competent care. Additionally, international programs may focus on a narrow view of culture, limiting it to race, religion, and/or geography. Experiences that offer the opportunities to explore the breadth and depth of culture as it relates to interaction within the macroculture of the United States has the power to truly transform students’ understanding of the role culture can play in health and wellbeing and offer insights in how the healthcare system can be effective in meeting the overarching goal of quality care and transformation of health.

In addition to the limitations of international experiences, cost for international travel can be a barrier to
student participation. Within our Department of Nursing, the cost to attend the Mexico trip over Spring
break is close to $2500 and is limited to only 10 students each year. The Department of Social Work offers
similar international experiences with an increased cost for students. Domestic travel is cheaper,
requirements for participation are less restrictive (no passport or additional immunizations required), and
concern over international travel by parents is diminished.

Previous Experience:
The Department of Nursing completed their second experiential learning experience in New York City in
May of this year. One of the key objectives for this experience is the enhancement of cultural competence
through direct interaction with people from other cultures. This year, we had 10 students (4 from the RN
-BSN program and 6 from the pre-licensure BSN program). Students were exposed to a variety of cultures,
participated in various service-learning projects, and analyzed and reflected on their experiences. The
majority of the experiences were through New York Cares, a volunteer organization that recruits and
coordinates volunteers for 1,300 New York City agencies. New York Cares provided training for our group
prior to the trip as well as a team leader for each project.
The New York service-learning trip allowed students to experience and interact with a variety of cultures in
a domestic setting. Students interacted with homeless individuals, men and women who had immigrated
from the Middle-East, South America, and Asia, as well as men and women suffering from addiction.
By utilizing the AppLoft and keeping the experience in the United States, the cost of the experience was
significantly less than many other immersion opportunities offered at Appalachian State University and
students were able to see the challenges faced when trying to live and work in a foreign/accepted culture.
The cost for the 2016 year’s program including airfare, lodging, transportation, one Broadway play,
museum pass, two dinners and breakfasts was approximately $1100. Students were responsible for their
incidentallys; lunches and dinners were not included in cost.

Learning Objectives Included:
Critically reflect on the influence of values, beliefs, and ideas, on individuals and communities from a
multicultural perspective.
Evaluate the influences of the environment and social forces on health and well-being from a cultural
perspective.
Collaborate with New York Cares, giving consideration to service activities that can provide exposure to a
variety of cultures.
Recognize the influence of cultural beliefs and practices on health and healthcare needs as it relates to
nursing and social work practice.
Relate healthcare needs, challenges, and global issues to variety of populations and communities.
Demonstrate professional responsibility, accountability, sensitivity, and respect for personal and cultural
differences.
Service-learning activities included either in 2015 or 2016:
Empowering Women through English Conversation at the Arab American Family Support Center
- Students the opportunity to work directly with newly immigrated Muslim men and women from various
countries and to practice communication skills, both verbal and non-verbal, with persons with limited
English.
Meal Service at All Souls Church
- Students served meals to approximately 350 homeless people. While the meal service is similar to a soup
kitchen, participants are viewed as honored guests, seated at decorated tables, and served in a
waiter/waitress fashion. Social workers are present at the dinner each week to help identify appropriate
resources. Students prepared food, served drinks and food, greeted participants, washed dishes and
performed clean up. Students also met with the social worker and engaged in a discussion of the challenges
of homelessness as it relates to health and well-being.
Tenement Museum
- This experience provided students with a historical view of immigration in the United States, specifically
in New York City. Students were able to see into the life of immigrant families who lived in a tenement
building at the turn of the 20th century. The guided tour focused on cultural issues and struggles facing
immigrants including health and wellbeing. Students engaged in a guided discussion with a museum docent
prior to and after the tour with the Tenement Museum. This discussion focused on the challenges faced by
immigrants in both the 20th and 21st centuries. The experience allowed students to reflect on similarities of
the modern day immigrant experience to those of immigrants from the 19th and 20th century as it relates to prejudices, health, and health care access.

City Harvest Mobile Market

Students spent one morning serving as volunteers with the City Harvest Mobile Market. Based on community assessments, certain neighborhoods within New York City have been identified as food deserts. This service brings free fresh fruit and vegetables to anyone living in these identified areas. Students helped package and distribute fruits and vegetables to over 300 families living in public housing. Students worked alongside community volunteers who were also recipients of the produce. In 2015, we volunteered in Brooklyn within a Asian-African American community and in 2016, we volunteered in Washington Heights which was a primarily Latino- African American community.

Off Broadway Play: A Funny Thing Happened On the Way to the Gynecologic Oncology Unit at Sloan-Kettering Cancer Center

This play explored the lives of two adult children from different backgrounds as they dealt with their mothers’ diagnosis of cancer. It was a graphic play and one that dealt with intense themes of rape, death, and emotional trauma. Faculty led a debriefing session after the play.

Corsi Senior Center, Harlem

Students attended the monthly “Birthday Party” for seniors at Corsi Senior Center in Spanish Harlem. The monthly birthday party includes salsa dancing with seniors and participating in other activities. All of the seniors were from Latin American countries and shared their love of salsa dancing with students.

Health Outreach Lower East Side Harm Reduction Center

Students participated in a street outreach project with the Lower East Side Harm Reduction Center. Students in collaboration with staff from the facility walked the streets of the lower east side, distributing condoms and hygiene kits to those in need. Staff members provided a needle exchange program in conjunction with the work of the volunteers. Students were able to see various levels of need within the neighborhood and to learn about community efforts to improve health for this population. There was a debriefing that reflected on addiction and how interacting with persons suffering from addiction in their native environment changes how we view our response to treating and assisting individuals. Culture was also addressed during the experience in other ways. Students attended two Broadway plays and ate a variety of culturally diverse foods including Indian, Thai, Irish, Mexican, and Italian. Also, students had the opportunity to attend a taping of the “The Chew” and “The View” with ABC Studios, see the Empire State Building, the Statue of Liberty, 9-11 Memorial Exhibit and Central Park.

Any challenges you can foresee:

Challenges that are anticipated include the small group size for volunteer service related activities and the risk of discipline separation. Solutions for the challenges are addressed in the aspects of collaboration section of the proposal.

Aspects of collaboration and/or interdisciplinarity:
The proposed program will be an interdisciplinary educational offering between social work and nursing within the Beaver College of Health Sciences.

As faculty for the 2015 and 2016 trips, we feel that we could not have asked for a better experience for our students. Each of the students felt that they had gained knowledge and increased their cultural competence in many ways through reflection of their own beliefs, knowledge and personal worldviews through a multicultural perspective. For many of the students, this was the first time traveling on an airplane and the first experience in New York City. We would like to offer this experience for our students in the future and have discussed with the Department of Social Work making this experience an interprofessional learning activity. This will interprofessional experience will not only benefit students, but also faculty as we all will have the opportunity to learn and work together in a more intimate environment. By having 2 faculty from each discipline, each student group will have the opportunity to discuss discipline specific perspectives with the guidance of faculty. By training multiple faculty members, the sustainability of the trip will be enhanced for future years.

We are proposing that New York City Service Learning Program be offered again in May 2017. Currently, there are 20 slots (4 faculty; 16 students) available in the AppLoft in May 2017. We propose that 2 faculty members from Social Work and 2 faculty members from Nursing attend the program with the goal of recruiting 8 students from each discipline. At least two of the projects can accommodate the full group. Due
to the size of some of the volunteer projects, we will divide into two groups for some experiences, ensuring that there is an equal number of faculty and students represented from each discipline in the groups. Group composition will rotate throughout the week. Debriefing will take place at the end of each session led by either the project coordinator at NY Cares or faculty, focusing on similarities and differences in discipline perspectives. At the end of each day, debriefing will involve the entire group so that experiences between groups can be shared.

Opportunities for external support (optional):
We will be applying for student funding from the Mary Duke Biddle Foundation later this month. http://mdbf.org/

Funds from the QEP will only support the training of social work faculty members to lead and collaborate in interdisciplinary educational study away programs. Support of the program will indirectly affect students by reducing the costs associated with supporting the faculty members’ cost of the program.

Expected Results of the Project
What are the tangible deliverables of this project? Check all that apply:

- A publication
- Expanded study, internship, or service learning opportunities for students (domestic or abroad)

Assessment Plan
Students will journal daily during the experience in order to provide in-depth feedback on each of the service-learning activities or other cultural events. Debriefing with all students will occur daily as a group. Student evaluations will be collected following completion of the experience using the AsULearn NYC site. Students will be sent a questionnaire at one-year post completion of the experience.

IRB approval for evaluation longitudinally will be sought prior to the beginning of the program.

Time Line

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<tr>
<th>DATE</th>
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<tr>
<td><strong>AUGUST 2016</strong></td>
<td>- Collaborative planning between Camps and Conferences (Amy Sanders), Social Work (Michael Howell) and Nursing (Susan Lane and Carolyn Huffman)</td>
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<tr>
<td><strong>SEPTEMBER 2016</strong></td>
<td>- Begin Recruitment for Nursing-Social Work New York Learning Experience</td>
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<tr>
<td><strong>OCTOBER 2016</strong></td>
<td>- Finalize Recruitment</td>
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<tr>
<td><strong>OCTOBER 31, 2016</strong></td>
<td>- First Group Meeting and Orientation to Study Away; Funding Received to Camps and Conferences; Faculty will Book Airfare; First Student Payment is Due</td>
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<tr>
<td><strong>JANUARY 17, 2017</strong></td>
<td>- Second Student Payment is Due</td>
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<tr>
<td><strong>FEBRUARY/MARCH 2017</strong></td>
<td>- Tenement Museum, Off-Broadway, and Broadway Tickets will be Reserved; Finalization of Service-Learning Activities will be planned with New York Cares (<a href="https://www.newyorkcares.org/">https://www.newyorkcares.org/</a>)</td>
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<td><strong>APRIL 3, 2017</strong></td>
<td>- Final Student Payment is Due</td>
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<td><strong>MAY 29, 2017</strong></td>
<td>- All Souls Soup Kitchen Service Learning Activity; Social Work Orientation with John</td>
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<td><strong>MAY 30, 2017</strong></td>
<td>- Service-Learning Activity to Be Determined in Collaboration with New York Cares</td>
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<td><strong>MAY 31, 2017</strong></td>
<td>- Service-Learning Activity to Be Determined in Collaboration with New York Cares</td>
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<td><strong>JUNE 1, 2017</strong></td>
<td>- Service-Learning Activity to Be Determined in Collaboration with New York Cares</td>
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<td>JUNE 3, 2017</td>
<td>- Service-Learning Activity to Be Determined in Collaboration with New York Cares</td>
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<td>JUNE 4, 2017</td>
<td>- Return from Nursing-Social Work New York Learning Experience</td>
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<td>JUNE 16, 2017</td>
<td>- Camps and Conferences (Amy Sanders) will provide copy of all expenses to QEP</td>
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<td>JUNE 2017</td>
<td>- Collect Evaluation Data from Students</td>
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<td>JULY 1, 2017</td>
<td>- Susan Lane will provide a written end-of-project report to the QEP</td>
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<td>JUNE 2018</td>
<td>- Collect Longitudinal Evaluation Data from Students</td>
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<tr>
<td>LODGING EXPENSES (APLOFT PRIVATE ROOM)</td>
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<td>TENEMENT MUSEUM TICKETS (IMMIGRATION TOUR AND DISCUSSION)</td>
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<tr>
<td>OFF BROADWAY PLAY TICKETS (END OF LONGING, MENTAL HEALTH RELATED PLAY)</td>
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<td>BROADWAY TICKETS (CULTURALLY APPROPRIATE PLAY WILL BE CHOSEN TO FIT TOPICS)</td>
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<td>FACULTY FLIGHTS</td>
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<td>FACULTY BAGGAGE FEES</td>
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<td>AIRPORT PARKING FEES</td>
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<td>TRAVEL MILEAGE TO AND FROM AIRPORT</td>
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<td>GROUP SERVICE-LEARNING APPALACHIAN STATE UNIVERSITY SHIRTS</td>
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<td>FACULTY SUBWAY PASSES</td>
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<td>PER DIEM FOR FACULTY TO COVER FOOD EXPENSES</td>
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Total Requested Funds for TWO social work faculty members for training: $2558.00

**Budget Narrative**

The Nursing-Social Work New York Service-Learning Experience includes many items for faculty and students. However, for the QEP grant, we are only requesting funding for two social work faculty members.
in order to provide education study away training. Dr. Carolyn Huffman and Dr. Susan Lane have experience leading study away programs and are seeking to increase the number and quality of short-term interprofessional faculty-led programs by involving faculty who are interested in leading, but who have not yet led, a study abroad or study away program for students. Faculty members who are selected will be made aware that they are expected to lead a successful short-term faculty-led program within two years of their participation in the training. In order to create sustainability for the program, we would like to have a minimum of two trained nursing faculty members and two trained social work faculty members.

Additionally, we are seeking to develop and offer short-term study away programs to infuse global and interdisciplinary content into the nursing and social work curricula through cultural exposure, interdisciplinary communication and intercultural competency with a service-learning model.

Budget requests are only identified for the two social work faculty members for training purposes which will include coverage for all planned activities and cultural events.