

## **Scholarship of Engagement**

### **Five Examples with Abstracts**

1. Hallock Morris, M. and Bower, G. 2012. Pigeon Creek Greenway Usage Study. USI Center for Applied Research and Economic Development.

*Abstract: This project is a primary example of service learning for students and faculty, as well as allowing faculty the opportunity to connect and publish their research. Dr. Mary Hallock Morris followed up this publication with a presentation at the Indiana Political Science Association meeting hosted at USI in March 2013. The paper was titled: "Application and Professionalization: Using Service Learning Projects to Teach Research Methods."*

2. Frimming, R.E.; Bower, G.G.; Simmons, S.; Leary, C.; and Lampert, E. "Students mentoring at risk tweens and teens to make smart and healthy decisions (SMART)." Presented at the American School Health Association Conference, Kansas City, Missouri, October 2010.

*Abstract: The presentation shared innovative ideas addressing the obesity problem among tweens and teens of low-socioeconomic status. The SMART program addresses how physical activity and nutrition education, along with social and decision-making skills training, impact a child's self-esteem, attendance, and motivation for school work. The presentation also discussed methodologies for implementing a community outreach program.*

3. Thomas, J. A. (2011). **Pre-service teachers' perceptions of learning science methods through hybridizing asynchronous and traditional experiences.** Contemporary Issues in Technology and Teacher Education-Science, 11(3), 271-281. <http://www.citejournal.org/vol11/iss3/maintoc.cfm>

*Abstract: This study addressed pre-service teachers' perceptions of online experiences, specifically, their perceptions about utilizing an online science methods curriculum versus a traditional methods curriculum. Thirty-eight senior level pre-service teachers at USI completed surveys about their experiences during their methods course that included a module for online content learning, videos of fourth- and fifth-grade elementary student in situ learning, and exploration of pedagogical skills embedded in an electricity module. Survey and focus group data indicate that the pre-service teachers valued and wanted more online experiences, but not as a total replacement of traditional methods experiences. Teacher education preparation programs must identify and address pre-service teacher expectations about the value placed upon online experiences. Specifically, online experiences can help focus instruction and enhance student interaction about life in an elementary classroom. Implications of this study help address professional movements for incorporating online experiences for in-service K-12 teachers and schools.*

4. Thomas, J. A., Raisor, J., & Goebel, V. (2013). **Oh, what Dr. Seuss can induce: Using intentionality to connect families with classrooms through science and children's literature.** *Science Activities*, 50(1), 31- 40. <http://www.tandfonline.com/doi/abs/10.1080/00368121.2012.761172#.UvKeaij0aRg>

*Abstract: In the article, Dr. Seuss's children's books are creatively integrated with science activities through the creation of take-home activity kits. The kits provide families an opportunity to read at home while connecting the enjoyable experience to science content and skill development through associated activities. The kits should be constructed using easy-reading books and aligned to developmentally-appropriate academic science standards. Most importantly, they should be designed in a manner so that all family members are participants rather than expecting the adults to teach the expected outcomes. The activity kits can be completed as stand-alone experiences for interested students, used by students who are ready for an additional challenge, or adapted for an entire classroom of students as part of a teacher's normal curriculum.*

5. Pruitt K., Rowser M. (June 25, 2012). **Inter-professional education in a new school-based health center.** 2012 National Assembly on School Based Health Care - Albuquerque, NM

*Conference Abstract: "The University of Southern Indiana (USI) College of Nursing & Health Professions received grant funding to open and operate a school-based health center in 2011. The USI-Glenwood Community Health Center (GCHC) opened officially on January 9, 2012. The health center is located in an elementary school in a medically-underserved area. The health center provides nursing and health professions students the opportunity to participate in an inter-professional collaborative practice (IPCP) while providing healthcare to an underserved & diverse population. Many of the clients served at USI-GCHC have multiple health problems and psychosocial stressors. The USI IPCP program is based on evidence demonstrating that quality of care, patient outcomes, and patient safety are increased when health care professionals collaborate in teams to provide care. The Institute of Medicine (IOM) Committee on Future Directions for the National Healthcare Quality and Disparities Report notes that national healthcare could be improved by coordination of care, thus the USI-GCHC is the perfect environment for inter-professional collaborations. IPCP program components are based on core competencies developed by the Inter-professional Education Collaborative Expert Panel. Essential teamwork skills are learned through student and faculty participation in TeamSTEPPS™. The TeamSTEPPS™ methodology is an evidenced-based program developed by the Agency on Healthcare Research and Quality (AHRQ) and the U.S. Department of Defense that provides educational modules for promoting effective communication and inter-professional team skills. During the first year of the grant, 58 nursing & health professions students provided direct care and health education programs to 400 patients at the USI-GCHC. As the USI nursing & health professions students learn to work collaboratively in teams implementing IPCP principles, the national goal of providing safe, effective, efficient and equitable care and improved patient outcomes will be realized."*