Welcome! The annual CESS Poster Showcase provides an opportunity for faculty, staff, students, and community members to celebrate their achievements and to explore emerging research, scholarly practice, and creative activity devoted to community engagement. This year’s session includes more than 30 presentations and resource tables.

LOCATING POSTERS OF INTEREST

Poster presentations included in the program are organized alphabetically by title and by theme track. Tracks are color-coded and a complete list of tracks follows this overview.

The poster showcase is broken into two time blocks:

**Session A (1:00 p.m.-2:15 p.m.)  Session B (2:15 p.m.-3:30 p.m.)**

All posters will be on display during both sessions. However, presenters will attend their posters only during their chosen presentation period(s). Please refer to the supplementary insert to locate poster session assignments.

To access detailed descriptions of poster presentations, visit our website at: [http://go.iu.edu/bringle-cess](http://go.iu.edu/bringle-cess) or use this QR Code:
Community Capital and the Engaged Learning Economy: Tensions and Prospects in Documenting the Value and Impact of Community-University Engagement

By Mary F. Price, Ph.D.
Faculty Development Director, IUPUI Center for Service and Learning

How does one demonstrate the value of “collaboration” or the impact a project has on a community? How does one assess the value that communities bring to research and education on college campuses? Frequently, university administrators and government officials look to indicators associated with economic impact such as dollars invested or saved, jobs created, the number of service hours contributed, clients served, trees planted, etc.

One cannot deny the importance of jobs to local community well-being. Jobs inevitably create ripple effects in other domains of society. Similarly, one cannot deny the importance of economic development for the health and financial stability of 21st Century colleges and universities, which increasingly depend on private sector relationships.

The products and ripples of impact generated through community-campus collaborations, however, are not restrained to economic indicators. Rather, the diverse range of activities fueled by local and global community-campus engagement affect a more expansive array of outcomes. At their best, these collaborations build trusting relationships that undergird larger efforts to create conditions where all can thrive and succeed. Telling these broader stories requires that we situate impact and value not just in dollars and cents, but also in how community-campus collaboration builds capacity and adds value in areas not as readily quantifiable.

One concept with utility is that of the engaged learning economy. In higher education, the concept of the engaged learning economy describes a set of relations in which civic engagement binds democratic practices of education with economic outreach and development (Wittman & Crews 2012: 2).

More broadly, the concept of the learning economy (Bengt-äke, L. & Johnson 1994) reflects a growing awareness among community leaders. First, meeting the challenges and prospects of 21st Century social life demand the participation, preparation, and continued engagement of individuals who

(Continued on p.6)
understand that knowledge is the crucial resource. Second, life-long learning is the most important process for advancing public understanding, removing barriers to access, and creating inclusive spaces for prosperity.

From this standpoint, it is contributions to a broader array of capital, particularly human, social, and cultural, that demand our attention and analysis. The Community Capitals’ Framework (CCF) (Emery & Flora 2006) offers one approach to expand our thinking about impact. Advocates of the CCF describe communities as consisting of seven different types of “community capital.” The seven types encompass: natural, cultural, human, social, political, financial, and built capital (see page 8 for detailed descriptions). The CCF’s guiding premise is that all communities have assets that can be diminished, saved, or invested to create new resources. When these investments extend over long periods of time, they generate “capital” for the community to access.

The capitals are both ends and means. They are essential for creating the conditions for healthy, vibrant, and productive communities. Using the CCF, individuals and institutions can map their contributions to each of the capitals and can evaluate the differential outcomes of projects or initiatives geared toward community development and knowledge production.

The diversity of outcomes associated with the CCF echo the contributions of this year’s poster presenters. Lead presenters were asked to identify the community capital(s) to which they believed their project contributed. Their responses, shown in Table 1, emphasize presenters’ beliefs that their most significant contributions lie in the realms of cultural, social, and human capital.

This is not to say that economic development is not an important factor or outcome, but rather that investments in human development and relationships are core outcomes in and of themselves. They are the glue that binds us together.

As you browse the poster showcase, take note of the community capitals cited by each of the presenters and chat with them about what they see as the value-added dimensions of their efforts.

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or use this QR Code:
Table 1

Contributions to Community Capital
2014 CESS Poster Presentations (self-reported)

<table>
<thead>
<tr>
<th>Capital Type</th>
<th>Built</th>
<th>Natural</th>
<th>Cultural</th>
<th>Human</th>
<th>Political</th>
<th>Social</th>
<th>Human</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14%</td>
<td>14%</td>
<td>38%</td>
<td>10%</td>
<td>17%</td>
<td>55%</td>
<td>79%</td>
</tr>
</tbody>
</table>

NOTE: Distribution represents all instances of capital cited within poster applications. Hence, totals will exceed 100%.

References:


<table>
<thead>
<tr>
<th>Capital</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural</td>
<td>Refers to a community’s sense of belonging and inclusion, the heritages and languages valued and transmitted, as well as the spaces and places that nurture expression, creativity and dialogue about our sense of community; advocacy, research and projects that contribute to improved understanding of, redress inequities in or expand capacity for heritage, inclusion, and intergroup dialogue are among the forms of work that can strengthen a community’s cultural capital.</td>
</tr>
<tr>
<td>Human</td>
<td>Includes the skills and abilities of people to develop and to enhance their own as well as access external resources to enhance individual and collective well-being. Individuals that seek or support formal and informal education and engage in scholarly activities, expand a community’s human capital. Similarly, individuals and groups that promote or enhance public health or contribute to effective, transparent and ethical leadership within a community, also strengthen human capital.</td>
</tr>
<tr>
<td>Social</td>
<td>Refers to the connections among people and organizations; that is, the social glue that enables communities to make things happen whether positive or negative. Projects, advocacy and research that enhance the abilities of individuals and groups to build mutual trust, reciprocity, collective identity and a sense of a shared future all contribute to a community’s social capital.</td>
</tr>
<tr>
<td>Political</td>
<td>Refers to the ability of a group to influence the policies, regulations and enforcement of laws that determine the distribution of resources and how they are used within a community; in communities that display elevated levels of political capital, people have as well as perceive the collective ability to express their own voice and to engage in actions that contribute to community well-being.</td>
</tr>
<tr>
<td>Financial</td>
<td>Refers to the public and private financial resources available to individuals, families and groups to invest in community capacity building; this includes but is not limited to efforts that underwrite small business development, support civic and social entrepreneurship, philanthropy, technology enhancements and better regulations as well as efforts that accumulate wealth for future community development.</td>
</tr>
<tr>
<td>Built</td>
<td>Refers to the development and maintenance of infrastructure that supports the community and the other capitals; examples include: telecommunications, industrial parks, main streets, water and sewer systems, roads, public recreation facilities, recycling facilities, etc.</td>
</tr>
<tr>
<td>Natural</td>
<td>Include a community's environmental assets and biodiversity; advocacy, research and projects that improve water, land, air, or other natural amenities and beauty support capital growth in this area.</td>
</tr>
</tbody>
</table>
Acculturative Stress in Latino Adolescents: Relations to Mental Health

KATRINA CONRAD
School of Public Health

DR. SILVIA BIGATTI
School of Public Health

VIRNA DIAZ
Latino Health Organization

Through a Community-Based Participatory Research Framework, our community-academic partnership conducted a small pilot study with Latino adolescents in Indianapolis. The primary aim of the study was to develop a better understanding of the relationship between acculturative stress and depression in Latino adolescents living in either a suburban or an urban neighborhood in Indianapolis. A secondary aim was to assess potential mediators of this relationship. Results have since informed community-based approaches to improve mental health.

Community Capitals: Social

Assessing the Impact of the Indianapolis Cultural Trail

SUE M. BUROW
School of Public and Environmental Affairs

ALEXANDER CRAFT
School of Public and Environmental Affairs

STEPHEN EBERHARD
School of Public and Environmental Affairs

The Indianapolis Cultural Trail is expected to make a wide range of contributions to the quality of life and economy of central Indiana. Now that the trail is complete it is important to assess its effect. The evaluation will examine usage counts, user and business surveys and detail the impact on new capital investment, property values, and consumer spending. In its entirety, this evaluation will describe and measure the impact of the Cultural Trail.

Community Capitals: Cultural, Political
Campus Kitchens Project at IUPUI

**Daniel W. Remington**  
School of Public and Environmental Affairs

**Nancy Barton**  
School of Physical Education and Tourism Management

**Deborah Ferguson**  
IUPUI Office of Sustainability

The Campus Kitchens Project (CKP) is an initiative to bring hunger-relief to Indianapolis. Through food rescue in IUPUI cafeterias, meals will be prepared and delivered to those in need in Indianapolis. The initial development was performed in a Consumer Health class in the School of Physical Education and Tourism Management that found 19.5% of Marion County residents are food insecure. Through student participation, community involvement, and administrative support, the CKP will begin in September, 2014.

**Community Capitals:** Natural, Social

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Community-Based Education at Indiana University School of Dentistry

**Dr. Esperanza Martinez Mier**  
School of Dentistry

**Nicole Manigault**  
School of Dentistry

The poster will describe the development and implementation of a series of community-based education courses at the Indiana University School of Dentistry that aim at providing educational continuity between service programs and acknowledging students spending significant time in the community. Additionally, the poster will describe the curricular integration of service and learning outcomes and development of curricular maps for the objectives and assessment components for the courses.

**Community Capitals:** Human
Creating a Self-Sustaining Student Branch of the National Children’s Oral Health Foundation: Dearborn County

ALLISON C. SCULLY  JOAN E. KOWOLIK
School of Dentistry  School of Dentistry

This project aims to educate high school students on the importance of oral health and help them establish a self-sustaining program as a student branch of NCOHF Students United for America’s Toothfairy. They received material about setting up a program and healthy oral anatomy with educational sessions to present to elementary school children. Students from IU School of Dentistry trained Lawrence High School students on educating younger children in their community about oral health.

Community Capitals: Human, Social

Dental Students Identifying and Giving Needed Oral Health Lessons

AMANDA M. BRADLEY
School of Dentistry

Indiana University School of Dentistry Kids Club aims to educate elementary school children, teachers, and parents in Indianapolis about oral health care so that pediatric oral disease can be prevented in vulnerable populations. This is extremely important for the general health of the population of Indianapolis. Kids Club volunteers participate in frequent presentations to elementary school children by visiting schools, after school programs, and attending community health fairs throughout the city.

Community Capitals: Human
Establishing Occupational Therapy Services at IU Student Outreach Clinic - Learning in the Changing Healthcare Market

SHARON B. PAPE  MATTHEW O’CONNOR
School of Health and Rehabilitation Sciences
School of Health and Rehabilitation Sciences

LINDSEY YOH
School of Health and Rehabilitation Sciences

This poster highlights a unique student-led occupational therapy service program within a community neighborhood health clinic. Initiated through IU Student Occupational Therapy Association, this civic engagement program emphasizes interprofessional education and service learning. Students experience “real world” practice contexts and actively collaborate with other health professional students to explore issues related to medical administration and advocate for universal access for underinsured populations. The initial outcomes from this program will provide future research efforts to assess interprofessional education benefits achieved through a community-campus partnership.

Community Capitals: Cultural, Human

Fostering Public Service by Linking Benefits to Community, Campus, and Students: A Case Study

LAURA LITTLEPAGE
School of Public and Environmental Affairs

The SPEA class “Do the Homeless Count” partners with the Coalition for Homelessness and Prevention (CHIP) to conduct the point-in-time count of people experiencing homelessness. This presentation will discuss the results of this collaboration, including the impact on the community of the data collected, on awareness of the issue of homelessness, and on the students who participate in this project (both in the class and as interns).

Community Capitals: Political
Health Impact Assessment to Inform the United Northwest Area Community

DR. CYNTHIA L. STONE  
School of Public Health

KATIE GASIOROWSKI  
School of Public Health

WENDY COOPER  
School of Public Health

AMBER COMER  
School of Public Health

This poster will highlight the data gathered by completing a health impact assessment. This is a method of study conducted during the H644 Health Impact Assessment course. Information was collected through a review of the literature, key informant interviews, neighborhood survey, community conversations and secondary data analysis. The information will be used by the Northwest Area community as they develop a Quality of Life Action plan.

Community Capitals: Human, Natural

Health Impact Assessments: Engaging Communities and Promoting Health in All Policies

AMBER COMER  
School of Public Health

This poster outlines and explains the HIA process which includes: screening, scoping, data collection, public engagement and dialogue, recommendations, sharing results with stakeholders, and monitoring the health impact. Additionally, this poster will share the results of the four HIAs completed by IUPUI students within the Indianapolis community. This poster exhibits the theme of this year’s symposium as HIAs contribute to healthier communities by building partnerships and promoting health in all policies through community engagement.

Community Capitals: Human, Natural
Healthy Me

ELIZABETH FERGUSON  JOY HOWARD
School of Nursing  School of Nursing

DR. ANNE BELCHER
School of Nursing

Two graduate nursing students collaborated with west side community members and “Healthy Me” participants attending the PARCS program at George Washington Community High School. Adult participants were surveyed of their preferred style of learning and desired topics related to healthy food choices. Results from the needs survey along with strategies utilized to empower participants to improve health risks and make informed choices were collected. Outcomes will be measured through biometric data and educational assessment data.

Community Capitals: Cultural, Financial

Healthy Weight Management Assessment of Burmese High School Students Attending the Summer Scholar Program

DR. FENGYI KUO  AARON FREDRICK
School of Health and Rehabilitation Sciences  School of Health and Rehabilitation Sciences

SARAH KONING
School of Health and Rehabilitation Sciences

Childhood obesity has tremendous consequences on a nation’s health and economy. Among youth immigrants, the rise of obesity is particularly alarming. Over the past few years, Indiana has become the largest Burmese refugee resettlement site. Based on the results of a weight management assessment, this presentation will describe weight perceptions and management among adolescent Burmese refugees resettled in central Indiana. Opportunities to incorporate health promotion through service learning and community partnership will also be discussed.

Community Capitals: Built, Cultural
Impacting Youth: Tutoring in the Indianapolis Community

**DR. DEBORAH B. KELLER**  
School of Education

**MEGAN GUDEMAN**  
School of Education

This poster will depict the service-learning projects of my EDUC F200 and EDUC H341 classes. Students tutor K-12+ students at schools/community centers in the Indianapolis community and write extensive reflections addressing specific questions that force them to examine the systemic social, economic, and political elements that influence the lived experiences of those served. The poster will include the impact my students make as told from the perspectives of the teachers/directors at the various sites.

**Community Capitals:** Cultural, Human

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Improving Public Health Action Transit Legislation

**MACEY L. HENDERSON**  
School of Public Health

**DR. CYNTHIA L. STONE**  
School of Public Health

**CODY J. MULLEN**  
School of Public Health

**LEISHA L. OSBURN**  
School of Public Health

**AMBER R. COMER**  
School of Public Health

**ABBY K. CHURCH**  
School of Public Health

Transit is a wise and effective investment in the prosperity of the central Indiana community and will improve safety and public health while providing independence and mobility for all Hoosiers. In collaboration with the Indiana Citizen’s Alliance for Transit (ICAT), a group of doctoral students at the Richard M. Fairbanks School of Public Health sought to provide health information related to the benefits of transit to improve community political capital.

**Community Capitals:** Political
Increasing Mental Health Awareness Amongst the Latino Population

**DR. ROSA TEZANOS PINTO**
School of Liberal Arts

**JOSE VARGAS VILA**
School of Liberal Arts

**MARGARITA REBOLLAR**
School of Social Work

**EMILY POTTS**
School of Liberal Arts

Our poster presentation will showcase the work done by Latino Studies with the support of Mental Health America (MHA) and the IUPUI Amigos en Servicio Club (AeS) to increase awareness of mental health services amongst the Latino population. This presentation will also highlight how we assist mental health providers to effectively reach out to the Latino community.

**Community Capitals:** Social

INShape IUPUI, Student-led Personal Training Program

**RACHEL SWINFORD**
School of Physical Education and Tourism Management

**STEPHEN FALLOWFIELD**
School of Physical Education and Tourism Management

**KATY RUDE**
School of Physical Education and Tourism Management

**ADAM HEAVRIN**
School of Physical Education and Tourism Management

This poster describes the INShape IUPUI student-led personal training program. People can talk to a student-trainer or graduate assistant in Kinesiology about general fitness. They will be able to sign up to receive emails about the program and learn how to get involved. The poster will also tell them other ways that they can work to improve their overall health.

**Community Capitals:** Human, Social
Integrating Service Learning into Domestic Violence Awareness

ASHLEE KIMMELL  FRANCIA KISSEL
School of Education  School of Liberal Arts

Service learning can be an integral part of creating meaningful Themed Learning Community (TLC) experiences for first-year IUPUI students. For example, last fall, the Women's Studies TLC participated in multiple service activities focused on raising awareness of domestic violence in the campus community and helping victims in the Indianapolis community. Student reflections and formal assessment conducted by the Service Learning Assistant measured students' engagement in the service projects as well as satisfaction in their TLC.

Community Capitals: Cultural, Political

Learning a Sociological Perspective of the AIDS Crisis Through Both Classroom Instruction and Civic Engagement

TAMARAH KILROY  DR. CARRIE E. FOOTE
School of Philanthropy  School of Liberal Arts

This poster presents an overview of the service and experiential learning activities required for the “AIDS and Society” course offered through the IUPUI School of Liberal Arts. Student activities with different AIDS service organizations are described (i.e. fundraising, shadowing HIV testing, assembling condom packets, staffing food banks), along with student learning assessments. It will show that service/experiential learning is an effective strategy to help students develop an awareness of social problems and a commitment to civic engagement.

Community Capitals: Cultural, Human
Northwest Area Community Assessment: A Qualitative Assessment of Residents’ Perceptions about Neighborhood Assets

CAROLYN M. MUEGGE
School of Public Health

WENDY COOPER
Flanner House of Indianapolis

DR. CYNTHIA L. STONE
School of Public Health

LASHAWNDA CROWE STORM
Northwest Area Quality of Life Plan

The Northwest Area Community Assessment: a Qualitative Assessment of Residents’ Perceptions about Neighborhood Assets will describe the Northwest Area, the Quality of Life Plan, and methods used to collect the Community Conversations information. Key findings and how the data will be incorporated into the plan will also be discussed.

Community Capitals: Human, Social

Roving & Community Engagement

NICHOLETTE K. FORTUNE
School of Science

The goal of this poster is to inform student, faculty, residents of the community, and researchers about the use of roving in academic research. I want to show the audience the benefits that roving brings when studying community engagement. The learning outcomes from this presentation will be the use of qualitative research skills when researching neighborhood level processes.

Community Capitals: Human, Social
Staff Morale at Four County Counseling Center (4CCC) in Logansport, Indiana

ALICIA M. QUASH
School of Science

A survey was designed for Four County Counseling Center (4CCC) in Logansport, Indiana in order to assess how staff felt about coworkers and leadership, the atmosphere of 4CCC, burnout and work load, changes at 4CCC, and interactions with one’s supervisor. After sending out a survey to staff concerning morale, we analyzed the results and sent findings back to the mental health agency in hopes of improving the overall staff morale.

Community Capitals: Human, Social

Using a Simulated Patient to Evaluate the Effectiveness of an Intra-Professional Civic Engagement Learning Experience

REBECCA LOVEJOY
School of Social Work

MICHELLE BULINGTON
School of Social Work

DR. STUART SCHRADER
School of Dentistry

DAVID ZAHL
School of Dentistry

Objective structured clinical examinations (OSCE) assess the learning that occurs during an intra-professional learning experience with the geriatric population. Before and after visiting local senior centers and viewing course materials, students complete a survey related to their knowledge and beliefs about oral health and memory loss. Dental students then complete an OSCE to assess their ability to evaluate for dementia. Data collected and assignments completed are compared to determine the importance of expanding intra-professional team learning.

Community Capitals: Human
Large campuses attempting to institutionalize service learning frequently encounter challenges when trying to monitor and evaluate the practices and outcomes of community-campus partnerships. This poster highlights ongoing work by the IUPUI Center for Service and Learning to study campus-wide curricular-based community-university partnerships grounded in the study of social networks. To illustrate, presenters will share preliminary findings and lessons learned from efforts to adapt standing institutional data to describe inter-departmental community-campus partnership networks.

Community Capitals: Human, Social

Veggies & Vaccines

TANYA TRIGGOL
School of Nursing

The IU Health Community Outreach and Engagement (COE) department launched its first annual Veggies & Vaccines program in conjunction with Garden on the Go, an affordable and mobile produce market for communities in Marion County. The goal of Veggies & Vaccines was to provide free flu shots to community members at each Garden on the Go stop for two weeks in October and November. As a result of the efforts made, a total of 676 people were vaccinated from the flu, free of charge.

Community Capitals: Human

What Undergraduate Students Can Learn from Healthy Older Adults

CHEN NI
School of Physical Education and Tourism Management

Research suggests that intergenerational service learning projects are becoming increasingly common and such projects are likely to enhance the quality of both academic and civic outcomes for students. This study investigated the learning outcomes of undergraduate students who
What Undergraduate Students Can Learn from Healthy Older Adults (Continued)

facilitated a sporting event for older adults. Students participated in structured service learning opportunities at the Indiana Senior Games, a multi-sport event for those aged 50 and older. Three investigators independently used content analysis methodology to analyze 142 student reflection papers. It was found that the students developed relationships with older adults, were less likely to negatively stereotype older adults, and realized the importance of maintaining an active lifestyle when they grow old.

Community Capitals: Human

Why Is This Here?

ELIZABETH L. QUAY  EMILY M. IZZO
School of Liberal Arts  School of Engineering and Technology

LAURA E. WEISS
School of Liberal Arts

Why Is This Here? tested a collections assessment process using objects from The Childrens Museum of Indianapolis to determine how the objects are of interest, importance and value to the family learning mission for the museum. Museum curators, faculty and students sought to test the rating system by comparing an independent analysis of objects with visitor feedback and observations.

Community Capitals: Cultural, Social

You’re Evicted! Now What? An Interdisciplinary Assessment of Renters’ Rights

KATIE GIESLER   AMY SHACKELFORD
School of Law   School of Social Work

Housing is a basic human right. Eviction proceedings occur daily, forcing tenants to vacate their residences mere days after the hearing. The IU Schools of Law and Social Work are combining forces to develop a free renter's tip line and data collection tools to record the issues renters are facing. Students are also working to identify potential community partners to help educate the public on their housing rights and available resources.

Community Capitals: Cultural, Political
Center for Translating Research Into Practice

STEPHAN VIEHWEG
Interim Director

The Center for Translating Research Into Practice (TRIP) identifies, celebrates, and promotes translational research at IUPUI through activities and events including a Showcase where scholars display their work for the community to explore and an annual Keynote Address. Faculty members’ translational research is highlighted with a “hero” card describing their work. The Center for TRIP develops programs and activities to support and encourage inquiry that is inter or cross disciplinary, and solves everyday problems in our communities. (www.trip.iupui.edu)

Indiana Campus Compact

J.R. JAMISON
Associate Director

For 20 years, Indiana Campus Compact (ICC) has helped member institutions mobilize students state-wide to communities in need. ICC advances the public purpose of colleges and universities by deepening their ability to improve community life and educate students for civic and social responsibility. This work is accomplished at many levels by engaging faculty, staff, students, university administrators, and community partners in this work. In 2012, ICC supported nearly 50,000 individuals through grant programs, professional development opportunities, resources, and networking.

Public Policy Institute

SUSAN BURROW
Senior Policy Analyst

The IU Public Policy Institute delivers unbiased research and data-driven, objective, expert analysis to help public, private, and nonprofit sectors make important decisions that directly impact quality of life in Indiana and throughout the nation.
Shelter Sealant Program from IU School of Dentistry

TADZIU KULA
2014 Class President - IUPUI School of Dentistry

The mission of Shelter Sealant Program is to advance the oral health and general overall health of the people of the State of Indiana and others worldwide through excellence in teaching and learning, research and creative activities, patient care, civic engagement, and service.

Solution Center: Facilitating Community Engagement at IUPUI

TERESA BENNETT
Executive Director

The Solution Center, IUPUI’s Office of Outreach & Community Engagement, is actively engaged in building community partnerships through research, internships, and business assistance. As a first-point-of-contact for IUPUI, Solution Center staff assist Indiana business, government, and nonprofit organizations in accessing the appropriate IUPUI resources, such as student internships, class projects, or faculty research, to meet their challenges and reach their goals.

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