Intergenerational Forum:

Training Aspiring Health Care Professionals through Community-based Participatory Research Experiences

Submitted to the UNC Charlotte
Scholarship of Teaching and Learning Grants Program

Othelia E. Lee, Ph.D., MSW, Associate Professor
University of North Carolina at Charlotte
School of Social Work
Phone: 704-687-7895
Email: othelia.lee@uncc.edu

Do-Hong Kim, Ph.D., Associate Professor
University of North Carolina at Charlotte
Department of Educational Leadership
Phone: 704-687-8874
Email: dkim15@uncc.edu

Intergenerational Forum:
Training Aspiring Health Care Professionals through Community-based Participatory
Research Experiences

Abstract

The overall purpose of the proposed project is to engage aspiring healthcare professionals in conducting community-based participatory research that is in part generated by and therefore of interest to community organizations. Through this participatory student research project, undergraduate students enrolled in SOWK 2183 Human Behaviors and Social Environment will learn how to plan, implement, and evaluate a program called *Intergenerational Forum* that will examine the importance of social capital in facilitating older adults' learning and adoption of health information technology (HIT). Specifically, in the first phase of this project, students and faculty will collaborate to examine (1) whether older adults' health conditions and social capital differentiate HIT users from non-users, and (2) whether the HIT users differ in their types of Internet use on the basis of their health conditions and social capitals. In the second phase of this project, students will conduct training sessions on how to use computers and the Internet for older adults at a senior center.

The primary methods for achieving the goals and objectives of the *Intergenerational Forum* are to offer educational opportunities including panel discussions with older adults in the classroom, research interviews at senior centers, and intergenerational exchanges via student-led tutorials of health information technology use. Additionally, our active outreach and partnership with community agencies is in alignment with the university's goal of external collaboration to support diversity both on campus and in the community. Collaboration with the Charlotte-Mecklenburg Senior Centers has been confirmed pending proposal approval.

Key Words: Active Learning, Diversity, Community Engagement, Millennial Learners

Budget Request for SOTL Grant
Year ___2015___

Joint Proposal?   _x_ Yes   ___ No

Title of Project   **Intergenerational Forum: Training Aspiring Health Care Professionals through Community-based Participatory Research Experiences**

Duration of Project   January to May, 2015

Primary Investigator(s)   Othelia E. Lee and Do-Hong Kim

Email Address(es)   Othelia.lee@uncc.edu

UNC Charlotte SOTL Grants Previously Received (please names of project, PIs, and dates)   Engaging Social Work Students to Talk about Sensitive Issues, Othelia E. Lee, 2010-2011
Creating Virtual Cooperative Learning Experiences for Aspiring School Leaders and Practitioners with Web 2.0, David M. Dunaway and Do-Hong Kim, 2008-2009

Allocate operating budget to Department of   Social Work

Account #	Award	Year One January to June
Faculty Stipend	Transferred directly from Academic Affairs to Grantee on May 15	$
911250	Graduate Student Salaries	4,500
911300	Special Pay (Faculty on UNCC payroll other than Grantee)	
915000	Student Temporary Wages	1,440
915900	Non-student Temporary Wages consultant	~~1,000~~
920000	Honorarium (Individual(s) not with UNCC)	
921150	Participant Stipends subject incentives	1,200
925000	Travel - Domestic	1,000
926000	Travel - Foreign	
928000	Communication and/or Printing	
930000	Supplies	
942000	Computing Equipment	~~2,800~~
944000	Educational Equipment	
951000	Other Current Services	
	GRAND TOTAL	$ ~~11,940~~

$8140.00

2

Account #	Award	Year Two July to June
Faculty Stipend	Transferred directly from Academic Affairs to Grantee on May 15	$ -
911250	Graduate Student Salaries	
911300	Special Pay (Faculty on UNCC payroll other than Grantee)	
915000	Student Temporary Wages	
915900	Non-student Temporary Wages	
920000	Honorarium (Individual(s) not with UNCC)	
921150	Participant Stipends	
925000	Travel - Domestic	
926000	Travel - Foreign	
928000	Communication and/or Printing	
930000	Supplies	
942000	Computing Equipment	
944000	Educational Equipment	
951000	Other Current Services	
	GRAND TOTAL	$ -

Attachments:

1.   Attach/provide a narrative that explains how the funds requested will be used.

2.   Has funding for the project been requested from other sources? ___ Yes _x___ No. If yes, list sources.

The proposed study will be conducted over the course of the 5 months spanning January, 2015 to May, 2015. Most of the funds will be used to hire instructors and deliver services (i.e., computer/internet classes).

Graduate Student Salaries
       Two **Graduate Research Assistants** (to be named), will be hired to work 10 hours /week. The GRAs duties will include recruiting potential research participants, conducting interviews, and verifying completion of the surveys and consent.
   • RA1: $15 * 10hrs * 15
   • RA 2: $15 * 10hrs * 15

Student Temporary Wages
       Two computer instructors, who are sensitive to issues for older adults, will be hired from UNCC students. These instructors will lead six-session computer/internet training classes. In order to recruit 30 research participants in the experimental group, these classes will be offered in five different time periods.
   • 6 sessions * 6 times * $20/hour * 2 persons

Non-Student Temporary Wages
~~**Professional Editing.** A professional editor will be hired to proofread a proposal for external funding. Since English is the second language of the PIs, such editorial assistance is very essential to complete a proposal for external funding in a timely manner. The rate of the editor is $25 per hour. The total budget of the editorial service is $25* 40 hours= $1,000.~~

Participant Stipend
   Participant Incentives: This study will include a token incentive of $10 gift cards (e.g., Walmart or Food Lion) given to seniors who complete the baseline interviews. This is a standard amount of compensation in the field to thank participants for their time in completing the interviews. Thirty seniors who participate in the computer/internet classes will receive $20 gift card at the completion of the six-session training.
   - $10 * 60 people who completed the baseline interviews
   - $20 *30 people who completed the interventions and follow-up interviews

Travel --Domestic
   We are requesting $1,000 for Dr. Kim to support her conference travel.

~~**Computing Equipment**~~
   ~~Computing equipment funds of $1,000 will be used to purchase computer equipment and statistical software licenses needed for data analysis for Dr. Lee.~~
   ~~The supply costs of purchasing an iPad and a laptop are requested for the purpose of training at senior centers. The Shamrock Senior Center only has 6 computers in the classroom. This additional equipment will be a useful tool in teaching seniors.~~
   - ~~$1,000 computer equipment for data analysis~~
   - ~~$1,000 for laptop for training purpose~~
   - ~~$ 800 for ipad for training purpose~~

October 27, 2014

Dear SoTL Selection Committee,

I am pleased to provide my full endorsement of the UNC Charlotte School of Social Work's proposal entitled: Intergenerational Forum: Creating Community-based Participatory Research Experiences for Aspiring Health Care Professionals. This project is designed to both engage our students in meaningful community based participatory research (CBPR) and, to train them in the use of this essential research approach.

The social milieu and types and strengths of relationships are known to have a tremendous impact -- both negative and positive -- on the health and quality of life of older adults. Through this work, our pre-professional students have an opportunity to understand and explore these factors first hand, and to learn and test new research skills. Importantly, the work will also yield opportunities for participating students to reflect, discuss and interact with each other, with older adults, and with service providers supporting aging services.

This work is in direct alignment with priorities related to community engagement and understanding difference for the College of Health and Human Services. Our relationship with Charlotte-Mecklenburg Senior Services will be strengthened through this partnership, as will our visibility as leaders in gerontological research and outreach in the region. Student participants interested in gerontology will emerge from the experience as stronger practioners.

I strongly encourage your consideration this proposal that so nicely integrates teaching, research and community engagement in a high-need population.

Sincerely,

Nancy Fey-Yensan, PhD, RD
Dean, College of Health and Human Services

cc: Dr. Vivian Lord
        Dr. Othelia Lee

UNC CHARLOTTE

College of Health and Human Services

9201 University City Boulevard
Charlotte, NC 28223-0001

Department of Social Work
Phone (704) 687-7938
Fax (704) 687-1658

To: SoTL Selection Committee

From: Vivian B. Lord, Interim Director
School of Social Work

Subject: Scholarship on Teaching and Learning Grant Proposal

Date: October 28, 2014

I am pleased to support the grant proposal, *Intergenerational Forum: Training Aspiring Healthcare Professionals Through Community-based Participatory Research Experiences.* This project will engage aspiring healthcare professionals (UNC Charlotte undergraduates) to conduct community-based participatory research. Dr. Othelia Lee from the School of Social Work and Dr. Do-Hong Kim from the Department of Education Leadership in collaboration with the Shamrock Senior Center will be working with 60 students enrolled in SOWK 2183 Human Behaviors and Social Environment.

This excellent collaborative effort will offer UNC Charlotte students the educational opportunities that include panel discussions, research interviews, and student-led tutorials of health information technology use with older adults. These enriching experiences will provide our students as well as the older adults life-changing skills.

Dr. Lee has a strong teaching and research record. She has my full confidence in her ability to manage the project and ensure that our students actively engage in every step of the educational project.

I hope that you will give full consideration to this proposal that will benefit an important vulnerable population, the community, and future practitioners in the field of Social Work. If you have any questions, please feel free to contact me (vblord@uncc.edu, 704-687-0752).

Sincerely,

Vivian B. Lord, Ph.D.
Interim Chair, Department of Social Work

October 28, 2014

Scholarship of Teaching and Learning (SOTL) Grants Committee

Dear Colleagues,

It is with great pleasure that I support Drs. Othelia Lee's and Do-Hong Kim's collaborative proposal, '*Intergenerational Forum: Training Aspiring Health Care Professionals through Community-based Participatory Research Experiences*' for the SOTL Grants. The proposed project will engage students, faculty, university, community agencies, as well as many senior citizens in a multi-faceted program to increase awareness of issues faced by growing numbers of seniors. At the same time, this project will allow students to put their experiential learning into practice, preparing them to excel in their future studies and research.

This project taps into Dr. Kim's primary area of research and expertise in research methods and program evaluation. Dr. Kim will provide support and guidance for students on conducting a participatory research, interpreting the results and implementing research findings in practice. Dr. Kim will also conduct both formative and summative evaluations to determine the impact of the proposed study on student learning. Dr. Kim's expertise in research methods and evaluation is critical to the success of this project.

In addition, the grant aligns nicely with the Conceptual Framework of the College of Education: *Professional Educators Transforming Lives* and its mission statement and set of goals. Specifically, I note that we aspire to support research that benefits communities; strengthens community partnerships; supports the success of faculty; and, provides an appreciation of and experience with human diversity. The proposal outlined by Dr. Lee and Dr. Kim clearly demonstrates the enactment of these principles and I fully support their efforts.

Respectfully yours,

James J. Bird, Ph.D.
Interim Chair, Educational Leadership
College of Education 216C
7-1821   jjbird@uncc.edu

MECKLENBURG COUNTY
Park and Recreation Department

October 23rd, 2014

Selection Committee
Scholarship on Teaching and Learning

I am writing to affirm that Shamrock Senior Center endorses the proposed Intergenerational Forum, a community-based participatory research which is designed to promote health information technology use and social capital among older adults.

Through the pilot project with the same name, "Intergenerational Forum," supported by UNCC's Chancellor's Diversity Fund, we had a great pleasure to collaborate with Dr. Othelia Lee and provided several intergenerational activities in the past years. Dr. Lee and her students led a class at our center where they taught our seniors various informational technology. This session received rave reviews among our seniors, and they requested for continuing this educational services.

Older adults are the most frequent and heaviest users of health services in the U.S. Although the Internet use by seniors and the variety of activities they engage in online is increasing, they still lag far behind in their adoption of use of the Internet and health information technology.

We request that Drs. Lee and Kim conduct their research about the health information technology and social capital at the Shamrock Centers. We will assist with recruitment and support for the research that Drs. Lee and Kim will conduct. I trust that this proposed research will contribute to decreasing digital divide among older adults. .

Sincerely,

Myra S. Green - Director
Shamrock Senior Center
3925 Willard Farrow Dr.
Charlotte, NC 28215

PEOPLE • PRIDE • PROGRESS • PARTNERSHIPS
5841 Brookshire Boulevard • Charlotte, North Carolina 28216-2403 • (704) 336-3854 • Fax (704) 336-5472
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Specific Aims

The overall purpose of the proposed research project is to engage aspiring healthcare professionals in conducting community-based participatory research (CBPR) that is, in part, generated by and therefore of interest to community organizations. This project teaches students to plan, implement, and evaluate a program called ***Intergenerational Forum*** examining the importance of social capital in facilitating older adults' learning and adoption of health information technology (HIT). In project phase one, students and faculty will collaborate to examine (1) whether older adults' health conditions and social capital differentiate HIT users from non-users, and (2) whether the HIT users differ in their types of Internet use on the basis of their health conditions and social capitals. Through this project, students will become knowledgeable about gerontological social work practice concepts. In project phase two, intervention, students will conduct "how-to" technology tutorial sessions for older adults at a senior center. Through this intervention, students will gain knowledge of aging and cultural competence in working with older adults.

Objectives
- To create an innovative educational learning environment focused on producing competent practitioners in gerontological social work.
- To encourage active learning by letting students conduct CBPR tied to the Charlotte community, thus promoting age-diversity.
- To use formative and summative assessments to examine whether millennium learners improve their levels of cultural competence as a result of conducting the proposed CBPR.
- To enhance students' professional development by improving their cultural competency.

Research Questions
1. Will the *Intergenerational Forum*, using the CBPR approach, positively impact millennial learners' knowledge and attitudes toward working with older adults?
2. Will the *Intergenerational Forum*, using the CBPR approach, positively impact millennial learners' cultural competence?
3. Will the *Intergenerational Forum*, using the CBPR approach, positively impact students' engagement in learning?

Rationale and Impact
Older adults are the most frequent and heaviest users of health services in the U.S. As the Institute of Medicine's report *Retooling for an Aging in America* (2008) noted, there are too few healthcare professionals trained in gerontology and geriatrics to meet the needs of the aging U.S. population. Researchers identified the prevalence of ageism as a primary barrier, and consequently, educating the associated workforce is essential (Lee & Waites, 2006).

For aspiring healthcare professionals, it is critical to acquire skills to work with older adults and their families. For young millennial learners – a generation born between 1981 and 1999 – who lack extensive life experiences, it is often a challenging to understand what it takes for an individual to survive adverse life events and health disparities. Since millennial learners demand relevance, theoretical materials alone are unlikely to convey knowledge effectively.

In 2012-2013, the Chancellor's Diversity Challenge Fund helped us implement a successful gerontological social work series exploring the impact of aging on individuals,

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families, communities, and society. Our preliminary findings indicated that one of the hardest challenges older adults face today is lack of accessibility to information technology and consequent social isolation. Through this SOTL project, we will extend this line of research by providing innovative interventions, ***Intergenerational Forum***, that use a CBPR approach to promote intergenerational exchange between millennium learners and older adults.

   Intergenerational Forum will provide opportunities for personal reflection, class discussion, and coordinated action amongst UNC Charlotte students, older adults, and service providers. The proposed project will inform culturally and educationally responsive instructional models that will be sustainable and reproducible. Additionally, our active outreach and partnership with community agencies aligns with the university's goal of external collaboration to support diversity both on campus and in the community.

Literature Reviews

Community Engagement and Millennium Learners

   Millennials are the largest, most educated, and most diverse generation (Lancaster & Stillman, 2002). Millennials have unique learning preferences and bring a different level of fluency and expectations around community and training. They reject passive, lecture-style learning, and expect and demand interactive, engaging learning activities (Messineo, Gaither, Bolt, & Ritchey, 2007), but with clearly defined processes, goals, and benefits. The defined parameters of these activities are continually reinforced by striving for incessant feedback (Elam, Stratton, & Gibson, 2007).

   One component lacking in multicultural higher education today is the use of community engagement to collaboratively address and solve civic challenges (Smith et al, 2005). Nationwide, community engagement is utilized to expand learning experiences and rejuvenate higher education's civic mission. Faculty and staff strengthen scholarship through collaborative community-based research: students discover the value of pragmatic and service learning, and academic and civic leaders develop mutually beneficial partnerships that unite the community and the university (Brukardt, Holland, Percy, & Zimpher, 2004).

   The most popular types of university–community partnerships are curricular engagement and outreach. Curricular engagement occurs when faculty, students, and community engage in intentional, respectful, and mutually advantageous collaborations (Lee & Priester, 2014; 2015). Their interactions enhance community well-being by addressing the community's self-determined needs, augmenting students' learning opportunities, and enhancing the scholarship of the entire community. Through community outreach, higher education institutions can create diverse bases of individuals able to leverage their cumulative resources, thus enhancing the universities' avenues of community engagement. Since millennials prefer to learn in communities, in order to demonstrate the value of the aging process and community building, opportunities for active learning are essential.

Older Adults and Health Informational Technology (HIT)

   According to the U.S. Census Bureau (2010), people aged 65 and over represent 13.6% of the population (39.6 million). By 2030, there will be about 88.5 million older adults, more than twice their number in 2000. The U.S. Census Bureau projects that the population aged 85 and over could grow from approximately 5.5 million today to 19 million by 2050. With this population shift, healthcare providers face growing demands for formulating policy and

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providing services to enhance the physical, mental, and social well-being of older adults and their family members.

A shortage of "age-savvy" social workers and healthcare professionals that can respond to the unique demands of aging individuals and their family members is a major concern for gerontology educators (Lee & McCroy, 2008). Educators have identified many challenges to increasing students' interest in working with older adults. Such challenges include students' reluctance to work with older adults due to lack of knowledge and preparation (Lee & Waites, 2006).

While the majority of studies address how to enrich specific courses by developing teaching materials and curriculum modules, attempts have been limited in designing a teaching approach that infuses aging content into the social work foundation curriculum (Lee et al, 2006; Waites & Lee, 2006). This requires providing an innovative educational learning environment focused on producing competent practitioners in gerontological social work.

The increase in the number of older adults coincides with an increase in ubiquitous technologies like the internet. Previous studies have identified a digital divide in older adults' use of HIT caused primarily by lower socioeconomic status and poor health status.

HIT can provide a diverse array of online resources for low-income elderly to manage their health and mental health problems alongside maintaining social connections. Therefore, further community-based services and research is needed to examine the relationships between older adults' health needs and social capital (i.e. social integration/ties and support networks).

Methods

Participants

Approximately sixty undergraduate students enrolled in SOWK2183 Human Behaviors in Social Environment II (HBSE II) will take part in a participatory research project. HBSE II focuses on models, theories, and knowledge for practice related to families and other small group systems, organizations, communities, and society. This course will inform students of the roles social workers play in working with mezzo and macro systems, and ways in which those systems enhance or impede the way these individuals' and families' needs are met.

Interventions for Students

Methods for achieving objectives of the ***Intergenerational Forum*** involve, primarily, offering educational opportunities with older adults in the classroom, research interviews at senior centers, and intergenerational exchanges via student-led tutorials of HIT use. These guided learning opportunities are designed to address and explore individual assumptions about aging and its intersection with multiple diversity issues. Each learning activity is designed to improve students' understanding of aging and health issues in their communities, while also providing them with an outlet to reflect on their biases about the elderly, and enhancing their perspectives on healthcare services and needs of family caregivers.

A panel of selected older adults will visit SOWK2183 HSBE to share their life histories, the purpose of which is to create an intergenerational forum where students can listen and ask questions. This curriculum innovation will have students visiting senior centers to conduct individual interviews (see ***Appendix A***). This guided learning experience exposes students to the realities of aging, social capitals, and HIT use, including the challenges of navigating the complex world of healthcare services.

Findings will be presented to students in class to generate areas for potential interventions. Based on their findings, students will design their best practice interventions in which they can provide technology tutorials for older adults.

Endorsement has been obtained from the School of Social Work and the College of Health and Human Services. Collaboration with Shamrock Senior Centers has been confirmed pending proposal approval. This site was chosen because it serves multicultural and low-income older adults.

Procedures

This project incorporates two phases. The first phase of study explores factors associated with internet use patterns, reasons for discontinued use, eHealth literacy, attitudes toward computer/Internet use, and social capital among low-income older adults. Sixty students will conduct face-to-face research interviews with 60 older adults with diverse cultural backgrounds at the Shamrock Senior Center. All research participants will be cognitively intact English speakers, as identified by the service providers. Those identified by service providers as having noticeable hearing and/or cognitive impairment will not be interviewed.

Approximately hour-long interviews will be conducted in private rooms at Shamrock Senior Center by the P.I. and social work students. Social work students will receive training on conducting research interviews prior to the site visit. Students are also required to complete the Collaborative Institutional Training Initiative's human subject training.

The eHealth Literacy Scale (eHEALS) (Norman & Skinner, 2006) and the efficacy and interest subscales of the Attitudes Toward Computer/Internet Questionnaire (Loyd & Gressard, 1984) will be used to measure the respective constructs (See *Appendix A*). Online and offline social capital (bonding vs. bridging) will be assessed among HIT users and non-users (Williams, 2006).

In the second phase of this project, sixty students will play an active role in providing technology tutorials for 30 older adults recruited from the Shamrock Senior Center. Thirty older adults are asked to join an experimental group, complete 6 computer/internet training sessions, and to be assessed by pre and post surveys. Also, the experimental group will be compared to a comparable control group of older adults who did not receive our training. UNC Charlotte students, hired as instructors for this project, will be involved in curriculum development and provide older adults with the technology training about using the Internet and social media (e.g., WebMD, Facebook, and Twitter).

This study is limited in generalizability due to a small sample size, convenient sampling, and potential social desirability bias. The findings of this pilot study will provide a preliminary base of knowledge about HIT needs and acceptable community-based interventions among older adults.

Evaluation

Both formative and summative evaluations will be implemented to determine the activities' impact on students' cultural competencies and their attitude towards, and interest in, working with older adults, as well as their engagement in learning.

Multiple methods will be used to document key variables discovered by the implementation of the proposed project and to assess the effects of the project on our students. Survey instruments (see *Appendix B.*) will be administered to assist in the identification of

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factors that may explain the effectiveness or ineffectiveness of the implemented activities. The completed battery of instruments will be converted to an online format utilizing Qualtrics survey tool. The surveys will be administered in January 2015 and again in May 2015 to capture pre and post learning outcomes in the following three domains.

First, to address the first research question, the Palmore Facts on Aging Quiz (FAQ) (1998) will be used to measures students' knowledge and attitude toward working with older adults. The FAQ is a 25-item multiple choice measure assessing general knowledge of the physical, psychological, social, and economic factors of aging, and overall attitudes toward older adults. The FAQ yields a "percent correct" score indicating knowledge and a "bias" score indicating degree of positive or negative bias toward aging.

Second, the Diversity & Oppression Scale (DOS) developed by Windsor, Shorkey, and Battle (2010) will be used to address the second research question (*Appendix B.*). The DOS is a 25-item self-report measuring students' understanding of diversity and oppression, based on the requirements of the Council of Social Work Education. Cultural competence is defined as the students' ability to: 1) understand oppression and its impact within their lives and the lives of others; 2) advocate for social justice; and 3) effectively serve the needs of culturally diverse client populations.

Lastly, to address the third research question, two subscales from the National Survey of Student Engagements (NSSE, 2012) will be used to measure the level of active and collaborative learning and enriching educational experiences. These two subscales' results will be compared with the public national NSSE data along with UNC Charlotte data. Further analysis will be conducted to compare the results of this research with NSSE's data in other healthcare professions.

Descriptive statistics (frequencies, proportion distributions, mean, standard deviation, etc.) and correlation analysis (Person correlation coefficients, a chi-square test, etc.) will be used to examine data patterns and relations between sets of key variables. Repeated measures analysis of variance will be conducted to compare survey pre- and post- results.

Two types of qualitative evidence will be collected and analyzed. During this assignment, students are required to complete a learning log. A series of these logs will be used to triangulate survey data. The instructor and teaching assistants will record field notes on their observations of the students' learning processes. Content analysis will occur to find out meaningful phenomena regarding students' knowledge and attitudes towards working with older adults and families, as well as students' learning engagement.

Knowledge Dissemination

The researchers will disseminate findings at professional conferences (eg., Council on Social Work Education) and journals (eg., *Journal of Social Work Education*) regarding the effectiveness of this project's strategies for educating students about HIT and social capital and the value of university-community collaborations in supporting diversity both on and off campus.

Human Subjects

This research protocol is approved by the Institutional Review Board for Research with Human Subjects (Protocol#13-09-18).

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Extramural Funding

This pilot study will be used to apply for funding from NIH (R15 Academic Research Enhancement Awards) and private foundations to design, implement, and test culturally competent, acceptable, and low-cost HIT interventions that healthcare providers can easily implement.

Timeline

	January	February	March	April	May
Steps/Activities					
Gets ready	X				
Conducts student survey(pretest) survey	X				
Phase I. CBPR interviews with senior		X			
Phase II. computer classes for seniors			X	X	
Conducts follow-up interviews				X	
Conducts student Posttest and collects learning logs				X	
Reports findings and develops external funding proposal					X

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Appendix A. Research Interviews

Client case ID_____   Date of Assessment_____
In the following, I am going to ask some questions about your Internet use. As the Internet becomes an important part of our lives, we may also need to plan our future services using technology.

Have you ever used the Internet?
_____**No, never used it**   ⟹ **to PAGE 3 (Do not ask questions on pages 1 & 2).**

_____**I have used the Internet before but not currently**.

        Why did you stop using it?
                ____No Internet connection and/or computer at home because of cost
                ____It is not helpful.
                ____I do not need it.
                ____Cannot use computer because of disability or pain.
                ____Other reasons _____

_____**Yes, I am a current user (Answer the following questions on this page)**.
        Do you have Internet connection at home?
                _____Yes   _____No
        (If no Internet connection at home) Where do you use the Internet?
                _____at the senior centers ____family/friend's house   _____Other

        Do you have an email address?   _____Yes   _____No
        May we contact you via email when necessary?
                Yes____(record email address_____)
                No_____
        How often do you use the Internet?
        ____At least once a day   _____Every few days   _____once a week
        ____A few times a month _____Once a month or less often than that

        What do you use the Internet for? (Please check all that apply.)
        _____Research health-related information
        _____Research information about other topics or issues of interest to you.
        _____Send/receive email
        _____Buy products online
        _____Do banking online / pay bills
        _____Read papers, magazines, and books online
        _____Play games online
        _____Watch videos (including YouTube)
        _____Use social networking or dating sites (such as Face book, Match.com)
        _____Other (Specify)_____

        Do you find it easy to locate what website you are looking for and to find the information you need within that site?

1	2	3	4	5
Always easy	Sometimes easy	Not so easy	Difficult	Very difficult

        Do you have any of the following problems that make it harder for you to use the Internet? (Check all that apply)
        ____Pain in limbs   _____Unsteady hands   ____Difficulty concentrating for long periods of time
        ____Difficulty sitting for long periods of time   ____Eyes that tire easily
        ____Other problems (Specify)_____

FOR BOTH PREVIOUS AND CURRENT INTERNET USERS

eHealth Literacy Scale
I would like to ask you for your opinion and about your experience using the Internet for health
Information. For each statement, tell me which response best reflects you right now.

1. How **useful** do you feel the Internet is in helping you in making decisions about your health?

1	2	3	4	5
Not useful at all	Not useful	Unsure	Useful	Very useful

2. How **important** is it for your to be able to access health resources on the Internet?

1	2	3	4	5
Not important at all	Not important	Unsure	Important	Very important

3. I know **what** health resources are available on the Internet.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

4. I know **where** to find helpful health resources on the Internet.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

5. I know **how** to find helpful health resources on the Internet.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

6. I know **how to use** the Internet to answer my questions about health.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

7. I know how to use **the health information** I find on the Internet to help me.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

8. I have the skills I need to **evaluate** the health resources I find on the Internet.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

9. I can tell **high quality** health resources from **low-quality** health resources on the Internet.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

10. I feel **confident** in using information from the Internet to make health decisions.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

11. I would be **comfortable** joining an online health discussion group and exchange emails with other participants.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

FOR ONLY THOSE WHO HAVE NEVER USED THE INTERNET:
Attitudes Toward Computer/Internet Questionnaire
I would like to ask you for your attitudes toward using computers and the Internet. For each statement, tell me which response best reflects you right now

1. I know that if I worked hard to learn about computers/Internet, I could do well.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

2. Computers/Internet are not too complicated for me to understand.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

3. I think I am the kind of person who would learn to use a computer/Internet well.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

4. I think I am capable of learning to use a computer/Internet.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

5. Given a little time and training, I know I could learn to use a computer/Internet.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

6. Learning about computers/Internet is a worthwhile and necessary subject.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

7. If someone can teach me how to use the Internet to look for health information, I am willing to try.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

8. I would be comfortable joining an online health discussion group and exchange emails with other participants.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

9. Reading or hearing about computers/Internet would be (is) boring.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

10. I don't care to know more about computers.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

11. Computers/Internet would be (are) fun to use.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

12. Learning about computers is a waste of time.

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

FOR BOTH PREVIOUS AND CURRENT INTERNET USERS

   ONLINE Social Capitals: I would like to ask you for your social connections via ONLINE. For each statement, tell me which response best reflects you right now

		Strongly disagree	Disagree	Agree	Strongly agree
A1	There are several people online I trust to help solve my problems.				
A2	There is someone online I can turn to for advice about making very important decisions.				
A3	There is no one online that I feel comfortable talking to about intimate personal problems. (reversed)				
A4	When I feel lonely, there are several people online I can talk to.				
A5	If I needed an emergency loan of $500, I know someone online I can turn to.				
A6	The people I interact with online would put their reputation on the line for me.				
A7	The people I interact with online would be good job references for me.				
A8	The people I interact with online would share their last dollar with me.				
A9	I do not know people online well enough to get them to do anything important. (reversed)				
A10	The people I interact with online would help me fight an injustice.				
A11	Interacting with people online makes me interested in things that happen outside of my town.				
A12	Interacting with people online makes me want to try new things.				
A13	Interacting with people online makes me interested in what people unlike me are thinking.				
A14	Talking with people online makes me curious about other places in the world.				
A15	Interacting with people online makes me feel like part of a larger community.				
A16	Interacting with people online makes me feel connected to the bigger picture.				
A17	Interacting with people online reminds me that everyone in the world is connected.				
A18	I am willing to spend time to support general online community activities.				
A19	Interacting with people online gives me new people to talk to.				
A20	Online, I come in contact with new people all the time.				

FOR EVERYBODY

OFFLINE Social Capitals: I would like to ask you for your social connections via OFFLINE. For each statement, tell me which response best reflects you right now

		Strongly disagree	Disagree	Agree	Strongly agree
B1	There are several people offline I trust to help solve my problems.				
B2	There is someone offline I can turn to for advice about making very important decisions.				
B3	There is no one offline that I feel comfortable talking to about intimate personal problems. (reversed)				
B4	When I feel lonely, there are several people offline I can talk to.				
B5	If I needed an emergency loan of $500, I know someone online I can turn to.				
B6	The people I interact with offline would put their reputation on the line for me.				
B7	The people I interact with offline would be good job references for me.				
B8	The people I interact with offline would share their last dollar with me.				
B9	I do not know people offline well enough to get them to do anything important. (reversed)				
B10	The people I interact with offline would help me fight an injustice.				
B11	Interacting with people offline makes me interested in things that happen outside of my town.				
B12	Interacting with people offline makes me want to try new things.				
B13	Interacting with people offline makes me interested in what people unlike me are thinking.				
B14	Talking with people offline makes me curious about other places in the world.				
B15	Interacting with people offline makes me feel like part of a larger community.				
B16	Interacting with people offline makes me feel connected to the bigger picture.				
B17	Interacting with people offline reminds me that everyone in the world is connected.				
B18	I am willing to spend time to support general offline community activities.				
B19	Interacting with people offline gives me new people to talk to.				
B20	Offline, I come in contact with new people all the time.				

Appendix B. Student Survey

Palmore's Facts on Aging Quiz
(Response keys: Strongly Disagree, Disagree, Agree, Strongly Agree)

1. A person's height tends to decline with old age _____
2. More older person (over 65) have chronic illnesses that limit their activity than younger persons _____
3. Older persons have more acute (short-term) illness that persons under 65 _____
4. Older persons have more injuries in the home than persons under 65 _____
5. Older workers have less absenteeism than younger workers _____
6. The life expectancy of blacks at age 65 is about the same as whites _____
7. The life expectancy of men at 65 is about the same as women _____
8. Medicare pays over half of the medical expenses for the aged _____
9. Social Security benefits automatically increase with inflation _____
10. Supplemental Security income guarantees a minimum income for the needy aged _____
11. The aged do not get their proportionate share of the nation's income _____
12. The aged have higher rates of criminal victimization that person under 65 _____
13. The aged are more fearful of crime that are persons under 65 _____
14. The aged are the most law abiding of all adult groups according to official statistics_____
15. There are 2 more widows for each widower among the aged _____
16. More aged vote than any other population _____
17. There are proportionately more older persons in public office than in the total population _____
18. The proportion of blacks among the aged is growing _____
19. Participation in voluntary organizations (churches and clubs) tends to decline among the healthy aged _____
20. The majority of aged live alone _____
21. A smaller percentage of the elderly live below the poverty line than do those younger than 65 _____
22. The rate of poverty among aged blacks is about 3 times as high as among aged whites _____
23. Older persons who reduce their activity tend to be happier than those who remain active _____
24. When the last child leaves home, the majority of parents have serious problems adjusting to their "empty nest" _____
25. The proportion widowed is decreasing among the aged _____

Oppression & Diversity/ Social Justice Course Questionnaire

Date: _____

Because we will ask you to participate in pre and post test surveys we must create a code that we can use to match the first questionnaire to the second questionnaire. In order to maintain the questionnaire in anonymity we must create a code that only you will be able to recreate. Please answer the following questions in order to create your ID code for this questionnaire. If you do not know the answer to any of the code questions, please mark 0:

a) What is the second letter of your first name? _____
b) What is the first letter of the town you live(d) in before starting this social work program? _____
c) How many siblings did have when you started this social work program? _____
d) What are the last 2 digits of your social security number? _____ _____

Please write down your ID code by writing below each answer to the questions above:

_____ _____ _____ _____ _____

Demographic questions: In this first section, we want to ask some questions about yourself

1. What is your racial background:

☐Caucasian/White   ☐African American/Black   ☐Asian   ☐ American Indian/ Alaskan Native

☐ Two or more races: Specify: _____   ☐Other_____

2.   What is your ethnicity?

☐ Hispanic/ Latino   ☐ Non Hispanic/ Non Latino

4. What is your age? _____

5. Are you a: ☐ Male   ☐ Female   ☐ Transgender Male to Female   ☐ Transgender Female to Male

6. Are you:

☐ Single   ☐ Married   ☐ Separated   ☐ Divorced   ☐ Widowed

7. Have you ever had diversity/ oppression/ social justice training?

☐ Yes   ☐ No

8. What is your religion now?

☐ Christian   ☐ Catholic   ☐ Presbyterian   ☐ Jewish   ☐ None
☐ Baptist   ☐ Protestant ☐ Muslim   ☐ Buddhist ☐ Other: _____

9. How spiritual are you?

☐ Extremely spiritual   ☐ Very spiritual   ☐ Spiritual
☐ Not very spiritual   ☐ Not spiritual at all

In this section, please rank each goal based on your how much you agree with each statement

I believe…	Completely disagree	Disagree slightly	Neutral	Agree slightly	Completely agree
1. Counseling is more effective if the counselor and their clients have the same gender	1	2	3	4	5
2. I am able to develop programs and services that reflect an understanding of diversity between and within cultures	1	2	3	4	5
3. I feel confident about my knowledge and understanding of people with disabilities needs, traditions, values, family systems, and artistic expressions	1	2	3	4	5
4. Because we live in the US everyone should speak or at least try to learn English	1	2	3	4	5
5. It is my responsibility as a social worker to support and advocate for recruitment and retention efforts in social work programs and agencies that ensure diversity	1	2	3	4	5
6. I feel confident about my knowledge and understanding of African American and African history, traditions, values, family systems, and artistic expressions	1	2	3	4	5
7. In the U.S. some people are often verbally attacked because of their minority status	1	2	3	4	5
8. I feel confident about my knowledge and understanding of Middle Eastern history, traditions, values, family systems, and artistic expressions	1	2	3	4	5
9. Counseling is more effective if the counselor and their clients share the same sexual identity	1	2	3	4	5
10. I feel confident about my knowledge and understanding of women's history, traditions, values, family systems, and artistic expressions	1	2	3	4	5
11. Counseling is more effective if the counselor and their clients belong to the same racial group	1	2	3	4	5
12. Illegal immigrants should be deported to their home countries	1	2	3	4	5
13. All people have equal opportunities in the U.S.	1	2	3	4	5

I believe…	Completely disagree	Disagree slightly	Neutral	Agree slightly	Completely agree
14. I feel confident about my knowledge and understanding of gay/ lesbian/ bisexual/ transgender history, traditions, values, family systems, and artistic expressions	1	2	3	4	5
15. Membership in a minority group significantly increases risk factors for exposure to discrimination, economic deprivation, and oppression	1	2	3	4	5
16. I feel confident about my knowledge and understanding of Jewish history, traditions, values, family systems, and artistic expressions	1	2	3	4	5
17. I am aware about ways in which institutional oppression and the misuse of power constrain human and legal rights of individuals and groups within American society	1	2	3	4	5
18. Social workers should participate in educational and training programs that help advance cultural competence within the profession	1	2	3	4	5
19. I feel confident about my knowledge and understanding of Native American history, traditions, values, family systems, and artistic expressions	1	2	3	4	5
20. In the U.S. some people are often physically attacked because of their minority status	1	2	3	4	5
21. I have knowledge to critique and apply culturally competent and social justice approaches to influence assessment, planning, access of resources, intervention, and research	1	2	3	4	5
22. Being lesbian, bisexual, or gay is a choice	1	2	3	4	5
23. Social workers should understand culture and its functions in human behavior and society, recognizing the strengths that exist in all cultures	1	2	3	4	5
24. The American dream is real for anyone willing to work hard to achieve it	1	2	3	4	5
25. I feel confident about my knowledge and understanding of Asian and Asian American history, traditions, values, family systems, and artistic expressions	1	2	3	4	5

National Survey of Student Engagement

http://nsse.iub.edu/pdf/survey_instruments/2014/NSSE%202014%20-%20US%20English.pdf

Two subscales from the National Survey of Student Engagements (NSSE, 2012) will be used to measure the level of active and collaborative learning and enriching educational experiences.