civic scholar

Phi Theta Kappa | Journal of Undergraduate Research

TO THE SEVENTH GENERATION:
Inheritance and Legacy

About Phi Theta Kappa

Phi Theta Kappa is the premier honor society recognizing the academic achievement of students at associate degree-granting colleges and helping them grow as scholars and leaders. The Society is made up of more than 3.8 million members and nearly 1,300 chapters in 11 nations.

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A Letter from the Editor

Welcome to the 2022 edition of *Civic Scholar: Phi Theta Kappa Journal of Undergraduate Research.* First published in 2018, *Civic Scholar* emphasizes Phi Theta Kappa's mission to recognize academic achievement of college students and to help them grow as scholars and leaders. We are proud to publish research conducted by community college students who have developed and implemented research-based, action-oriented projects that have had positive impact on their communities.

The articles published in this edition of *Civic Scholar* include both substantive research and intentional college and community collaboration and engagement. These Honors in Action projects began as explorations of Phi Theta Kappa's interdisciplinary 2020/2021 Honors Study Topic, *To the Seventh Generation: Inheritance and Legacy.* Each chapter focused on one of seven themes related to the topic and developed research objectives and a research question to guide its study of inheritance and legacy. Honors in Action teams then conducted academic investigations into their identified Honors Study Topic-related themes and, from their research conclusions, determined what action they could take in their communities that would have both short-term and potential for long-term impact.

This year, we received 394 submissions for possible inclusion in this journal. We are pleased to publish 18 of those submissions. They represent 18 community colleges from 15 of the United States. Students' research illustrates diverse lenses through which to investigate Phi Theta Kappa's biennial Honors Study Topic, as well as varied collaborators and action elements of the projects about which they wrote. Many chapters included graphs, charts, and images with their entries to highlight and support their research and action components. We are excited to include examples of these figures in the 2022 edition of *Civic Scholar.*

We are proud of all the chapters who took the opportunity this year to develop, implement, and write about their Honors in Action projects. They are conducting research that matters, and their work has engaged people on their community college campuses and in their communities. A special congratulations to the chapters whose work is published in these pages. Their work inspires us and highlights something we have known all along: community college students are central to the production of new knowledge and meaningful scholarship.

Here's to the continued legacy of your work,

Dr. Susan Edwards
Associate Vice President of Honors Programming and Undergraduate Research
Phi Theta Kappa Honor Society

About the Honors Program

The Phi Theta Kappa Honors Program is designed to engage students in informed action that fosters student success and helps fulfill our mission to provide college students opportunities to grow as scholars and leaders.

Learning Outcomes

Participation in the Phi Theta Kappa Honors Program contributes to personal, academic, and career development and affords students opportunities to have an impact on their campuses and in their communities by addressing challenges related to their Honors Study Topic research. Members who participate in the development and implementation of an Honors in Action project will be able to:

1. Evaluate multiple, global perspectives of a theme as it relates to Phi Theta Kappa's Honors Study Topic.
2. Demonstrate undergraduate research fundamentals by identifying sources, appraising their credibility, and formulating conclusions based on evidence.
3. Demonstrate critical thinking and reflective skills throughout the research process.
4. Design, organize, and implement a plan of action that solves a real-world problem related to the Honors Study Topic.
5. Form and develop teams that collaborate and communicate with college and community partners to enhance the impact of the project.
6. Provide evidence of project impact through the use of quantitative and qualitative assessments.
7. Compile a report using clear, correct, and effective language.

Achievement of these learning outcomes builds the analytic and collaborative problem-solving and leadership skills necessary and valued in advanced academic pursuits, work places, and communities.

Editorial Board

The *Civic Scholar* Editorial Board is comprised of members of Phi Theta Kappa's Honors Program Council and Student Engagement Team. The Honors Program Council is responsible for making recommendations to Phi Theta Kappa Headquarters staff about the new Honors Study Topic and Honors in Action Program, for assisting with the compilation and editing of the biennial Honors Program Guide, and for serving on the Editorial Board of *Civic Scholar*. Made up of Phi Theta Kappa chapter advisors, Headquarters staff, and consultants, Honors Program Council members are selected for their broad knowledge of the Honors Study Topic and Phi Theta Kappa's integrated approach to the Hallmarks of Scholarship, Leadership, Service, and Fellowship, as well as their balance in academic disciplines. The Honors Study Topic on which the projects selected for inclusion in this edition of *Civic Scholar* is the 2020/2021 topic, *To the Seventh Generation: Inheritance and Legacy.*

To the Seventh Generation: Inheritance and Legacy

2020/2021 HONORS STUDY TOPIC

THEME 1: The Heirs of Our Ways

How do we acknowledge our inheritance and support children in ways that promise humanity's greatest potential?

THEME 2: Natural and Constructed Environments

To what extent are natural and constructed environments fluctuating, and how can we intentionally interact with them to affect our legacy?

THEME 3: Trade, Craftsmanship, and Industry

How have inherited practices of trade, craftsmanship, and industry shaped our world, and what legacies will we inspire?

THEME 4: Expressions of Truth

In what ways do inherited expressions of truth build lasting legacies?

THEME 5: Resistance – Reform, Rebellion, Revolution

What have we learned from the inherited effects of resistance, and what legacies can we envision?

THEME 6: Perceptions of Progress

How do inherited understandings of progress guide the future?

THEME 7: Life and Death

How do narratives of life and death inspire commitment to preserving inheritances and building legacies?

Expressions of American Identity in AAPI Immigrant Communities

Alpha Epsilon Phi Chapter
Bergen Community College
Paramus, New Jersey

Theme

Expressions of Truth

Abstract

Violence against the Asian American and Pacific Islander (AAPI) community has skyrocketed worldwide since the onset of COVID-19 due to misinformation and bias. And while the AAPI community has historically been a victim of racism, witnessing acts of random hatred and blame in our own community has been horrifying. In order to increase our understanding of the current wave of discrimination, its effects, and how we can help combat it, we researched how depictions of AAPI lives are so often narrowed into a single, stereotypical narrative of the so-called model minority. Exploring this issue further contradicted that narrative and illuminated how racial bias and violence against AAPI communities continue to permeate American society. Working with the theme Expressions of Truth as a lens through which we investigated *To the Seventh Generation: Inheritance and Legacy* helped us determine that calling attention to a multiplicity of stories, or truths, from AAPI individuals could begin to dismantle narrow-minded misconceptions which too often end in tragedy. Through collaborating with our college's Institution of Multicultural Learning, we initiated a partnership with the Korean Community Center of Tenafly, New Jersey. HIA team members became conversational partners with KCC students who were middle aged Korean immigrant women. Our aim was to give these KCC students the space and confidence to express their truths. Our partnership culminated in a conference entitled "Our Stories: American Identity and Me" in which KCC students expressed their stories through presentations, art, and dance. Our HIA team also wrote, directed, acted out, and edited a short film entitled "Telephone," which premiered at

the conference. "Telephone" emphasized that no matter where a person comes from, we as human beings all deserve respect and compassion. Together, the film and the conference sparked meaningful discussions within our Bergen County community about AAPI immigrant stories.

Objectives

We set out to raise our awareness of and understanding about the wave of racism against the AAPI populations ignited during the COVID-19 pandemic. We were appalled by news reports of violence and hatred, and we did not realize the extent to which this negativity was happening in our own backyard. Twenty percent of the Bergen County population is comprised of AAPI people, and as such, we determined it was important to respond to this social crisis by amplifying AAPI voices. We decided upon the following research objectives:

- chronicle how America's inherited immigration policies have built a lasting legacy of public perception and treatment of the growing community of migrants and their families

- determine which steps might be taken to mitigate public perception of and prevent violence against these communities

- examine the ways in which storytelling constructs meaning and identity about a particular population

From our research on local immigrant communities and narratology, we determined our action objectives would be to:

- employ several storytelling modalities to counter stereotypical narratives of AAPI communities through storytelling and media

- create space for stories that more accurately represents a multiplicity of identity within AAPI communities by conducting an "American Identity" conference

- utilize media technologies to produce audiovisual narratives about immigrant experiences

- conclude as reflexive practitioners how different products and modalities emerge as ways of expressing "truths"

Academic Investigation

From these research objectives, we finalized our research question as: In what ways does the power of storytelling mitigate the stereotyping of immigrant communities that have experienced increased targeted hate and violence due to the COVID-19 pandemic? We began our academic inquiry by seeking numerical data. We practiced data analysis by examining relevant statistics surrounding immigrant communities. At this point in our research, we understood that sharing multiple, diverse narratives could help mitigate stereotypes and violence. This got us interested in narratology, or the study of storytelling. Seminal academic texts on narratology taught us that multiple narratives can influence perceptions of identity and create a "larger picture" of who a person or community is. We learned that those seeking others' stories should always act as reflexive practitioners who reflect on their own positionalities. The question now became how we could best share AAPI stories with the rest of our community.

Conclusions

We learned that before the virus came to the U.S., the sociopolitical narratives surrounding immigration largely trended towards undocumented immigrants coming from Latin American countries including the 15,000 who migrated into our state of New Jersey. At the start of the pandemic, however, national attention turned sharply towards AAPI communities, especially when former President Trump referred to the virus as the "China virus." In 2020, the AAPI community experienced a roughly 149% rise in hate crimes committed against them, and today the numbers are still grim. This discrimination is less visible in communities such as Bergen County due to the myth of the "model minority," which falsely claims that AAPI people do not face as many obstacles due to their race. A United Nations committee recommended state governments adopt public messaging and education initiatives encouraging tolerance. A national survey of AAPI leaders had a similar recommendation, stating that AAPIs must demand "voice, visibility, and advocacy."

Figure 1

Action

We sought to collaborate with our college's Institute of Multicultural Learning (IML), which aims to build a college community where individuals from all cultures have access to education. In our meetings, professors Dr. Ahn and Professor Yi told us about the Korean Community Center (KCC) in Tenafly, New Jersey, whose mission is to integrate individuals with Korean heritage into the surrounding community through educational and civic outreach. They told us about a group of KCC students who were immigrant Korean women and wanted to improve their English skills. Dr. Ahn expressed how rarely attention is turned to this demographic who are marginalized by American society. We first asked if we could work with these KCC students as conversational partners. Through conversations with Dr. Ahn, Professor Yi, and the KCC students, we decided that at the conclusion of our partnership we would host a conference where these women could confidently share their stories. Through expressing the trials, joys, and struggles they faced after immigrating to the United States, KCC students would demonstrate what American identity means to them. Additionally, we decided to create a short film as a response to increased negativity towards immigrant populations. The

storyline would revolve around three immigrant students from different backgrounds who would be shown to share common ground. We finalized our concept and storyboard then began to enlist writers, editors, actors, directors, and translators.

Our collaboration with KCC began with an outdoor picnic on our campus organized by members of our HIA team and KCC students (Figure 1). Attendees were broken into small groups and discussed what they would like each other to know about their culture. This was the earliest instance of using storytelling to build bridges. In this meeting and in successive meetings, these Korean women expressed they had not been given many opportunities in their lives to share their own narratives. Hearing the HIA team open up about their own stories helped KCC students gain confidence to do the same. Our team and KCC students shared memories, laughter, and sometimes tears. HIA team members also gave out their contact information and offered to host additional practice sessions for KCC students to rehearse their stories in English. Our HIA team practiced being the reflexive practitioners we learned about through our research. We posted journal entries on our private HIA website reflecting on our experiences and insights working with KCC students. Members of our HIA team were also hard at work creating and editing the short film. Recording sessions took place over the course of six weeks. HIA team members coordinated weekly online meetings with the film team in order to adhere to the filming schedule.

In our KCC meetings, we prepared for "Our Stories: American Identity and Me," a conference we designed to highlight KCC students' stories. Jointly, the HIA-KCC team reached out to members of the Korean community in Bergen County for help with floral arrangements, food, and entertainment. The Director of KCC expressed much enthusiasm for our project. He offered KCC's event space for the conference as well as furniture and gallery space. We filled the gallery with posters, photographs, paintings, and artifacts documenting our partnership with KCC.

The conference was held at KCC on December 4, 2021. We welcomed approximately 65 attendees including administration, faculty, and

Figure 2

students from our college as well as members of KCC and their friends and family (Figure 2). Conference attendees were served a Korean lunch called a dosirak followed by traditional Korean desserts. The conference included a performance of a Korean scholar's dance by the dance instructor of KCC. The conference opened with our PTK advisor giving remarks in Korean to the delighted surprise of many in the audience. The KCC Director, Professor Yi, and the President of Bergen Community College then shared their thoughts on American identity.

The conference brought multiple community stakeholders together to address our research topic. After the opening speakers, HIA team members introduced their KCC partners, who then shared their stories. One student brought tears to attendees' eyes as she spoke of her late husband and how he had introduced her new cultures. Another student welcomed her son to the stage to help tell her story of how her mother inspired her to pursue an education in the U.S. We then premiered the HIA team film entitled "Telephone." The film is a fictionalized account of three immigrant students from different countries of origin who, through communicating with each other, demonstrate the struggles of translating one's stories across different cultures. The film culminates with a scene where Dr. Yi gives a lecture to these students, urging them to "share your experiences, what you have suffered, and how you overcame it." We will further promote this film through our popular social media channels and our chapter's PTK website.

Impact

To help fund our project, we applied for and were awarded a $1,000 Phi Theta Kappa - Mellon Foundation Grant. Additionally, we received an $800 subsidy from the college through the budget of the Vice President of Academic Affairs. We utilized the grant to fund our film's production and the subsidy to cater the event. Beginning in October 2021, the HIA team worked with 15 KCC students as conversation partners. We held biweekly meetings together for nine weeks. The KCC students appeared very nervous at the beginning of this partnership, but they said that the HIA team's compassion helped them feel at ease. The HIA team was also anxious, but as the KCC students started sharing their personal struggles, strong bonds started forming. Inspired by the KCC student narratives, we wrote, performed, and edited a 16-minute film following the routines of three first generation/immigrant college students. Multiculturalism was at the core of the creative process, with the entire cast and crew being first-generation or immigrant youth. We subtitled the film into Spanish and Korean. The film was an opportunity for the project members and audience alike to explore the impact of migration on their respective belief systems.

As first-generation and immigrant college students, the creative team was able to reflect upon their own experiences throughout the creative process. On December 4, we held the conference at the KCC. Friends and family of the KCC students as well as Bergen's President, President of the Board of Trustees, Vice President of Academic

Affairs, deans, faculty, and students attended. Approximately 65 people learned the life stories of five KCC women, watched the HIA team film, feasted on Korean delicacies, and were entertained by traditional Korean dancers. Following the film's initial screening, numerous audience members expressed that they felt emotional watching it and felt a personal connection to its themes. After the formal portion concluded, the presenters mingled with the guests, further discussing their personal journeys and expressing pride in their accomplishments. Overwhelming amounts of gratitude were expressed by both presenters, who individually thanked each attendee for listening to their narratives, and attendees who were captivated by the event.

An article and photographs of the conference were published in the December college newsletter which is distributed to the community by the Bergen Public Relations Department. The event was also featured on the college's LinkedIn account with over 500 connections. The HIA team presented our project's aims and goals at our college's Board of Trustees meeting where we received high praise and multiple rounds of applause. Our work to promote awareness and education about bias and to build relationships with the AAPI community will continue. Beginning spring 2022, some KCC students will be taking classes on campus for the first time. In addition, Bergen students have been asked to facilitate a study group about English idioms at KCC, and many in our HIA team volunteered as a way to continue our partnership with KCC. Our project inspired conversations around the school and the Bergen county community about what truths comprise a person's American identity and how sharing these truths helps to create a lasting legacy of trust and respect.

Resources

Buchholz, K. (2021, March 17). Anti-Asian hate crime in the U.S. rises during pandemic year. Statista. https://www.statista.com/chart/24442/anti-asian-hate-crime/

This set of statistics reports that since the nationwide lockdown in March 2021 due to COVID, there has been an alarming upsurge in hate crimes against East and Southeast Asians in the United States. New York City and the surrounding area, including New Jersey, has witnessed the highest upsurge in anti-Asian hate crimes.

Cheng, H.-L., Kim, H. Y., Reynolds (Taewon Choi), J. D., Tsong, Y., & Joel Wong, Y. (2021). Covid-19 anti-Asian racism: A tripartite model of collective psychosocial resilience. *American Psychologist, 76*(4), 627-642. https://doi.org/10.1037/amp0000808

This journal article exposed the damaging effects of classifying Asian American immigrants with the model minority stereotype. This title has been used as a tool to deny racial violence and hatred that the Asian American population has experienced especially over the course of the Covid-19 pandemic.

Ching, D., & Agbayani, A. (2021). Legacy and recommitment to advocacy, equality, justice for Asian Americans and Pacific Islanders and all racial groups. *Journal of College and Character, 22*(1), 64–72. https://doi.org/10.1080/2194587x.2020.1860779

This ethnographic study surveys AAPI community leaders and records different stories of discrimination within their workspaces. Common occurrences throughout their stories include racially motivated violence and slurs which stem from animosity against AAPI persons.

Culler, J. (2011). *Literary theory: A very short introduction* (2nd ed). Oxford University Press.

This essay considers how narratives provide stories in which familiarity and trust are built by making interpersonal connections. It explains how stories generally allow for converting complex ideas into tangible objectives, and as such are significant in influencing others.

Denzin, N. K., Lincoln, Y. S., Richardson, L., & Adams St. Pierre, E. (2005). *The Sage handbook of qualitative research* (2nd). Sage Publications.

This instructive text discusses how writing is a creative practice used to make sense of lives and cultures. The text discusses how it is important for

writers to be reflexive practitioners who consider how their own identities inform their work.

Ho, J. (2020). Anti-Asian racism, black lives matter, and covid-19. *Japan Forum, 33*(1), 148–159. https://doi.org/10.1080/09555803.2020.1821749

This autobiographical essay shares the author's personal experiences as well as other stories from AAPI communities since the start of the pandemic. The author discusses cross-racial solidarity and concludes that vocalizing prejudice is the first step in combating it.

Human Rights Watch. (2020, October 28). Covid-19 fueling anti-Asian racism and xenophobia worldwide. https://www.hrw.org/news/2020/05/12/covid-19-fueling-anti-asian-racism-and-xenophobia-worldwide

This report by the Human Rights Watch examines specific crimes against AAPI communities through a sociopolitical lens. The article details how this animosity escalated due to remarks and attitudes expressed by various political officials.

Shaulova, E., & Biagi, L. (2021). *Illegal immigration in the United States.* Statista.

This statistical dossier examines illegal immigration in the U.S. and public opinion surrounding it. The numbers clearly suggest that racism against immigrants most visibly targeted Latinx immigrants prior to the COVID-19 pandemic.

California is Ablaze: What is There to Do?

Beta Zeta Nu Chapter
Cañada College
Redwood City, California

Theme

Natural and Constructed Environments

Abstract

In 2020, residents of California were surprised by red skies, partly resulting from massive wildfires like those occurring in Paradise and the Palisades areas of California. The colorful phenomenon reflects the catastrophes wildfires cause both to the environment and to individuals, particularly to those who lost their homes to the fires. Although California wildfires are essential to our state's climate, the Beta Zeta Nu (BZN) Chapter of Cañada College analyzed data that highlights the increasing frequency of wildfires. Alarmed by this fact, the BZN officer team decided to abandon assumptions about how wildfires can be handled and investigated the most fitting methods to control wildfires in order to leave a healthy environment and optimistic legacy for future generations. Our research into wildfires was inspired by the Honors Study Topic *To the Seventh Generation: Inheritance and Legacy* as we learned that prescribed burns are effective wildfire control techniques, first practiced by Native Americans. We felt a sense of duty to explore it in greater detail as our college sits on land once held by the Ohlone tribe. Studying peer-reviewed articles, we also identified forest thinning as a widely utilized wildfire control technique. Our goal was to discover if the two techniques' pros outweigh the cons, which we did by comparing notes from the literature review and interviews with specialists. Indeed, interviews with professors of environmental science, anthropology, and a retired battalion chief helped us understand that the most effective technique depends on the area of implementation. To put our research into action, we contacted local fire officials to organize field trips to burn sites

as well as to study prescribed burning and forest thinning. BZN shared our research with school officials and student groups using various approaches, prioritizing the spread of information. Lastly, we combined our research results into recommendations to our district's board of trustees.

Objectives

After reviewing academic literature and speaking with academic experts, BZN could then identify the most effective fire prevention strategies as well as the most likely causes of increased frequency of the fires themselves. The preliminary research guided the development of our research objectives, which were to:

- investigate the frequency of wildfires in California and the greater Southwest
- identify the factors that contribute to the frequency of wildfires
- investigate successful practices in wildfire mitigation
- explore our initial assumptions about the causes of wildfires and prevention tactics
- discover what local fire departments are doing for fire suppression

After BZN's intensive investigation of the academic literature on wildfires as well as our interviews with academic experts, we wanted to test our research conclusions. With that goal in mind, we set out the following action objectives:

- create a tree thinning observation activity at a local fire suppression event for chapter members to attend
- inform students of wildfire risks
- develop original informational handouts on wildfire awareness and effective fire suppression techniques and promote them through community workshops
- develop recommendations to our college and district board of trustees that would improve access to real time fire-related information including air quality and wildfire alerts

Our collaboration objectives were to:

- include professors and experts to present to members of Phi Theta Kappa on the history of wildfire control, the geography of

California, and the "real life" governmental challenges that impede wildfire control techniques from being applied

- network with local fire management authorities so we could have access to fire damaged areas
- make wildfire information available to students
- collaborate with college departments
- advocate for changes to the district and college websites that would provide more real-time information on fire danger and air quality

Academic Investigation

BZN interpreted the Honors Study Topic, *To the Seventh Generation: Inheritance and Legacy*, Theme 2, Natural and Constructed Environments as a delicate equilibrium between human-made actions and natural phenomena. During early discussions about this topic, we focused on the incidence of wildfires in California. We believed these fires could represent nature's response to the increasing modernization and expansion of our society. Specifically, we wanted to better understand how human-made actions and the natural environment can coexist without worsening wildfire events. To avoid creating a biased final research question, we took our time researching the factors that contribute to wildfires. After analyzing peer-reviewed articles, we held chapter discussions and compared notes. Slowly, our research began to take form.

Conclusions

While much of our research confirmed our initial beliefs, a significant amount also challenged some of our initial assumptions of the causes of wildfires. For example, we considered climate change to be the main contributor to the increasing frequency of wildfires. However, our research revealed additional factors that led to increased wildfire severity, which include expansion of housing into lands that are fire-prone and the mismanagement of forests in the wildlands. We also learned that the most effective methods for controlling wildfires are forest thinning and prescribed burning. At this point, the smoke cleared, and our research question became clear: Are controlled fires and forest thinning more

Figure 1

the practice of prescribed burns has led to an increasing frequency of wildfires over the last 100-150 years. The forests that could have been thinned through burning then became more fuel-rich areas, which combined with the desert-like climate conditions of California, has created a situation that could be called a "tinderbox" of fuel ready to explode. Some environmentalists argue that prescribed burnings can be expensive and difficult to perform near inhabited areas due to the risks of fire propagation and the release of particulate matter into the air, which is linked to breathing difficulties. Overall, despite its cons, our research leads us to conclude that prescribed burning still represents a step toward a lower frequency of wildfires in California.

Action

After completing our research on the question of whether or not controlled fires and forest thinning are more harmful or helpful when used to reduce California wildfires, we were ready to create our actions. To educate chapter members about the history of wildfires in California and the role Native Americans play in that story, we asked Professor Jessica Marshall, Ph.D. to speak to the students from our college. She surprised many in attendance by pointing out the following: some amount of fire is necessary and beneficial to have a well-functioning ecosystem. Well-intentioned laws passed to limit practices like those used by indigenous peoples have, since the mid-19th century, resulted in a buildup of large amounts of forest fuel. This fuel, when lit, creates fires too strong to control and too hot to benefit the environment. She noted that while climate change is a factor, it is more likely that continued population growth in wooded areas along with a resistance to forest thinning and controlled burns are the primary reasons for the increase in wildfires. In order to expose chapter members to areas devastated by fires as well as effective fire suppression techniques, we worked with local fire officials in San Bruno.

Many of our members attended one or more of the several outdoor discussions held with fire officials at Crestmoor Canyon in San Bruno. For example, the San Bruno Department Chief led members through a fire-ravaged area of the canyon while answering our questions about how

harmful or helpful when used to reduce California wildfires? The experts we interviewed confirmed our research conclusions about the reasons for greater wildfire frequency. They also educated us on why wildfires are more frequent and devastating in California. Additionally, these insights explained how the Ohlone tribe, who inhabited Cañada College land, practiced prescribed burning. Our study of Indigenous practices provided us with a set of environmental recommendations that we could document and leave as a legacy to future generations. Lastly, the experts clarified points of remaining confusion, such as the fact that climate change is not the only contributor to increasing numbers of wildfires in California.

Through extensive literature review and discussions with specialists, we concluded that both forest thinning and prescribed burning possess attributes that outweigh the negative consequences. Professor of anthropology Jessica Marshall explained that the frequency of wildfires was lower prior to large numbers of Europeans in California as Native Americans were free to engage in their cultural practices of prescribed burns. However, increasing immigration along with the passage of the 1850 law banning

the fire spread. Fire fighters also gave us a personal demonstration of how areas are trimmed of trees in order to reduce fire fuel and thus fire intensity and frequency. To share what we learned from Professor Marshall and from hands-on experience with local fire officials, we created a Zoom event for the benefit of members of our campus community (Figure 1). This event was well-attended and highly interactive. The audience asked many questions that we were able to answer from our research. In addition, we shared with those in attendance where to locate information on real-time fire dangers in our community. We also shared a list of the best practices for limiting fire damages to property with them (Figure 2).

When marketing this event, we focused our energies on two groups of students most likely to be unaware of wildfire dangers in California, and thus most likely to benefit from this information. We reached out to recently arrived international students, our Promise First Generation program, as well as our college's international business program. Lastly, after studying our campus and district websites, we noticed a lack of wildfire and air quality information. We presented our research findings to the district's board of trustees and the college's safety committee. We stressed the importance of easily accessible wildfire information and suggested that an alert indicator be added to the Cañada College and district websites. This new website feature would provide all students access to real time information about wildfires in our community. An alert would allow students to better prepare for possible wildfire evacuations and unhealthy changes in air quality.

Impact

With respect to our research and discussion with experts, we and those we shared our work with were often surprised by some of the outcomes. Among the most surprising were: (1) that wildfires are inherent to California's climate and are not necessarily detrimental for they promote the renewal of resources and the prevention of accumulation of fire fuel in the form of unburned forests, (2) that wildfire suppression is often either not done at all or done poorly, and (3) that the frequency of wildfires was lower when Native Americans attended to more wild lands. We successfully hosted two interactive workshops,

the first for international business students with 31 attendees, and the second for the Promise Scholars Program with 49 attendees from different backgrounds, including other countries. During each workshop, we created and sent attendees a virtual flyer with resources on how they could help protect themselves and their families from the damages caused by wildfires. Our
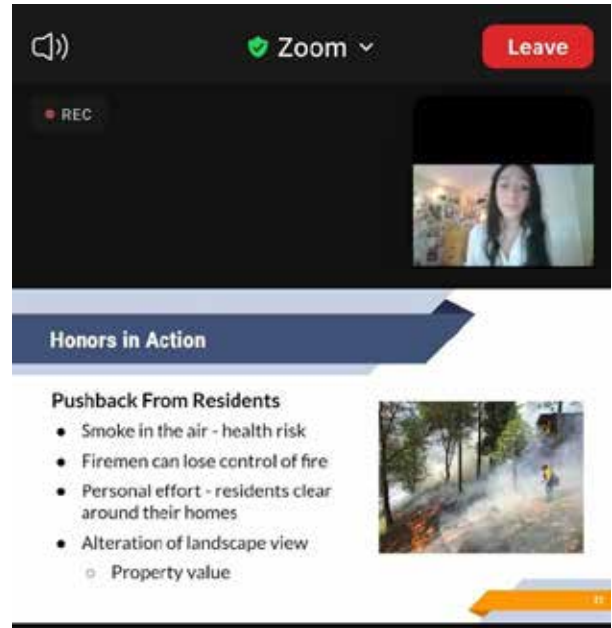
Figure 2

presentation at a District Board meeting, in which over 40 community leaders, faculty members, administrators, and board members were present, allowed us to share our research on wildfires as well as our ideas about the importance of a fire-alert and air quality indicators. After the meeting, we sent the board directors examples of fire-alert widgets that we had found in use on other college websites in California. Finally, each member of our HIA team personally grew as a result of his or her activity. Those participating in the HIA project had multiple roles: from summarizing articles to reaching out to specialists and other professionals. All of these actions caused us to grow as leaders. Through our research, we have attempted to promote balance between human-made actions and natural phenomena. Our HIA team and those who have learned from us now have extensive knowledge on how, as individuals, it is possible to interact with the natural environment in the least harmful ways to reduce and help control wildfires in California.

Resources

Blackwell, A. H., & Manar, E. (2016). *UXL encyclopedia of weather and natural disasters, 2*(5), 857-861. https://link.gale.com/apps/doc/CX3629500299/GRNR?u=plan_canada&sid=bookmark-GRNR&xid=20eb6bab

Blackwell revealed that despite the natural conditions, some fires can be avoided by humans by disposing of cigarettes/matches/other fire products properly, having campfires away from trees/shrubs, utilizing only legal fireworks, establishing rules for residents in fire-prone areas, and adding smoke detectors.

Li, A. X., Wang, Y., & Yung, Y. L. (2019). Inducing factors and impacts of the October 2017 California wildfires. *Earth and Space Science, 6*(8), 1480–1488. https://doi.org/10.1029/2019EA000661

Li explained that the carbon dioxide produced by the wildfires combined with that which is produced by human conduct is contributing to rising atmospheric temperatures making the overall environment more hospitable to wildfires. Additionally, the fact that California has been in a severe drought for many years, makes conditions on the ground favorable for wildfires.

Li, S., & Banerjee, T. (2021). Spatial and temporal pattern of wildfires in California from 2000 to 2019. *Scientific Reports, 11*(1), 8779–17. https://doi.org/10.1038/s41598-021-88131-9

Li identified the broader causes of wildfires by examining both natural and human-related variables in relation to wildfire densities which included conditions such as slopes in the land which allow wind to carry wildfire ignitions and spread the flames, increases in average temperatures as a result of global warming, and greenhouse gas emissions.

Mantel, B., & Hall, B. (2020, November 6). Preventing wildfires. *CQ researcher, 30,* 1-19. http://library.cqpress.com/

Mantel outlined key factors that make California more vulnerable to wildfires: a century-old fire suppression policy that has resulted in denser, more flammable forests, increased human development near wildlands, and a warming climate.

Marks-Block, T., Lake, F. K., Bird, R. B., & Curran, L. M. (2021). Revitalized Karuk and Yurok cultural burning to enhance California hazelnut for basket weaving in northwestern California, USA. *Fire Ecology, 17*(1). https://fireecology.springeropen.com/articles/10.1186/s42408-021-00092-6

Marks-Block discussed the positive consequences of cultural burning for Karok and Yurok tribes in North America. It showed that culturally prescribed burning increased the availability of economic resources, for more grass is available for weaving after the planned burns. Support for culturally vital practices promoted economic independence and social stability.

McKenzie, D., Shankar, U., Keane, R. E., Stavros, E. N., Heilman, W. E., Fox, D. G., & Riebau, A. C. (2014). Smoke consequences of new wildfire regimes driven by climate change. *Earth's Future, 2*(2), 35–59. https://doi.org/10.1002/2013EF000180

McKenzie's research revealed that the smoke coming from wildfires can lead to significant health issues due to tiny particles that lodge deep in the lungs. These health effects were particularly damaging to medically sensitive populations and firefighters. The article also explained that frequent, massive wildfires interrupt the carbon capture cycle by damaging the natural carbon sinks that healthy forests provide.

Roos, C. I., Swetnam, T. W., Ferguson, T. J., Liebmann, M. J., Loehman, R. A., Welch, J. R., Margolis, E. Q., Guiterman, C. H., Hockaday, W. C., Aiuvalasit, M. J., Battillo, J., Farella, J., & Kiahtipes, C. A. (2021). Native American fire management at an ancient wildland–urban interface in the Southwest United States. *Proceedings of the National Academy of Sciences, 118*(4). https://doi.org/10.1073/pnas.2018733118

Roos described how Native Americans used ecologically savvy intensive burning and wood collections to make their ancient wildland-urban

interface resistant to climate variability and extreme fire behavior.

Steel, Z. L., Safford, H. D., & Viers, J. H. (2015). The fire frequency-severity relationship and the legacy of fire suppression in California forests. *Ecosphere, 6*(1). http://dx.doi. org/10.1890/ES14-00224.1

Steel suggested that in certain types of forests, frequent small fires prevent large destructive fires from occurring. In addition, the article exposed that modern (post-Euro-settlement) fire techniques suppress regular, small fires, which allows fire fuel to build up, thus larger, hotter fires may occur.

Feeding the Seventh Generation: Contextualizing and Addressing Intergenerational Food Insecurity

Beta Phi Omicron Chapter
Community College of Vermont
Montpelier, Vermont

Theme

Perceptions of Progress

Abstract

Food insecurity is an intergenerational issue that impacts millions of college students and prevents the completion of their educational goals. After learning about the closure of two campus food pantries at our college due to COVID-19, we identified the need to bring awareness to students of available food access programs and were inspired to collaborate with local organizations, community members, and college administration to reinstate an immediate source of food assistance for students. We evaluated sources from local and national government agencies, institutional reports, and peer-reviewed academic articles to understand the scope of our topic. Knowledge from this research and Honors Institute attendance provided a strong foundation for our project. After exploring this year's Honors Study Topic, *To the Seventh Generation: Inheritance and Legacy,* we determined that our project matched Theme 6: Perceptions of Progress, because we rarely perceive food insecurity in our community until we are exposed to it. There is a lack of information for our community and college regarding the impact on students and any possible progress toward hunger-free status, and perceptions of food insecurity are marred by cultural stigmas that influence whether an individual seeks aid. We concluded that a practicable action to help students would be to create an awareness page in Canvas with an anonymous 3SquaresVT (3SVT, federally known as SNAP) sign-up link connecting students directly to aid in addition to hosting a Free Meals event at the Community College of Vermont (CCV) Winooski Center as a pilot

DID YOU KNOW?

54% of eligible Vermonters are not signed up for 3SquaresVT assistance

3SVT, also known as SNAP, EBT and food stamps helps low-income people and families buy the food they need

Scan this QR code to learn more and sign up for 3SVT

Figure 1

to eventually host at CCV's 11 other centers. This event will be preceded by college-wide promotional efforts. The expected impact of our project is providing free meals to the 460 students registered for in-person classes at Winooski, as well as establishing a legacy of student-to-student support and outreach with CCV's Student Resource Center and local collaborators.

Objectives

Our research objectives were to:

- gather data from recent surveys and peer-reviewed articles from CCV's Hartness Library to determine the effects of intergenerational food insecurity on college students and how food access programs have impacted their educational goals

- meet with a librarian from Hartness Library to discuss research questions and sources; further our chapter's research skills through completing Research Edge

- understand how the inheritance and legacy of food insecurity affects college students; collaborate with community members to educate ourselves on our research topic, broaden our perspective, and enhance our

understanding of food insecurity at our college, in our state, and in our world

Our collaboration objectives were to:

- collaborate with the Vermont Foodbank, Feeding Chittenden (a county emergency food shelf), CCV staff, and community members to help us educate ourselves on food insecurity and discover resources to expand our knowledge and understanding of the topic

- attend the 3SVT Policy and Outreach Conference on October 13, 2021, and the Vermont College Food Security Forum on November 4, 2021, with the purpose of receiving feedback from collaborators and community members

Our action objectives were to:

- establish what we can do as peers and community members to provide support for students and shift the cultural stigma of food insecurity with the purpose of reducing barriers and bringing awareness to existing food access programs, especially to students who believe they don't qualify or that others deserve support more than they do

- create a module in our community center and PTK chapter Canvas courses to facilitate the use of various resources and sign-up forms for 3SVT; provide a safe and anonymous environment for students to access assistance

- provide students with immediate support through a free meals event in the spring 2022 semester; design and hand out flyers with QR codes to a feedback survey about the event and our 3SVT page (Figure 1)

Academic Investigation

We developed our research question to explore the impact and influence of intergenerational food insecurity on college students and find out how students' educational outcomes were affected by the issue and if there was a causal link to inherited insecurity. Then, with this information, we sought solutions that would help us understand how we could address food insecurity within our community. This research brought us in contact with the Vermont Foodbank's (VTFB) community

Figure 2

engagement manager and CCV's research director to explore how to collect data, and, if we conducted surveys, how to use language that was sensitive to the vulnerable nature of the subject. We decided against creating surveys due to time constraints and the recognition of our limited qualifications in facilitating an environment that could potentially re-traumatize survey participants. Working with our collaborators revealed several recent studies for our research, including an institutional report on basic needs insecurities as reported by CCV student survey respondents, which informed the qualitative analysis of our topic. The report illustrated that 66% of eligible CCV students who did not pursue food assistance believed that others deserved it more than they did. This is a common stigma surrounding food assistance that often appeared in discussions with our collaborators and plays a significant role in program enrollment.

When expanded to view the whole state, the 2021 SNAP Annual Plan for Outreach reports that 54% of Vermonters are eligible for 3SVT but are not enrolled (Figure 2). According to a 2018 report from the Government Accountability Office, 7.3 million college students in the United States were eligible for SNAP but only 2.26 million (31%) were enrolled. This data reinforces that there is a need for increased awareness of food access eligibility and resources both statewide and nationally. The findings of other studies indicated that students with a family history of food insecurity were more likely to experience it themselves and pass it down to future generations. Additionally, a study conducted by El Zein et al. (2019) concludes that college students experiencing food insecurity are two times more likely to have a GPA that is less than 3.00. For students receiving financial aid that requires a specific GPA, having a low GPA can mean loss of funding for their education and force them to withdraw from some or all classes. Thus, food insecurity is a constituent of adverse educational outcomes.

Conclusions

Our conclusion from this research is that food insecurity and stigmas surrounding assistance have intergenerational roots that affect college students. Data from CCV students was congruent with national statistics, showing that a program to address these issues would be beneficial and limit or eliminate the stigmas of receiving aid is just as important as providing it.

Action

Throughout our project, collaboration was a central and crucial element of our understanding of food insecurity and its impact on our peers and community. Our first collaborator was PTK New England Regional President Alicia Vallette. Vallette has been an invaluable asset to our chapter, providing us with information, advice, and guidance informed by her own chapter's Honors in Action project. Centering on PTK's Honors in Action values has helped formulate our plan of continued involvement within our college and PTK. Our chapter decided to collaborate with VTFB based on their previous support of CCV students and interest in hearing student voices at community events. Our collaborators were active listeners to our chapter and consistently provided clarification on correct food security language and guidance for our action steps. Based on feedback we received from collaborators and other community members during various statewide conferences and remote meetings, we

determined that our action step must include awareness of existing food access programs.

At the 3SVT policy and outreach forum we attended, we learned that there are an abundance of resources but there are also gaps in communicating their availability to those who are eligible. This knowledge prompted us to create an awareness page in our college's student-led community center and PTK chapter Canvas courses, with 140 and 345 enrolled students, respectively, with additional exposure at CCV's New Student Orientations averaging over 100 attendees each. This module included information about 3SVT, various contacts, a "Did You Know?" section highlighting key figures from our research, and an anonymous sign-up link for the program. Our synthesized information was shared with two associate deans at our college who distributed the information to all faculty members to share with their classes. Our ongoing collaborators are CCV staff and the director of research development who are instituting a student resource center to open for the spring 2022 semester.

We will provide feedback and suggestions based on our research findings to create an informed and supportive space where students can access food assistance through a food pantry and awareness flyers. Additionally, we have collaborated with an access coordinator from Feeding Chittenden to develop and facilitate a Free Meals event for students at the Winooski Center in the spring 2022 semester as a pilot to identify how we can best provide students with immediate and long-term food access. Future student leaders, such as chapter vice presidents, will be able to reform the event and our partnership with the student resource center and other collaborators as they see fit to better serve students' needs. Due to COVID-19 restrictions, we postponed this event to the spring semester when it would be more appropriate and safer for us all to gather in the center and have a larger impact with more students attending classes in-person.

Impact

Working within the sensitivities of food access helped our chapter members develop both emotional intelligence and empathy. Our eyes were opened to life experiences that differ from our own; in particular, the fact that many CCV students are often faced with having to decide between food or education, but there are steps we can take as peers and leaders to support students, so they do not encounter this challenge. Our Free Meals pilot will take place at CCV's busiest center with a projected 460 students attending in-person classes weekly, and 203 additional students meeting periodically in hybrid classes. This along with continued peer-to-peer outreach and awareness campaigns on Canvas and social media will expand the conversation of food insecurity across the college. This project also allowed us to grow as scholars and leaders through the completion of PTK's Research Edge, conducting academic research, and working closely in professional settings with various collaborators. Two of our chapter members attended food security conferences as panelists, presented research findings with community members, and used their feedback to synthesize our preconceived perspectives into a well-informed comprehension of food access. Our project relied on the guidance of this knowledge and the support and expertise of the individuals with whom we worked. The pandemic has increased struggles with food insecurity and the issue will continue to impact communities and college campuses far beyond COVID-19. Therefore, the work that our chapter started must not stop at the conclusion of this project. It is our hope that, upon the foundation of our research and established partnerships, we will leave a legacy of students supporting students and a dedication to service for generations of peer leaders to come. It is through persistent effort from the community and higher levels of society that limiting stigmas and cultural perceptions will transform to support all people in all aspects of life and start to break the cycles of inherited insecurity.

Resources

Chilton, M., Knowles, M., & Bloom, S.L. (2017). The intergenerational circumstances of household food insecurity and adversity. *Journal of Hunger & Environmental Nutrition, 12*(2), 269-297. https://doi.org/10.1080/19320 248.2016.1146195.

Our chapter's goal was to understand the legacy of food insecurity and how it mirrors the hardships experienced by previous generations. This study details how participants "who reported very low food security were more likely to qualitatively describe experiences with adversity during their childhoods, and across more generations" (Chilton et al.). Thus, food insecurity functions simultaneously as an inheritance and legacy for each generation.

Daugherty, J. B., Birnbaum, M., & Clark, A. (2019). "Having enough": Students' understanding of food insecurity and campus food pantry use. *Journal of Poverty, 23*(7), 600–620. https://doi.org/10.1080/10875549.2019.1652721

Food insecurity is surrounded by countless stigmas that prevent those in need from asking for and receiving assistance. This source helped our chapter understand how seeking help can cause anxiety. The 3SVT page we created as a portion of our action serves as a space for students to anonymously access information about the program without the typical stigmas associated with asking for help

El Zein, A., Shelnutt, K. P., Colby, S., Vilaro, M. J., Zhou, W., Greene, G., Olfert, M. D., Riggsbee, K., Morrell, J. S., & Mathews, A. E. (2019). Prevalence and correlates of food insecurity among U.S. college students: A multi-institutional study. *BMC Public Health, 19*(1). https://doi.org/10.1186/s12889-019-6943-6

El Zein et al. evaluated the consequences of food insecurity on academic achievement, showing a statistically significant lower average GPA for food insecure college students. Reviewing this study helped us understand how food insecurity extends into the classroom and impacts a multitude of areas within the college student experience.

Longo, F., personal communication, November 4, 2021.

Faye Longo, the Associate Manager of 3SVT Community Engagement for the Vermont Foodbank, met numerous times with our chapter to provide guidance regarding our research and how best to address the nuances of food insecurity and access. She connected us with other collaborators at VTFB and Hunger Free Vermont, who supplied us with valuable figures of enrollment and eligibility. We compared this information with national statistics and extrapolated findings to our local communities.

Government Accountability Office (2018). Food insecurity: Better information could help eligible college students access federal food assistance benefits. *GAO Publication No. 19-95.* U.S. Government Printing Office. https://www.gao.gov/assets/gao-19-95.pdf

This source reported the number of college students experiencing food insecurity and how many are enrolled in SNAP. We compared this data to our state and county college student 3SVT enrollment to discern variances among figures of enrollment. The issue of low enrollment frequently came up anecdotally when speaking with collaborators who detailed how the stigmas surrounding assistance create barriers to seeking aid. The findings from this GAO study brought a quantitative understanding to the narratives shared by collaborators and in statewide forums.

Feeding America. (2021). State-by-state resource: The impact of coronavirus on food insecurity. https://feedinga\ericaaction.org/resources/state-by-state-resource-the-impact-of-coronavirus-on-food-insecurity/

Before the COVID-19 pandemic, 35.2 million people reported experiencing food insecurity nationwide. Feeding America Action projected that in 2021, 42 million people may have experienced food insecurity. In 2019, Chittenden County, VT, reported a 9.7% rate of food insecurity, and it was projected to have increased to 12.4% in 2020. In facilitating our action steps, it is important for us to understand that COVID-19 has exacerbated food insecurity beyond the numbers we saw from 2019 and prior reports, meaning that our work is more important than ever for our college, community, and country.

The Hope Center. (2021). #RealCollege 2021: Basic needs insecurity during the ongoing pandemic: Report for Community College of Vermont. [Unpublished]. Copy in possession of the author.

This report provided us with quantitative data that supports our research findings regarding the hardships of both food insecurity and seeking assistance to relieve that food insecurity experienced by CCV students. We learned that 39% of CCV students worried about food insecurity and not having sufficient funds to purchase food, and 31% reported not knowing how to apply for aid. Our project actions are in direct response to this information. This report gave us real data on the peers we would be supporting in that stage.

Vermont Agency of Human Services, Department for Children and Families, Economic Services Division. (2021). *SNAP Annual Plan for Outreach.* https://dcf.vermont.gov/sites/dcf/files/ESD/Report/Final_FFY22_3SVT_State_Outreach_Plan_.pdf

Data from this report, such as how more than half of eligible Vermonters are not enrolled in 3SVT, substantiated both our discussions with collaborators and additional sources that report the disparity between eligibility and enrollment, prompting subsequent research and interest in 3SVT awareness.

Combating Misinformation in a Polarized World

Omicron Psi Chapter
Grayson College
Denison, Texas

Theme

Natural and Constructed Environments

Abstract

Misinformation is globally pervasive. Members learned the constructed environment of partisanship and the growth of social media have created a legacy of false narratives. Resultingly, people find themselves without the tools needed to combat the spread of misinformation. Members created teams to research partisanship, misinformation, and how to create new legacies free of polarized messaging. Members concluded education and awareness would help combat misinformation as people acquired tools to determine information's accuracy. The resulting education campaign created a shared purpose as members learned how deeply misinformation affected them. Members understood the role awareness can play in bringing forth change and the potential it has for long-term impact. These are powerful lessons in understanding *To the Seventh Generation: Inheritance and Legacy.*

Objectives

The research objectives were as follows:

- read the Honors Program Guide to better understand the Honors Study Topic, *To the Seventh Generation: Inheritance and Legacy*

- identify members to serve on the research team and create a research timeline

- conduct independent research to identify possible themes and questions for investigation

- provide opportunities for regular reflection on research during weekly meetings

- create opportunities and provide training for members to grow as scholars

- develop a better understanding of the role inherited ideas have in developing legacies

- develop a better understanding of partisanship and how it relates to political messaging, including the spread of misinformation, both globally and domestically

- review the research and use conclusions to develop an action component

The action objectives were as follows:

- collaborate with college administrators, faculty, staff, and students on our campus to host a presentation over the First Amendment's protections and limitations

- create a video series highlighting the dangers of misinformation and how to combat it

- create posters on campus to equip students with the skills to identify troll accounts online

- develop a marketing plan to advertise the presentation and the video series, as well as to increase awareness of the posters

- gather relevant data related to the creation of the project and its outreach

- reflect on lessons learned from the project

Academic Investigation

When members began researching *To the Seventh Generation: Inheritance and Legacy,* they explored various themes and research questions related to this topic for discussion at weekly meetings. In preparation for conducting academic research, members arranged research training with the college librarian. Members advocated for research themes based on their findings. Members narrowed their focus to Natural and Constructed Environments, then centered on the social construct of partisanship and its influence on political messaging. Through research, members learned that with the increasing partisan divide and growth of social media, misinformation has become pervasive. The team then began further exploration of misinformation, its effects, and how to combat its spread. Based on the understanding that social constructs are simply ideas that have been created and accepted by people in a society, competing political ideologies have constructed an environment of partisanship.

It is human nature for people to categorize themselves into groups as this helps them

develop identities. This identification can often be traced back to the family, as family molds children's views about the world including the development of their political identities. The competitive nature of political ideologies and their resulting group identities can lead to polarization, as people develop positive feelings about the group with which they identify and negative feelings towards the other groups. Identity groups differ around the globe; however, most western democracies tend to center on the left-right dimension. This dichotomy becomes the basis not only for identity, but it also guides people's understanding of political messaging, shaping their issue positions as well as electoral choices. This competing messaging over time develops into ever increasing polarization as each identity group vies for political dominance. Competing political messaging can lead to deceptive communications because truth often comes second to advancing the goals of the advertising party. Loyalty to identity groups encourages the acceptance of those messages from the shared group and the disregard of messaging from competing groups. This blind loyalty makes deceptive messages dangerous. And though deception has always existed in some form, the advent of social media has exacerbated the problem, leading to the expansive growth of misinformation. Understanding this, members developed the research question, To what extent has the social construct of partisanship created fluctuations in political messaging, and how can we act intentionally to combat a legacy of misinformation? Social media, which relies on user-generated content, has allowed for the easy spread of both misinformation and disinformation. Though both terms often share the label "misinformation," there is a difference between the two.

Conclusions

Disinformation is the intentional sharing of false information with the intent to deceive. Misinformation occurs when false information is spread without that expressed intent. Regardless of intent, partisanship influences the messages people accept or reject based on their political identity. Unfortunately, this selection bias results in a woefully ill-informed population. Exposure to multiple viewpoints is essential to democracy.

Disinformation weakens support for government institutions and creates ever-widening political divisions. Only education about the misuse of social media and the spread of false information can protect people from misinformation's negative effects. Protection against false information on social media requires both vigilance and skill development. It is important to verify information's legitimacy before believing it or sharing it online.

The CRAAP test requires people to verify information's Currency, Relevance, Authority, Accuracy, and Purpose when evaluating its trustworthiness. Misinformation is also shared online using bots or "troll" accounts. Looking for specific indicators can help people better identify and reject these fake accounts. Some become frustrated when trying to combat misinformation using tools like the CRAAP test. However, there is no easy government solution to the problem. The First Amendment's protection of free speech limits what government can do to fight the "marketplace of misinformation." This leaves combatting this threat to individuals and private companies. Thinking critically about the breadth of their research provided members with tremendous insight into *To the Seventh Generation: Inheritance and Legacy.* Members discovered how the adoption of political identities and the development of partisanship affects political messaging. Furthermore, they learned that increasing polarization and the expansion of social media has opened the door for the spread of misinformation. Armed with this knowledge, members believed they had a responsibility to future generations to disrupt the detrimental effects of these false narratives and change their legacy by equipping people with the skills needed to combat misinformation's harmful effects. This left the team incentivized to bring this knowledge onto campus and into the community.

Action

While investigating *To the Seventh Generation: Inheritance and Legacy,* members learned how the social construct of partisanship and the growth of social media created a legacy of misinformation. Having discovered education and awareness combating misinformation would dismantle this legacy, the team planned a three-part campaign. Two potential challenges emerged in the planning process. First, members were concerned others might reject information for partisan reasons. Members were intentional in keeping a balanced approach to the topic rather than highlighting a particular political ideology. The second concern focused on reaching our intended audience as the college operated fully online in spring and in a hybrid format in summer and fall. To combat this, members ensured the project included both online and in-person elements. Members also met with college marketing to develop an effective marketing plan for the project. College and chapter social media accounts were utilized to share information, along with members' personal accounts. This marketing was instrumental to the project's success. To address the First Amendment issues related to misinformation, members hosted a presentation on Constitution Day and invited a historian from a neighboring university to speak. Members planned a hybrid event to allow audiences both online and in-person options. With another department, members secured a meeting space for the event and coordinated with the information technology department to broadcast the event via Zoom. Members met three times with the speaker to plan the event. The student life and marketing departments helped to market the event on their respective social media channels and in our learning management system. The event was open to the campus and the community. Education and awareness are necessary to combat misinformation, which was the focus of the second part of the project. Members created a five-part TikTok video series to caution people against the dangers of blind partisanship, share misinformation's threat to democracy, demonstrate how easily information is manipulated, remind people to fact check before sharing information, and how to use the CRAAP test to verify information's legitimacy.

Members collaborated with an alumna who has experience planning, filming, and editing TikTok videos to create this series. Members worked with marketing to share these videos while also posting them to the chapter's social media accounts. The videos were able to reach an audience on campus, in the community, and beyond. The final part of the project focused on equipping people with skills to identify bots or troll accounts on

social media. Working with marketing, members created four posters depicting different social media accounts. Three of them were from actual troll accounts and one was a real profile. People were invited to mark each poster as either a troll or real account and, after three weeks, information was posted correctly identifying each account. For the troll accounts, tips were included to help better identify fake accounts. Students and college employees were encouraged to participate in this engagement activity.

Impact

Members grew through their research, learning to set aside preconceived notions and investigate multiple perspectives. Eight members gathered 92 sources during their research and significantly improved their research skills. Six members worked together on the action portion, improving their communication and leadership skills. Weekly meetings with advisors helped members meet the project timelines. Members also learned to work through differences of opinion by having open and honest conversations about a challenging topic. Forty guests attended the Constitution Day presentation. Attendees learned the boundaries of the First Amendment with respect to restricting misinformation. During the question period, members learned how to maintain civility when discussing a difficult topic. Members learned about the dangers of misinformation and ways to identify credible sources. In producing their TikTok videos, members learned proper lighting and recording techniques. Members also learned how to market and promote content through social media platforms, which resulted in the videos being viewed collectively over 76,000 times. Through creating the troll posters, members realized how difficult it can be to spot fake social media accounts. Over 400 people interacted with the posters, and fewer than 10% accurately identified the profiles as either real or fake. One student commented, "I assumed that I, having spent copious amounts of time on social media, would be adept at correctly determining which accounts were real, but I got only half of them right." This indicates there is a widespread need for education on identifying fake accounts. Members learned through this process just how widespread the legacy of misinformation is; it is a global issue. Through their reflection, members

understood that while this legacy may exist, it can be mitigated. Furthermore, members hoped by addressing the issue both locally and online, the project would have an extended reach that could expose others to the skills needed to create a new legacy. Members want this new legacy, free of polarized messaging, to spread as people go out into various communities and on social media platforms. Finally, members have grown as scholars and leaders. They learned how to use information they researched, connect it with issues in the community, as well as nationally and globally, and actively address those issues to improve themselves and society. All who participated better understand, as well as find value in, leading a life of service. They recognize it is the only way to ensure a positive legacy for the future.

Resources

Groenendyk, E. (2019). The conditional implications of partisan loyalty. *Social Research, 86*(3), 695–720. https://digitalcommons.memphis.edu/facpubs/7177

The author explored the development of party loyalty and its impact on democracy. Studying the history of political messaging, the author found truth often comes second to the goals of the advertising party. Party loyalty comes with psychological rewards encouraging the rationalization of party messaging and the disregard of outside information.

Iammarino, N. & O'Rourke, T. (2018). The challenge of alternative facts and the rise of misinformation in the digital age: Responsibilities and opportunities for health promotion and education. *American Journal of Health Education, 49*(4), 201-205. DOI:10.1080/19325037.2018.1465864

With the growth of misinformation, particularly online, there is concern readers lack the skills to differentiate between accurate and inaccurate information. The authors called for increased educational efforts, including the use of tools like the CRAAP test, to address this problem.

Iyengar, S. & Krupenkin, M. (2018). Partisanship as social identity; Implications for the study of party polarization. *The Forum, 16*(1), 23-45. https://pcl.sites.stanford.edu/sites/g/files/

sbiybj22066/files/media/file/iyengar-degruyter-partisanship.pdf

Social identity theorists argue group identity and group-based affect are ingrained human responses, with individuals constructing and categorizing themselves into various groups, including those related to party identity. These shared characteristics create positive feelings for the in group and negative feelings about the out group, which lead to polarization.

Manzi, D. (2019). Managing the misinformation marketplace: The First Amendment and the fight against fake news. *Fordham Law Review, 87*(6), 2622-2651. https://ir.lawnet.fordham.edu/flr/vol87/iss6/12

Social media permits the widespread dissemination of false information that hinders people's abilities to receive accurate information. The author argued that though this "marketplace of misinformation" serves as a threat to democracy, the First Amendment does not allow for easy remedies as it limits what the government can do to combat the spread of fake news.

Popescu, M. (2020). Media literacy tools in combating disinformation and fake news in social media. *Bulletin of the Transilvania University of Brasov, Series VII. Social Sciences and Law, 13*(1), 103–112. https://www.proquest.com/docview/2431834931

The growth of social media and its user-generated content has allowed disinformation to spread and polarization to grow. Disinformation is designed to weaken society's confidence in government institutions, which can destabilize society and create division. Education is essential to build awareness about the misuse of social media and to allow people to protect themselves against disinformation's harmful effects.

Rico, G. & Jennings, M. (2016). The formation of left-right identification: Pathways and correlates of parental influence. *Political Psychology, 37*(2), 237-252. https://www.jstor.org/stable/44132872

The left-right dimension is one the most frequently used categorizations of ideological thought in most western democracies. The left-right dimension serves as an orienting device for citizens, guiding them through a mix of political messages, helping them identify the players and shaping their issue positions and electoral choices. Identification rests in the family of origin, with its potential to mold children's ideological views.

Zhang, K. (2019). Encountering dissimilar views in deliberation: Political knowledge, attitude strength, and opinion change. *Political Psychology, 40*(2), 315-333. https://doi.org/10.1111/pops.12514

The author found that while people are biased against arguments that challenge their beliefs, those with well-grounded yet moderate beliefs can be influenced to change their positions. Selective exposure to political views leaves the public uninformed and undermines democracy. The author advocates for deliberate engagement with alternative viewpoints.

Zubair, T., Raquib, A., & Qadir, J. (2019). Combating fake news, misinformation, and machine learning generated fakes: Insights from the Islamic ethical tradition. *Islam and Civilizational Renewal, 10*(2), 189–212. https://doi.org/10.52282/icr.v10i2.42

Deception has always existed in some form; however, both misinformation and disinformation have grown significantly with the advent of social media. Social media platforms have seen a rise in fake accounts operated by bots or "trolls," and the content posted is designed to manipulate consumers. This is not only a local, but also a global crisis that places everyone at significant risk as evidenced in 2016 when a false news report prompted the Pakistani defense minister to threaten to use nuclear weapons against Israel.

Bridging the Gap: Disability Awareness, Inclusivity, and Student Success Outcomes

Alpha Upsilon Tau Chapter
Ivy Tech Community College,
Indianapolis Campus
Indianapolis, Indiana

Theme

Perceptions of Progress

Abstract

People of every race, ethnicity, gender, and age live with disability, and many are unaware of the invisible disabilities which affect their daily lives. Navigating social relationships, the education system, and independent living can be overwhelming for anyone, but these everyday challenges require additional effort for those with disabilities. A majority of this essay's authors live with some form of disability. It is through our multi-person autoethnographies and group discussions that we chose a topic relevant to our experiences that inspired us to address current issues affecting students with disabilities. Disability in secondary education is widely studied, yet it remains tethered to stigma, personal concealment, disruptiveness in daily routine, and possible workplace and social discrimination. This led us to ask the question: How do we make progress in bridging the gap between students living with disability and achieving equity in student success outcomes? Acknowledging the complexity of our topic, our chapter decided to focus on raising awareness in equity, inclusivity, and progress vis-à-vis students with disabilities. Our research revealed that many students with disabilities were unaware of available resources or whether they qualified for academic accommodations and other supportive services. To address this, we centralized disability resources for our school by creating a portal for accessibility via a permanent webpage link on our campus disability services website and created a brochure of campus and community support services. We collaborated with over 40 school administrators and students to design and

Figure 1

implement a disability panel discussion and raised awareness about the availability of resources within our campus and local community. The impact of our work qualitatively led to increased awareness about the importance of student self-advocacy, community and campus networking, and the strengths of Universal Design Learning (UDL) in promoting inclusivity and student success for those living with disability.

Objectives

Our research objectives were to:

- study the Honors Program Guide and conduct group discussions to decide on the best-fit topic for our *To the Seventh Generation: Inheritance and Legacy* HIA project

- create a S.M.A.R.T. goal project timeline and delegate tasks among members

- identify the HIA research team of six members

- conduct primary and secondary research and share via a singular cloud file

- create and conduct a campus-wide student survey and gain approval from the Office of Institutional Research (OIR)

Our action and collaboration objectives were to:

- create team opportunities that provide research training for our chapter to grow as academic scholars

- research available campus and community resources and increase campus awareness of found resources

- conduct primary research with the goal of defining current relevant accessibility issues on campus

- design and implement an awareness program that addresses and promotes disability inclusivity among students, faculty, and staff

- distribute marketing and awareness materials on campus

- collaborate with college administrators, faculty, staff, and students on our campus to design and implement a virtual Disability Inclusivity and Resources Panel event

- develop marketing strategies that promote our Disability Inclusivity and Resources Panel event

Academic Investigation

We began our research by studying the Honors Program Guide and Workbook as well as conducting group brainstorming discussions to decide the best-fit topic for our *To the Seventh Generation: Inheritance and Legacy* essay. We held brainstorming sessions where each member presented topic ideas and described why each fit a particular HIA theme and how each topic was relevant locally and globally. We initially chose the topic of drinking water versus sugar-sweetened beverage consumption; however, we changed course once we discovered how much we could achieve in the area of disability awareness and accessibility on campus. Deciding to change the topic required agreement, so we held a group vote that unanimously adopted the topic. With our topic finalized, we then virtually collaborated with our campus research librarian to find relevant literature. We learned how to search our online library's databases with focused relevant terms. Our relevant search terms were: *disability, Universal Design Learning (UDL), disability accessibility, non-visible disabilities, ADA, and college disability support services.*

Most members also completed the PTK Research Edge program in addition to one-on-one training with our librarian. We focused on issues affecting college students, principally the correlation between academic success outcomes, student help-seeking behaviors, and academic environment. We aimed to understand contemporary disability issues on our campus, community, and world. We agreed that our topic fit the Honors in Action Theme: Perceptions of Progress. Our chapter utilized academic resources in our library's databases to compile new chapter knowledge, awareness, and passion to act toward a more inclusive and equitable future for students with disabilities. We reviewed 35 resources and eliminated six that were not relevant to the topic and three that had limited academic references. Each member of our research team reviewed and summarized the remaining 26 scholarly articles. Generating awareness of disability accessibility, support services, assistive technology, and academic success outcomes is globally and locally relevant as the recent global Covid-19 pandemic has transformed student learning and lives. As many as 20% of post-secondary college students report living with a disability according to the National Center for Education Statistics.

Conclusions

Current studies suggested that many students do not seek support, corresponding with a lower graduation rate. Countries like Australia, Sweden, and Norway have regularly surpassed the United States in achieving higher graduation rates, especially in science, technology, engineering, and mathematics (STEM). The average drop-out rate of students with a disability is 83% compared to 56% of those without a disability. The wide disparity in graduation rates reinforces the need to address issues impeding success for students with disabilities. If the U.S. seeks to generate a competitive workforce globally, it is important to ask the question: What legacy are we leaving behind if we are not matching the global pace of educational attainment for every student, regardless of disability status?

We propose that awareness campaigns should occur nationally and globally to generate solutions and decrease social, educational, and self-stigma. It is for this reason that students with disabilities must overcome the perceived perils and develop the key skill of self-advocacy. Self-advocacy is not inherent to all but can be learned early as a part of each person's educational journey. We suggest incorporating this skill into college and vocational preparatory programming. Along with self-advocacy, promoting inclusivity and equity in education is also contingent upon the efforts of each Higher Education Institution (HEI). We learned that a teacher's personal values, ethics, and beliefs drive willingness to create an inclusive learning environment, and that the implementation of Universal Design Learning (UDL) methods is driven by personal and institutional motivations. UDL is a framework of teaching methods used to limit barriers to student learning by assuming disability and customizing student learning. The application of UDL requires teachers to learn a new skill and flexibility in teaching style as well as individual and institutional investment in continuing education.

Action

We met biweekly to discuss progress, project timeline, and upcoming tasks. We shared

Figure 2

marketing ideas, collaborative efforts, new contacts, and progress. This allowed members to coordinate tasks and organize discussion of ideas. The chapter shared ideas on networking with school administration and community organizations, marketing strategies, awareness campaigning, creating a campus-wide student research survey for Institutional Research Board (IRB) approval, and organized a Disability Inclusivity and Resources Panel discussion during our college's First Gen Week. For the awareness component of our project, we created three disability awareness and inclusivity posters (Figure 1) discussing: employability, disability support, and general etiquette for positive interactions. Working with our college's marketing services department, we were able to print 30 of each poster free of charge. We then distributed them among multiple departments, student services offices, and student information areas. We received multiple positive comments from campus administrators, staff, and students about the quality and necessity for our awareness campaign.

For a successful event, we maintained excellent communication among chapter members, college administration, community members, and a

private assistive technology software company. Key collaborators were as follows: Ivy Tech librarian, Freedom Scientific - JAWS software representative, director of disability support services Indianapolis, Ivy Tech DSS BVI counselor, Ivy Tech IT support, Indiana State VR counselor, Indiana State VR supervisor and education advocate, Easterseals crossroads director of Employment Programs, Easterseals Crossroads director of Pathways to Opportunity Program, accessABILITY Indiana, professor and spring speaker series lead, the Nina Scholars Program, TRIO Student Support Services, (Ivy Tech Counseling and Mental Health Services, Ivy Tech Center for Academic Success Coaching, Ivy Tech Instructional Designer), educational technology coordinator, IvyCares, interim vice chancellor, and Ivy Tech Indianapolis campus chancellor. We designed an event flyer (Figure 2) to promote our panel discussion, which was shared with campus administration through email correspondence, Student Life web pages, social media, Ivy Tech's closed-circuit television programming, and on the school event calendar. Upon the completion of our event, we decided to design a brochure that could bring these important resources into one document (Figure 3). We then distributed our brochure throughout campus.

Impact

From collaboration with more than 40 college administrators, faculty, and students, we learned that many students with disabilities were undiagnosed and unaware of the resources available to support their academic success. The panel was a success, and we had 76 individuals in attendance. The feedback we received from those who attended our panel discussion was especially informative and uplifting. Melissa Filock, college lead for mental health services shared that two students sought information on available resources within the first week of our event. We also received an invitation to speak in an upcoming spring conference regarding what we've learned from our Honors in Action and campus projects. The director of disability services suggested that the full resource panel discussion be permanently on our college website, so that current and prospective students, school administration, parents, and the public would have access to our one-stop informative resource collection. One hundred fifty informative brochures were created

Figure 3

and disseminated among educational departments, campus registration, information booths, and disability support services. Our flyers, posters, and brochures were printed at no cost to the chapter, allowing our $1,000 Honors in Action grant to be used to purchase assistive technology software for our disability support services computer lab, serving student peers for years to come. We look forward to continuing our work with disability awareness in 2022 and conducting our newly IRB-approved student survey, which will generate data on student disclosure of disability status within our HEI.

Resources

Farina, M. P., Zajacova, A., Montez, J. K., & Hayward, M. D. (2021). US state disparities in life expectancy, disability-free life expectancy, and disabled life expectancy among adults aged 25 to 89 years. *American Journal of Public Health, 111*(4), 708–717. https://doi.org/10.2105/ajph.2020.306064.

This journal article examined the link between higher education attainment and lifetime

earnings. Authors found strong evidence for widening disparities in life expectancy by education between those with disabilities and those without. These findings reinforce the importance of disability advocacy.

Fleming, A.R., Plotner, A., & Oertle, K. (2017). College students with disabilities: The relationship between student characteristics, the academic environment, and performance. *The Journal of Postsecondary Education and Disability, 30*(3), 209-221. https://files.eric.ed.gov/fulltext/EJ1163997.pdf

The authors examined the impact of modifiable factors in college students with disabilities such as peer support, campus climate, disability services, and self-advocacy in predicting student success (GPA). This inspired our chapter to campaign on disability inclusion, awareness, and accessibility with community and school-based support services. We learned a strong academic support network reduces the factors that could lead to stifling student's self-advocacy efforts.

Ismail, A., & Kuppusamy, K. S. (2019). Web accessibility investigation and identification

of major issues of higher education websites with statistical measures: A case study of college websites. *Journal of King Saud University - Computer and Information Sciences.* https://doi.org/10.1016/j.jksuci.2019.03.011.

This case study evaluated 44 college websites and rendered useful data on web content accessibility and major barriers to those with disabilities, especially the visually impaired. Analyzing technology and daily life intersections gave us a better understanding of how technology can be used to help but also can hinder those struggling with information interpretation of websites, menus, digital forms, and screen-reading technology.

Lakkala, S., & Kyrö-Ämmälä, O. (2021). Teaching for diversity with UDL: Analysing teacher competence. *Inclusive Learning and Educational Equity,* 241–277. https://doi.org/10.1007/978-3-030-80658-3_10.

Chapter two of this book reflected on a global perspective of the use of Universal Design Learning (UDL) to address issues in disability education, with the goal of creating expert learners. The use of UDL in course design assists teachers in limiting barriers, facilitating learner success for students of all abilities, and in creating a more individualized and fully inclusive learning environment.

Lipka, O., Sarid, M., Aharoni Zorach, I., Bufman, A., Hagag, A. A., & Peretz, H. (2020). Adjustment to higher education: A comparison of students with and without disabilities. *Frontiers in Psychology, 11.* https://doi.org/10.3389/fpsyg.2020.00923.

This study sought to examine the differences in adjustment to higher education among students with a disability compared to those without, as well as expand knowledge and determine the significance of supports to decrease drop-out rates. Following the link between disability and higher drop-out rates supports efforts to generate awareness on disability issues.

Merchant, W., Read, S., D'Evelyn, S., Miles, C., & Williams, V. (2020). The insider view: Tackling disabling practices in higher education

institutions. *Higher Education, 80*(2), 273-287. https://doi.org/10.1007/s10734-019-00479-0.

This paper discussed creating an inclusivity-rich environment for staff and students in Higher Education Institutions (HEI). This created a deeper understanding of how the quantitative statistics on disability associate with an individual's disability outcomes and the environment in which they reside. Along with conducting multiple primary research interviews with faculty, staff, and students within our own HEI, we were enthusiastic about coming up with creative ideas for raising awareness of both visible and nonvisible disabilities and bringing multiple support services together for a recorded panel discussion.

Montez, J. K., Zajacova, A., & Hayward, M. D. (2017). Disparities in disability by educational attainment across US states. *American Journal of Public Health, 107*(7), 1101–1108. https://doi.org/10.2105/AJPH.2017.303768.

This research was important to our Honors in Action project in that it highlights college persistence in mitigating the risk of poverty as well as disability. We discovered a correlation between individual outcomes and geographic region. An increased risk for poverty, disability, and negative health outcomes arises from a lack of education. Knowing that this student population has to work harder than their peers, encouraged our chapter to create authentic dialogue within our campus community.

O'Shea, A., Kilcullen, J. R., Hayes, J., & Scofield, B. (2021). Examining the effectiveness of campus counseling for college students with disabilities. *Rehabilitation Psychology, 66*(3), 300–310. https://doi.org/10.1037/rep0000349.

The authors discussed how campus counseling, student and community support services networks benefit student success outcomes by increasing social capital. The results indicate a greater need for mental health counseling services for those living with disabilities. We found the term "help-seeking" problematic; our chapter questioned whether those quantitative numbers are skewed low because the data was collected only from students who self-identified as living with a disability.

Birmingham, 1963: The Children of Change

Beta Lambda Delta Chapter
Jefferson State Community College,
Shelby-Hoover Campus
Birmingham, Alabama

Theme

The Heirs of Our Ways

Abstract

Many people ask what legacy we can leave for children. However, the Beta Lambda Delta chapter inverted the question by asking: What legacy have children left for us? We did so by studying the Birmingham Children's March (BCM) of 1963. We surveyed 241 students about the civil rights movement (CRM) and the BCM. We found that 84% of students wanted to learn more about the movement and the march, and 87% felt that racism is still a societal problem. We then studied and annotated over 75 academic sources. Our research identified a need to educate the next generation of students about what they had inherited from the BCM and what legacy they could leave for future generations. To act, we developed a comprehensive curriculum, including (a) an original, copyrighted play about the BCM that we turned into a podcast; (b) an additional podcast episode featuring an interview of BCM participants; (c) a thank you letter contest whereby middle-school students expressed gratitude towards BCM participants and pledged to continue the struggle for justice. Our project became a part of the middle-school curriculum for two area school districts. After completing our curriculum, students reported a greater understanding of the CRM and BCM; they also expressed a strong commitment to continue fighting for equality and justice.

Objectives

Initial research objectives included:

- conducting a college-wide survey to gauge knowledge of the CRM and the BCM

- forming three research teams; these teams' goals included studying and annotating at least 25 academic sources per category

Birmingham, 1963: The Children of Change
An Original, Copyrighted Play by the Beta Lambda Delta Chapter
(Figure 1)
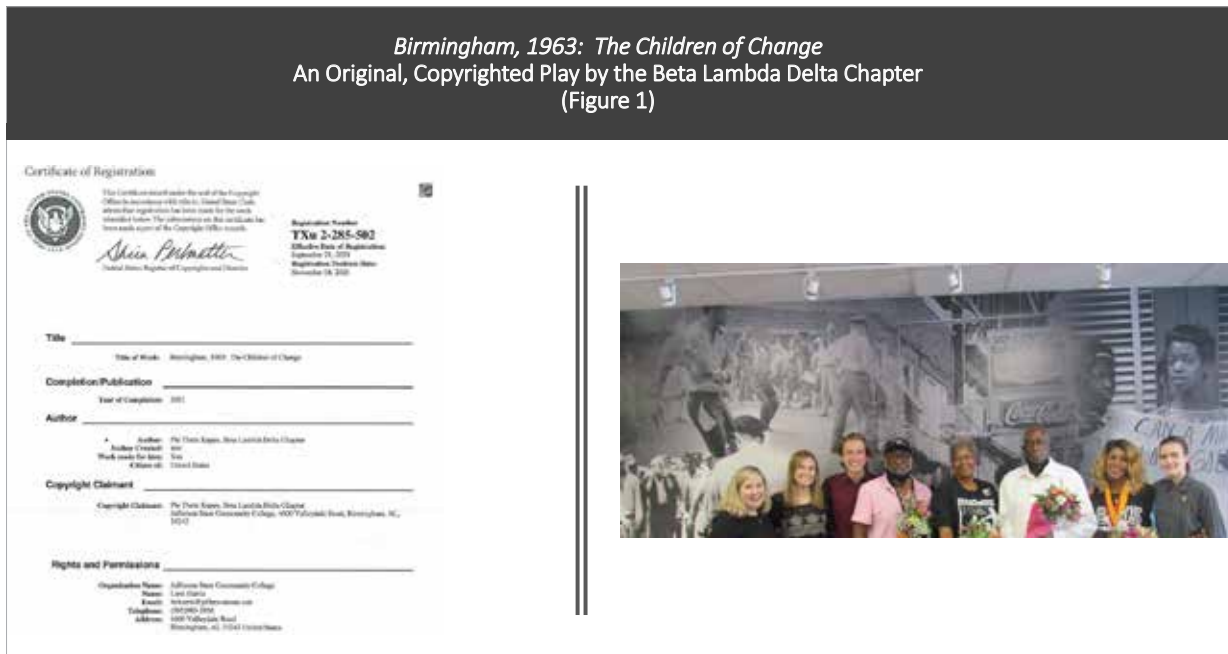
Figure 1

regarding the effectiveness of nonviolent resistance as a mechanism for achieving change, CRM events that took place in Birmingham, and the BCM of 1963

- holding a scholarly symposium to discuss/debate what our city inherited from the BCM; we also discussed how today's young people could learn from the marches to leave their legacies to future generations

- consulting multiple-genre sources, including scholarly books, articles, and interviews

Stage-two research objectives included:

- studying the culture of Birmingham in the 1960s to make our play historically accurate

- investigating elements necessary to producing successful podcasts—including recording, editing, and distribution strategies

Our action and collaboration goals set out to honor BCM participants who gifted us a legacy of bravery, utilize chapter and community recourses, and build long-lasting relationships for future chapter endeavors. Action objectives included:

- interviewing living BCM participants

- writing and copyrighting a play that chronicled the BCM

- transforming our interview and play into a podcast for middle-school students

- developing activities to allow current students direct interaction with BCM participants

- assessing our project in terms of what our middle-school students learn, how these students plan to use what they learned, and how we grow as chapter members

Collaboration objectives included:

- writing for grant funding

- working with a dramaturge to ensure historical accuracy

- working with a production company to create a high-quality podcast

- partnering with local school systems

- giving our work national exposure

- communicating with our collaborators bi-weekly to answer questions, troubleshoot problems, and ensure the alignment of our collective goals

Academic Investigation

We began by administering a civil rights survey to 241 participants. Only 21% of respondents strongly agreed that they were knowledgeable about the 1963 march, and 55% strongly agreed that they would like to learn more about the CRM. Since several BCM foot soldiers still resided in Birmingham, we had the privilege of interviewing them. We asked about the inheritance they gifted to others and what today's youth can do to create their legacies. Two research questions emerged from surveys and interviews: How did the participants of the

Thank You Letter Contest
(Figure 2)
_____

Directions: After viewing the play *Birmingham 1963: Children of Change*, write a thank you letter to those who participated in the marches. Your letter should cover:

- Why you are thankful that young people marched in 1963.
- What you learned from the marchers.
- How you will use what you learned to create a more just society.

Letters will be delivered to marchers who still live in the Birmingham area!

Prizes:

- **First Place:** $100 Walmart Gift Card
- **Second Place:** $75 Walmart Gift Card
- **Third Place:** $50 Walmart Gift Card

Figure 2

1963 BCM leave an inheritance creating a more just society? How can young students channel their heritage from BCM participants to leave a justice legacy to others? We then formed three research teams. Our "Nonviolence Team" investigated the history and effectiveness of nonviolent actions globally. Our "Civil Rights Team" researched the American CRM. Finally, our "Birmingham Children's March Team" focused explicitly on the BCM. Each team studied and annotated at least 25 scholarly sources. We then held a symposium to discuss and debate what we had learned.

These research conclusions emerged: (a) History shows that nonviolent movements create long-term change more effectively than violent actions (Gupta, 2017); (b) In 1963, the American CRM reached a critical moment where a lack of participation by adult citizens threatened the Movement's success (Burrow, 2014); (c) The BCM became a foundational event within the larger framework of direct actions that would improve African Americans' access to civil rights and increase human rights worldwide (Franklin, 2021); (d) BCM participants faced real peril, including expulsion from school, arrest, and physical harm (Huntley & McKerley, 2009); and (e) Teaching about the CRM to modern-day young people is an effective strategy for inspiring future generations to leave their justice legacy (Witherspoon et al., 2017).

Conclusions

The following research conclusions emerged. History shows that nonviolent movements create long-term change more effectively than violent actions (Gupta, 2017). In 1963, the American CRM reached a critical moment where a lack of participation by adult citizens threatened the Movement's success (Burrow, 2014). The BCM became a foundational event within the larger framework of direct actions that would improve African Americans' access to civil rights and increase human rights worldwide (Franklin, 2021). BCM participants faced real peril, including expulsion from school, arrest, and physical harm (Huntley & McKerley, 2009). Teaching about the CRM to modern-day young people is an effective strategy for inspiring future generations to leave their justice legacy (Witherspoon et al., 2017).

Action

To prepare for action, we reviewed our research conclusions. Gupta (2017) convinced us that nonviolent movements engender positive legacies. Franklin (2021), Huntley and McKerley (2009), and Burrow, Jr. (2014) showed us how the BCM became a seminal moment in the success of the American CRM. Finally, Witherspoon (2017) persuaded us of the value of teaching the BCM to young people. These research conclusions coalesced into our comprehensive action plan.

To act, we wrote and copyrighted an original play: *Birmingham, 1963: The Children of Change* (Figure 1). We then turned this play into a six-part podcast consisting of these episodes: (a) an introduction to the BCM and the CRM. (b) Two to five episodes from our play, and (c) a recorded interview with four Birmingham adults who, as children, participated in the BCM. We then distributed our podcast to 16 middle schools in the Birmingham metro area, where it became part of the curriculum for 10,743 students. We also created pedagogical materials for teachers to engage young students to think about leaving their legacy for the next generation. For example, we sponsored a Thank You Letter contest whereby students wrote letters to BCM participants to thank them for the bravery they showed (Figure 2). The students then stated what they learned and how they would use these lessons to work towards justice in their communities. These collaborative partners assisted us in educating young people about our research conclusions:

- Civil Rights Activist Committee serves as a Birmingham repository of BCM documents and historical artifacts. The committee's support validated our work and allowed us to interview BCM participants.

- Shelby County and St. Clair County School systems endorsed our project, making it an official part of their middle-school curricula.

- Birmingham Civil Rights Institute (BCRI) and Morehouse College, a private, historically black college, are producing a documentary film highlighting how the American CRM influenced the justice movements globally. The Morehouse team interviewed us at the BCRI, and our project will become a part of their study.

These partners dovetailed our research conclusion concerning the arts:

- JSCC's Spotlight Drama Club students helped us learn how to write a play. They were especially helpful in teaching us about dramaturgy and research, as cultural accuracy was crucial for our project's success.

- Pell City Center for Education and Performing Arts (CEPA) helped us professionally edit our podcast episodes, making them more entertaining, educational, and practical.

- $1,000 HIA grant received from PTK and the Mellon Foundation allowed us to hire a professional editor to put the final touches on our podcast.

Impact

Quantitative action results include our curriculum reaching 10,743 students at 16 middle schools from two school districts. Pre- and post-surveys measured learning outcomes. In our initial survey, participants reported a lack of knowledge about CRM and the BCM specifically. After participating in our project, respondents overwhelmingly reported a better understanding of the movement and the march. Our assessment survey showed a 60.4-point increase in students' knowledge of the CRM and a 78.9-point improvement in ability concerning the BCM. (Figure 3). Qualitative results included that middle-school and PTK students better understood the legacy created by the BCM marchers and the inheritance of justice they can leave for future generations.

In their thank you letters to marchers, middle-school students wrote: "Thank you for being brave. I will be brave just like you!" "Thank you for marching and caring about me, even when I was not born. Thank you for making Birmingham better." "The world is a better place because of you. I will continue the march. I will not let you down!" We also grew as chapter members. At a post-project virtual retreat, we assessed what we learned. Though the CRM events took place in our home state, several members reported knowing very little about the movement. Many of us marveled at the bravery of the children who faced arrest and jail time to make our city and state a more just place. We all noted feeling a sense of renewed dedication to the struggle. One chapter member plans to attend law school and specialize in civil rights and human rights. She stated: "This struggle is far from over. After seeing what these marchers did for us, I must do my part to achieve equality. Chapter members also gained self-confidence as informed activists. The CRM, the BCM, race, and racism are crucial topics we need to discuss. Seeing that the BCM took place in our metaphorical backyard, sharing the bravery of these marchers with today's young people was vital. However, addressing these topics can prove to be challenging. Real or imagined fears of critical race theory, for example, can silence educators and students alike. We learned that

Post-Curriculum Survey
(Figure 3—Before and After Results Highlighted)

Survey Questions (772 Respondents)	Strongly Agree	Somewhat Agree	Disagree	Somewhat Disagree	Strongly Disagree
Before listening to this podcast, I knew a great deal about the Civil Rights Movement.	14.20%	6.80%	39.40%	30.10%	11.30%
After listening to this podcast, I know a great deal about the Civil Rights Movement.	74.60%	16.80%	3.30%	4.00%	1.30%
Before listening to this podcast, I knew a great deal about the Children's March of 1963.	4.50%	8.60%	60.20%	18.90%	7.80%
After listening to this podcast, I know a great deal about the Children's March of 1963.	83.40%	12.80%	1.70%	1.10%	1.00%
I believe that my actions can make a positive difference in the world.	91.30%	5.60%	2.20%	0.70%	0.20%
Because of what I learned through this podcast, I plan to make a difference in the world.	88.40%	6.80%	2.20%	1.80%	0.80%

Figure 3

approaching tough topics with humility but courage creates spaces for honest dialogue and authentic learning. Since we received an invitation to produce a stage version of our play this year, we learned that our work could live on! We learned that addressing complex subjects with courage and conviction creates an enduring legacy for others. When we interviewed BCM participants, we asked them: "Were you afraid?" Every marcher said "no." Ms. Paulette Roby stated, "I was never afraid and never hated anyone. I still love everyone. I just wanted my rights." There is so much to be afraid of today, such as global pandemics, economic crises, and political movements that seek to reinstate Jim Crow-era voting barriers. Through our actions, though, we learned that "Perfect love casts out fear." We are not afraid because of what we learned from our HIA project. We are ready to leave a legacy of goodness as an inheritance for future generations.

Resources

Bass. J.S. (2001), *Blessed are the peacemakers: Martin Luther King Jr., eight white religious leaders, and the "letter from the Birmingham jail."* Louisiana State University Press.

Bass, Professor of Religion at Samford University, contrasted Dr. King's iconic April 1963 letter and call to action with a statement from white Birmingham ministers that advocated for a "gradualist" approach. These ministers found the direct actions of the CRM to be "unlawful" and "untimely." It is easy to view history through the lens of modern-day moral clarity. This volume helped us understand the opposition even "good" people had to the BCM and the necessity of pursuing what is right in the face of hostility.

Burrow, R. Jr. (2014). *A child shall lead them: Martin Luther King Jr., young people, and the movement.* Fortress Press.

Burrow Jr., Professor of Theological Social Ethics at Christian Theological Seminary in Indianapolis, explained how the children of the BCM were crucial to the success of the CRM nationally. The Movement had stalled, and Dr. King feared it would fail. BCM marchers brought national attention to the Movement, rejuvenating the CRM for President Kennedy and the entire nation. This resulted in the passage of the Voting Rights Act of 1964 and the Civil Rights Act of 1965. Professor Burrow, Jr. also discussed how the intense disagreement between Dr. King and Reverend Fred Shuttlesworth risked children's safety through the BCM, showing that like-minded people can disagree on strategies and methods.

Franklin, V.P. (2021). *Young crusaders: The untold story of the children and teenagers who galvanized the civil rights movement.* Beacon.

Franklin, distinguished professor of history at the University of California, Riverside, provided an exhaustive study of the role of children during

the American CRM. Professor Franklin's work contextualized the BCM within a larger framework of youth-driven activities, including the Little Rock Nine enrollment in Arkansas and the 1964 boycott of New York City schools. Professor Franklin's work helped us understand the BCM within a larger framework of direct actions led by children and adolescents.

Gupta, D. (2017). *Protest politics today.* Polity Press.

Gupta, associate professor of political science at Carlton College, conducted an exhaustive study of social protest movements. Professor Gupta's work encouraged us to view social actions through a "long lens," contextualizing the BCM within the more extensive history of human rights movements on a global scale. Her work on modern social action methods, such as digital activism, was invaluable. Gupta's work helped us formulate relevant strategies to introduce nonviolent action to our middle school students.

Huntley, H. & McKerley, J. (Eds). (2009). *Foot soldiers for democracy: The Birmingham civil rights movement's men, women, and children.* University of Illinois Press.

Professors Huntley's (the University of Alabama at Birmingham) and McKerley's (University of Maryland, College Park) work enabled us to focus on pivotal CRM events in Birmingham. Their research showed us the diversity of movement participants and the dangers they faced, such as church and house bombings, that constituted domestic terrorism. Their work helped us understand the tremendous bravery the children of the BCM exhibited and the importance of sharing their legacy with current students.

Jefferies, H.K. (Ed.) (2019). *Understanding and teaching the civil rights movement.* University of Wisconsin Press.

Professor Jefferies of Ohio State University compiled essays that went beyond studying the famous names and faces of the CRM. He advanced the thesis that the movement's unnamed foot soldiers were foundational to its success. This collection also challenged the myth of a completely nonviolent movement, showing instances where movement participants felt justified to fight force with force. While we found more evidence supporting the movement's nonviolence stance, this counter-perspective challenged that hegemony. At the end of this volume, a methods section proved vital as we created ancillary teaching materials for our project.

Scheidel, W. (2017). *The great leveler: Violence and the history of inequality from the stone age to the twenty-first century.* Princeton University Press.

Scheidel, professor of history at Stanford University, challenged everything we learned about nonviolence within the CRM. Scheidel traced economic and social change from the Middle Ages to the modern-day. He argued that radical social changes almost always arise from violence, ranging from war to natural "violence" such as famines or plagues. While the totality of our research led us to believe that nonviolence was a key to the success of the American CRM, this volume required us to consider the role violence plays in social change.

Witherspoon, T., Clabough, J., & Elliot, A. (2017). Marching into Birmingham: Children as agents of social change. *Social Studies and the Young Learner, 30*(1), 22–26. https://www.researchgate.net/publication/328487926_Marching_into_Birmingham_Children_as_Agents_of_Social_Change

The article emphasized the importance of young students learning about history through the stories of their predecessors. The authors argued that today's students identify with young activists from the past; therefore, studying young people who were agents for social change empowers new generations to believe that they can make a difference. This article became instrumental as we considered how to develop educational materials to accompany our play/podcast.

Understanding Climate Change and Food Security: What Role Do We Play?

Beta Pi Theta Chapter
Miami Dade College, Hialeah Campus
Hialeah, Florida

Theme

Natural and Constructed Environments

Abstract

Our Honors in Action project explored how natural and constructed environments are connected and how that connection is a delicate balancing act. The choices we must make to keep that equilibrium are challenging. Inspired by our understanding of the Honors Study Topic, *To the Seventh Generation: Inheritance and Legacy,* our attention was focused on the pressing global issue of climate change as well as a relevant issue in our global and local communities, food security. Through our academic research, we discovered that food security is threatened in many parts of the world, in part, by the growing problem of climate change, including rising sea levels, frequency of extreme weather events, and global warming. Our own local community of South Florida has seen a recent increase in food insecurity. After critically reviewing academic research on these topics, we concluded that climate change has negatively impacted food production and increased food waste. We also concluded that greater awareness of these issues and increased civic participation are needed to tackle both of these issues. We sought to mitigate some of the negative effects of climate change as well as food insecurity in our community. Additionally, we aimed to educate our college and surrounding community about the need for government action to help reduce climate change. We communicated directly with elected officials by organizing a local and state-level letter-writing campaign. We engaged more than 400 student volunteers, collaborated with several college departments and community partners, and helped more than 330 students to

register to vote in local elections. We hosted the first annual Miami Dade College HIA Research Symposium where chapters shared their research to gain additional understanding of the issues. Most notably, through our service, more than 444 families received meal donations.

Objectives

Following inspiration from *To the Seventh Generation: Inheritance and Legacy* our HIA team's research objectives were to:

- investigate the potential impacts of climate change on food production and food security

- clarify the ways in which the South Florida Region can mitigate the adverse impacts of climate change and food insecurity

- better understand how we, individually and collectively, can proactively reduce climate change to improve the environmental conditions for future generations

- in other words, our chapter set out to learn about the direct and indirect consequences of climate change on food production and food security and to bring awareness of the impacts of climate change on a local and regional scale

Our action component objectives included:

- organizing a food drive that combats food insecurity in our local community

- participating in and organizing a local beach clean-up to promote a sustainable example for peers and decrease the plastics that contribute to climate change

Our collaboration component objectives included:

- collaboration with the student life department to organize a food drive and encourage student participation to decrease food insecurity in our local community

- collaboration with the Institute of Civic Engagement Department (iCED) to plan and implement a letter-writing campaign that discusses the negative impacts of climate change on our world and the need for government policies that directly mitigate our contribution to global warming and climate change

- collaboration with Motivote to encourage civic engagement amongst students, promote participation in elections, and raise awareness on how engaging in the political process at various levels of government can positively impact issues like climate change and food insecurity

- collaboration with the eight PTK chapters of Miami Dade by using our PTK-Mellon HIA grant funds to host our first Annual Research Symposium where chapters are invited to share their Honors in Action research

Academic Investigation

Our research questions focused primarily on: (a) examining the ways in which climate change has impacted food production and food security and (b) exploring evidence-based problem-solving, such as identifying concrete steps that can best mitigate the negative effects of climate change and food insecurity. After thorough discussions with our chapter officers and advisors, our HIA team utilized library databases to locate scholarly articles on climate change, its potential relation to food production, and overall health consequences of food insecurity. We examined too the potential impact on food security on humans. From our readings, we discovered that there is a correlation between the effects of climate change and how it has affected food production and agricultural yields not just within our local community and nation, but globally. Food and Agricultural Organizations of the United Nations data published from 2011 and 2013 estimates indicate that food waste is responsible for the emission of 3.3 gigatons of carbon dioxide, the consumption of 250 km3 of water, and the use of 1.4 million hectares of land. These numbers further demonstrate that government regulation is needed to control the amount of food waste. Tax incentives for farmers who do not exceed production requirements, use sustainable methods of cultivating land and manage water usage can profoundly impact the effect food waste has on the environment.

Since one-third of food produced globally is wasted, further regulation could have an impact on reducing that waste and ensuring farmers produce only the quantities needed. This would reduce the number of greenhouse gasses that

pollute our atmosphere and contribute to climate change. The research findings led us to conclude that it is necessary to reform our food production methods that contribute to alarming numbers of food waste annually.

This ties into a discussion of *To the Seventh Generation: Inheritance and Legacy* as it relates to food waste resulting from consumption and distribution and is a major problem when it comes to food production and availability. As food waste contributes to climate change, climate change contributes to food insecurity. Around the world today, one in nine people are malnourished, and many more are troubled with moderate food insecurity. Through our research, we learned that climate change has a significant impact on agriculture and food production. Temperature increases affect crop survival, nutrient content, and biodiversity. Maize, wheat, rice, and soybeans are estimated to provide two-thirds of global human caloric intake, of which maize, wheat, and rice supply 50% of global food calories. Rice production is expected to be reduced by 3.2%, with wheat at 6%, soybean at 3.1%, and maize at

a 20% decrease for every degree Celsius rise in temperature. Higher temperatures are of major concern as projections estimate a 10% loss of crops for every one-degree Celsius rise in temperature, and temperature spikes can cause "outright crop failure." Studies also suggest that iron and zinc content may fall due to high elevations of CO_2, causing millions more people to experience nutritional deficiencies.

Conclusions

Climate change has an impact on biodiversity; it reduces bacteria, fungi, and other natural predators in soils that fend off pests and are essential to soil health. As described in *To the Seventh Generation: Inheritance and Legacy* the loss of land due to pollution is a serious threat to our ability to produce food. After critically reviewing all of our sources, we concluded that the negative effects of climate change, food waste, and food insecurity are very much related. It must be noted that other factors contribute to food insecurity, such as war, poverty, low productivity of agriculture, soil erosion, lack of proper planning, lack of adequate

Food Drive Donations

Families Served	Food Delivered	Hygiene Supplies Distributed
444 families	100 Turkeys	Laundry detergent
382 Vehicles	386 packs of sandwich meat	Cleaning supplies
62 Walk-up families	382 Gallons of milk;	Personal protective equipment
	400 boxes or canned foods	
	420 bags of boxed chicken breast;	
	420 packages of sliced bread	

Figure 1

infrastructure, macroeconomic imbalance, population growth, food supply, inequality, rising food prices, unemployment, farm disease, and more recently, the COVID-19 pandemic. Our review of a broad range of readings helped us understand how complex climate change, food insecurity, and food waste are. We also learned that awareness of these issues and reaching out to government officials about how to mitigate these problems are fundamental to making a positive change in our communities.

Action

Our reflections on *To the Seventh Generation: Inheritance and Legacy* led us to consider how we, individually and collectively, may contribute to positive changes in our community. Our research examined which concrete steps could be taken to promote beneficial outcomes for both ourselves and future generations related to two main issues that impact people globally: climate change and food insecurity. We were particularly curious about the possible relationship between these two issues and strived to obtain a comprehensive understanding of the complexity they harbor.

Our academic research led us to conclude that there is a correlation between food waste, climate change, and how climate change impacts food insecurity. We focused on mitigating the effects of these issues at the local and regional level with a food drive, a beach clean-up, and engaging young people through a letter-writing campaign, and Motivote, an online platform, to educate others about the importance of voting on these issues. Our team collaborated with Student Life, Feeding South Florida and

Farm Fresh to implement a large food drive for our community to help combat food insecurity. Student Life has a wide reach on campus, actively pushes initiatives that encourage students to work with the community and raises awareness of issues affecting our city. Due to the expansive turnout at past food drives, our team became painfully aware that food insecurity was severely affecting the local community.

Our research also showed the need for government intervention and policies to fight climate change, which inspired us to collaborate with the Institute for Civic Engagement and Democracy (iCED) by organizing a letter-writing campaign to elected officials. We chose iCED because the department specializes in encouraging students to practice civic engagement. It led us to work with an online platform called Motivote that promotes voter turnout and allows students to learn about the importance of participating in elections through service actions and informative videos. We presented the platform to various classes on campus and successfully enrolled over 330 students on Motivote. Our team viewed these collaborations as essential to the project because those in positions of leadership can push legislation that can change the shortfalls of food waste, climate change, and food insecurity in ways that individuals acting alone may not be able to accomplish. Surveys were sent out to participants of the food drive and the letter-writing campaign with the goal of assessing their individual experience, its impact on their learning, and how their perspectives and actions were potentially altered because of their participation in service. Lastly, we collaborated with our eight MDC chapters and hosted a research symposium to share our research findings.

Survey Data of Service Actions
of Collected Surveys = 36

Food Drive Survey

64.3% Participated in Food Drives before

71.4% of participants changed their perspective on food insecurity & 78.6% were surprised by need in the community

42.9% thought more volunteers were needed

28.5% of students felt unaware of level of food insecurity in our community prior to this experience

Figure 2

Survey Data of Service Actions
of Collected Surveys = 36

Letter Writing Campaign Survey

33.3% have participated in Letter-Writing Campaign before

66.7% believed it's important to communicate with elected officials about an issue that concerns them

83.3% of participants had changed perspectives on climate change

83.3% believe the nation could be doing more to combat climate change, and 66.7% are more likely to send another letter to an official in the future

Figure 3

Impact

Through our actions, we collected information to support our research findings and found that there is a significant reason for concern regarding food insecurity in our community. Figure 1 shows the number of supplies we distributed to families in our community. Despite having the largest supply of food and equipment the campus has ever been able to provide, our supply fell short of our community's need as there were well over 50 vehicles that were unable to receive any provisions. Clearly, there is an issue with food insecurity in our community, and not having enough supplies to remedy the need for everyone affected. Data from student volunteers at our food drive indicated a majority of participants changed their perspective on food insecurity and were surprised by the local need (Figure 2).

Most volunteers were unaware of the food insecurity in their community and were more inclined to participate in other food drives in the future, even making suggestions of other ways to alleviate food insecurity. For the letter-writing campaign, survey responses indicated that the majority of volunteers were unaware of the negative impacts of climate change prior to their participation, but felt their perspective and awareness changed significantly due to our

information sessions and resources (Figure 3). Our team also faced challenges reaching out to students to become involved in Motivote. Many students were hesitant to get involved with local legislation. It took weeks of effort to persuade students to voice their concerns to the government while incentivizing them to participate with others to foster change locally. To overcome these issues, we reached out to faculty and enacted a collaborative campaign to inform students in classroom settings with presentations. Over a two-week period, we conducted over 25 presentations educating our peers on the importance of civic engagement and voter turnout and enrolled over 330 students on Motivote. As PTK officers, we consistently learned from one another and came together to meet the challenges presented by working on a large project while still experiencing the effects of the COVID-19 pandemic. This project challenged us as leaders to both understand the issues we set out to explore and to think critically and creatively about how to engage others in order to collectively make positive changes in our community and our Florida region. Through our combined action, we engaged many other individuals in our college community and beyond. These experiences have helped us grow as scholars as we aim to deeply understand

issues that matter in our world, and as we honor the Haudenosaunee philosophy of the seventh-generation principle, which is to consciously make decisions today that will positively impact seven generations into the future.

Resources

El Bilali, H., Henri Nestor Bassole, I., Dambo, L., & Berjan, S. (2020). Climate change and food insecurity. *Journal of Agriculture and Forestry, 66*(3). https://doi.org/10.17707/agricultforest.66.3.16

This source provides a focused perspective on the various ways climate change affects food security through food availability, access, utilization, and system stability.

Leverenz, D., Schneider, F., Schmidt, T., Hafner, G., Nevárez, Z., & Kranert, M. (2021). Food waste generation in Germany in the scope of European legal requirements for monitoring and reporting. *Sustainability, 13*(12), 6616. http://dx.doi.org/10.3390/su13126616

This source discussed examples of how the German government is working towards meeting the United Nations Sustainable Development Goals for 2030. It also entails the levels of waste that are predominantly occurring in first-world countries and at the consumer level.

Nicastro R, Carillo P. (2021). Food loss and waste prevention strategies from farm to fork. *Sustainability, 13*(10):5443. https://doi.org/10.3390/su13105443

This source discussed the levels of food waste that occur annually worldwide and potential ways to address the problem. It includes different governmental responses, environment consequences, and discusses the largest contributions to global food waste.

Pais, I. P., Reboredo, F. H., Ramalho, J. C., Pessoa, M. F., Lidon, F. C., & Silva, M. M. (2020). Potential impacts of climate change on agriculture - A review. *Emirates Journal of Food and Agriculture,* 397. https://doi.org/10.9755/ejfa.2020.v32.i6.2111

This citation details climate change impacts on agriculture with a focus on global staple crops.

Richards, C. E., Lupton, R. C., & Allwood, J. M. (2021). Re-framing the threat of global warming: An empirical causal loop diagram of climate change, food insecurity and societal collapse. *Climatic Change, 164*(3-4). https://doi.org/10.1007/s10584-021-02957-w

This source provided insight to possible worst-case scenarios of food insecurity and economic collapse if climate change trends continue without alteration.

Sayed, A. S., Hu, Z., Stepien, S., Sayed, Y. A., Rayee, R., Niu, K., & Mgendi, G. (2021). Food insecurity and related factors among farming families in the Takhar region, Afghanistan. *Sustainability, 13*(18), 10211. doi:http://dx.doi.org/10.3390/su131810211

These authors discussed factors contributing to food insecurity in Afghanistan, offering a global perspective.

Sova, C., Flowers, K., & Man, C. (2019, October 15). Climate change and food security: A test of U.S. leadership in a fragile world. *World Center for Strategic and International Studies.* https://www.csis.org/analysis/climate-change-and-food-security-test-us-leadership-fragile-world.

This source detailed how climate change impacts food security and how the United States can be both a positive and negative force regarding this issue.

How Desegregation May Create a Dichotomy of Progress

Omicron Alpha Chapter
Mississippi Gulf Coast
Community College,
Harrison County Campus
Biloxi, Mississippi

Theme

Perceptions of Progress

Abstract

Our Honors in Action project examined the historical and present circumstances of two historic neighborhoods, Broadmoor and Soria City, in Gulfport, Mississippi, which were both positively and adversely affected by local, regional, and national events. These events have produced examples that exhibit that there are discrepancies between the misleading victories of what has been perceived as progress and the true realities of "progress." A local news story sparked our interest in these two neighborhoods. The Mississippi Heritage Trust placed a building known as the Broadmoor Grocery on a list of the state's ten most endangered historic places, which is created to energize preservation efforts and highlight the stories behind these sites. This story was widely covered by all local media. We were surprised by these stories, as most of us have grown up here with no idea about the history of these two neighborhoods that received so much attention. We researched the history of these neighborhoods to learn why they are perceived as significant. We consulted our research librarian who directed us to local history books, the oral history collection at the University of Southern Mississippi, the Gulfport Historical Society, and instructors in our drafting program. We began looking at two histories of Gulfport and discovered that both areas have been studied by the National Park Service prior to being individually designated as Historic Districts. After more research, we realized that our local stories had national counterparts. We researched trends during the two most significant periods for each neighborhood (Broadmoor and Soria City in the 1920s and Broadmoor following World War II and Soria City in the 1960s). Our research led to debates about racial identity, preservation,

restoration, and new construction following events like world wars and hurricanes. We concluded that these neighborhoods lacked local appreciation, so we chose three actions to bring recognition and, hopefully, understanding of perceptions and misperceptions of the past and present of these communities.

Objectives

The main objective of our research was to identify the primary reason why the neighborhoods of Broadmoor and Soria City had economically moved in opposite directions as time progressed, with Soria City, the historically black neighborhood, regressing economically after the Civil Rights Act of 1964. Through researching, our chapter sought to reexamine highlights in history, which society has normally found to be faultless, and to question whether progressive actions in history have created more negative issues than it intended to solve.

Our research led to debates about racial identity, preservation, restoration, and new construction following events like world wars and hurricanes. We concluded that these neighborhoods lacked local appreciation, so we chose three actions to bring recognition and, hopefully, understanding of perceptions and misperceptions of the past and present of these communities.

Academic Investigation

We first asked ourselves why these two abutting neighborhoods are so drastically different visually and economically today, despite their being both quite similarly prosperous prior to the mid-1960s. Through research, surveys, and consultations, we were able to speculate that the racial isolation within these neighborhoods could have been a factor for this disparity, but after pondering the subject and theme, we made a connection between the Civil Rights Act (CRA) of 1964 and the change(s) in the neighborhoods. This led to other questions such as: (a) What other factors were at play? (b) What events proved this theory? (c) What political actions have been done for or against a single neighborhood? and (d) Has modernity affected them in any manner? We realized that for these two neighborhoods to grow in a juxtaposed manner there had to be an outside influence that manipulated their

natural economic trajectory, particularly in Soria City. Commonly taught, the CRA is perceived as a positive turn in U.S. history, but a complex problem, such as discrimination and racism, cannot be overturned by an act so easily.

Conclusions

Considering the circumstances of the mid-1960s, especially in South Mississippi, the conclusion was made–through analyzing data and examining history and policy–that as a result of desegregation, conservative politicians had found a way to produce a new type of segregation to disadvantage the black community, through legislation that would create a class divide, wealth disparities, and economic segregation. Despite the efforts to end discrimination, the Civil Rights Act of 1964 did not necessarily end the struggles of black Americans to achieve the same equality as their white counterparts since the political power was still being held mostly in the hands of white conservatives in Mississippi whose racist ideology could not have been easily swayed or diminished through the passage of an act. Through decades of unfair policies, the divide can be seen today.

Action

The action portion of our project was to initiate and foster pride in Soria City as an effort to mimic that which existed in its neighboring community of Broadmoor. Through thorough analysis of the two areas in person and through news reports, we were able to identify a disparity in the responsibility, ownership, and overall wellness of the two areas. To give equal opportunity for pride to be established, we contacted the Gulfport City Council and were put on the Mayor's Report portion of the meeting where we were given the opportunity to ask that signs designating both Soria City and Broadmoor as historic areas be placed within the communities respectively. Given that these two areas were already given such distinction, the only need was to produce and erect the signs in the desired areas. Three of our members spoke to the council in front of the room, and several questions were asked before the Council presented a resolution that the Historical Society of Mississippi would produce two signs: one with the signage of "Broadmoor"

and its date of establishment and the other with "Soria City" and its date of establishment. With the help of our research and understanding of the complex political and social nature of this issue, we wanted to collaborate with local politicians on this issue. Mr. Ron Roland, the councilman of Broadmoor, was our point of contact for preparing for the meeting and learning about the areas. Ms. Rebecca Kajdan with Gulfport City Hall aided us in getting on the Mayor's Report and facilitating contact between our chapter and the members of the city council.

The action of designating these areas came from a quote by Mr. Ron Roland that he gathered from one of the Broadmoor community meetings held that said, "When you know the history of where you live, you take pride in it." We would not have been able to complete this request without the aid of the Broadmoor Councilman Ron Roland or Councilwoman Ella Holmes Hines. Mr. Roland met with two of our members in the courthouse to give thorough details of his experiences with both neighborhoods. He recalled when his wife was on the council and had both neighborhoods under her jurisdiction. Since then, both WXXV25 and WLOX local news stations have run stories with positive feedback from residents of the areas and have contacted our chapter about interviewing members when the signs are put in the ground. There are no boundaries or signage anywhere that details the complicated history of Soria City in Gulfport, but in Broadmoor, there is an obvious layout that shows the design of the neighborhood was intentional. It has a central tennis court and playground with streets that circle it and extend off that circle. From there, there are mini neighborhoods with triangular pieces of land at the entrances which are owned by all the residents in that mini neighborhood – meaning, the upkeep is the responsibility of those residents. There are several other streets within Broadmoor, but this layout is the heart of the area. The people of Broadmoor gather at the tennis court for their meetings to discuss improvements and concerns they would like made or addressed. Mr. Roland is usually in attendance at these meetings. Their next project is to renovate an old fire house at the edge of the community for recreational use. In Soria City, however, the only boundary is the train tracks, which is at its southern edge. Broadmoor has a relatively seamless history with

new projects and their upkeep, but Soria City has had many obstacles, such as people and funding, which have gotten in its way of achieving a similar evolution as Broadmoor. The hope is to establish pride with equal opportunity for economic success in terms of property value, income, and overall wellness and awareness of the historical significance of the areas.

Impact

We did not enter our project with the intention of forcing a specific goal upon the residents of Broadmoor or Soria City, but rather, we wanted to bring awareness to the importance that the two areas had to the history of Gulfport, which is often overlooked. None of our HIA team members had heard of either neighborhood, but there were many older articles from newspapers, which addressed drastic changes or analyzed their histories. Since their founding, these neighborhoods have endured countless problems and disasters, such as hurricanes, complications from integration, and internal issues. It is important to understand that many of the attempted "fixes" made at the local and federal level were well-intentioned but did not always create positive progress. With the placement of the two signs, anyone who lives there or is passing by or is entering the neighborhoods, will know exactly where they are and can find thousands of articles on the device in the palm of their hands. The city of Gulfport is the second largest city in the state of Mississippi with two council meetings per month. These meetings have a high volume of community attendance and very connected council members. We were able to reach those in attendance, those who view the city's website which has public records of these meetings, the residents of the areas, and the viewers of the two major local news stations. We were able to take three driving tours of both Broadmoor and Soria City in preparation for our project, giving our members and other students perspective into what we were researching. Two of our members also branched off to create a future project with the two areas where a virtual reality tour could be made, posted, and shared. Overall, our chapter members enriched themselves by delving into research, preparing for the city council meeting, and conversing with our local officials. Our work with Broadmoor, Soria City, and Gulfport is not

over, however, as we aim for our chapter and college to continue recognizing the importance of the communities within Gulfport which have created its history and identity.

Resources

Bennett, M.D., Jr. (2006). Culture and context: A study of neighborhood effects on racial socialization and ethnic identity content in a sample of African American adolescents. *Journal of Black Psychology, 32*(4). https:doi.org/10.1177/0095798406292470.

This article explained the factors that create an individual's sense of identity. Specifically, it looked at factors that affect ethnic identity in adolescent African Americans concluding that identifying with a neighborhood is a significant factor. This helped us understand the importance of Soria City for generations of people who grew up there.

Schildkraut, D.J. (2014). Boundaries of American identity: Evolving understanding of us. *Annual Review of Political Science, 17*(2), 441-460. https://doi.org/10.1146/annurev-polisci-080812-144642.

This article provided clear definitions of neighborhoods and allowed us to focus on specific characteristics of neighborhoods that distinguish them from the more general concept of a residential area. This article talked about both the positive and negative effects of neighborhood identification. If an individual identifies in an extreme way, they may take extreme actions. This is most clearly demonstrated in extremes in national identification.

Loeb, Carolyn A. (2001). *Entrepreneurial vernaculars developers' subdivisions in the 1920s.* Johns Hopkins University Press.

This source was extremely useful to us because it provided information about broad, national housing patterns and the garden subdivision building and marketing trend of the 1920s. Our subject area, Broadmoor, is an example of the garden subdivision building and marketing concept and this was the only source we could find that discussed this significant housing trend in great detail. Garden subdivisions were privately financed and constructed neighborhoods featuring parks and dedicated garden areas. In our research we found that Ladd's Addition, Portland, Oregon, is considered one of the earliest documented cases of a garden suburb with a complex radial plan. Broadmoor, also developed in the 1920s has a simplified radial garden plan.

Robertson, S., White, S., Gaston, S., & White, G. (2010). This Harlem life: Black families and everyday life in the 1920s and 1930s. *Journal of Social History, 44*(1), 1-26. www.jstor.org/stable/40802110

Although this study looked at Harlem specifically, it also took a broader view of life in Black neighborhoods across the country, which helped us put the local neighborhood in a national context.

Logan, John R. (2015). Creating the black ghetto: Black residential patterns before and during the Great Migration. *The Annals of the American Academy of Political and Social Science, 660*(3) 138-152. https://doi.org/10.1177/0002716215572993

This article fit our time period exactly for the founding and development of Soria City. It provided information that applied to Soria City specifically and the United States generally.

Wiese, A. (2005). *Places of their own: African American suburbanization in the twentieth century.* University of Chicago Press.

We used this book to compare what we learned about the development of Soria City with the more prevalent situation of African Americans leaving one place to establish a community elsewhere. In the case of Soria City, people initially chose to establish the neighborhood and did not participate in the migration out of Mississippi to Chicago and other northern destinations.

United States Department of the Interior. National Park Service (2015, June 1). National Register of Historic Places Registration Form. Soria City Historic District. https://www.apps.mdah.ms.gov/nom/dist/259.pdf

Resources from the National Park Service are the inventories of the structures in both

neighborhoods with ownership history and photographs when available. These resources were invaluable because they make up a very in-depth examination of the architectural styles, condition of structures, owners of structures and the owner's occupation, and other details about both areas. This source focused on Soria City.

United States Department of the Interior. National Park Service (2015, July 20). National Register of Historic Places Registration Form. Broadmoor Place Historic District. https://npgallery.nps.gov/GetAsset/f4d61605-3a9f-42b1-801b-5ae5ad2aeba7

This source focused on the Broadmoor neighborhood of Gulfport, Mississippi and the buildings that have been designated as listed on the National Register of Historic Places.

Positively Affecting Future Generations by Combating Healthcare Discrimination Against LGBTQ+ Individuals

Alpha Beta Psi Chapter
National Park College
Hot Springs, Arkansas

Theme

The Heirs of our Ways

Abstract

Our chapter's investigation into the Honors Study Topic, *To the Seventh Generation: Inheritance and Legacy* led us to develop a research question that best fit Theme One: The Heirs of our Ways. We were inspired by the passage of two laws in our state of Arkansas that collectively deny gender-affirming therapies to youth in our state and legalize discrimination in healthcare based on personal beliefs. Upon contemplation of the potential impacts these laws could have on our LGBTQ+ population, we developed our research question: How does denying healthcare to LGBTQ+ individuals affect society, and what possible impacts could this have on future generations? Through our research, we discovered that denial of healthcare to LGBTQ+ individuals could have widespread and severe consequences. These include reduced economic potential, increased rates of untreated mental health illnesses, increased rates of untreated physical illnesses, undiagnosed cancers, and other preventable diseases, as well as an increased stigma among youth and adults of the LGBTQ+ community. In an attempt to combat these potential issues for our local LGBTQ+ population, we worked with several collaborators to develop and disseminate a directory of LGBTQ+ affirming healthcare providers in our local area and across the state. We had 3,000 copies of the directory professionally printed that were delivered to 50 local, allied businesses for dissemination to their patrons. Additionally, we established a support group for our local LGBTQ+ youth population.

Objectives

We set the following research objectives:

- form a research team with at least three individuals

- develop our refined research question involving the potential impacts of denial of healthcare to LGBTQ+ individuals and the effects that discrimination could have on future generations

- find 10 articles per person on our team (30 total) that provide information on our research question(s) that cover a broad range on our topic

- narrow the articles to the most relevant four from each researcher

- further narrow and annotate/format citations for our top eight sources

- complete the research before the beginning of the fall 2021 semester

- apply for an HIA grant from PTK and the Mellon Foundation

Our research findings revealed an increased risk of mental health disorders and untreated medical conditions in LGBTQ+ individuals who suffer or feel they could suffer discrimination by healthcare providers. This led us to set the following action and collaboration objectives:

- contact our local LGBTQ+ group the Hot Springs LGBT Alliance for resources and information

- contact our campus Pride Hawks advisors for information and collaboration

- develop a directory of mental health and health providers in our local area and across the state who are LGBTQ+ affirming

- distribute the directory within the community

- investigate the feasibility of establishing a local support group for LGBTQ+ with a focus on trans youth in our area

Academic Investigation

Our academic research was inspired by the passing of two laws in our state of Arkansas. The Medical Ethics and Diversity Act allows healthcare providers to refuse care based on religious and personal beliefs. The Safe Act denies gender-affirming care to transgender youth. Our HIA team was unanimous in our decision to pursue an Honors in Action project centered on these two bills.

Our team met to discuss what we had observed in our area that would tie to the Honors Study Topic, and which theme we would like to explore. We all had paid close attention to the local news coverage of two bills that were passed in our state legislature that legalized discrimination in healthcare and denied transgender youth gender-affirming care. We knew immediately that our passions were focused on these bills, the Medical Ethics and Diversity Act and the Safe Act, and their effects. After much discussion on the current Honors Study Topic: *To the Seventh Generation: Inheritance and Legacy*, we felt that Theme One: The Heirs of our Ways fit our research interest the best. Based on our observations and discussions, we formulated the following research question to guide our efforts. How does denying healthcare to LGBTQ+ individuals affect society, and what possible impacts could this have on future generations? From our research, we learned that there are several major areas that could be dramatically impacted by the denial of healthcare to LGBTQ+ individuals. These include reduced economic potential, increased rates of untreated mental health illnesses, increased rates of untreated physical illnesses, undiagnosed cancers and other preventable diseases, and increased stigma among youth and adults of the LGBTQ+ community.

Conclusions

Through the analysis of our findings, we concluded that the denial of healthcare to LGBTQ+ individuals could lead to:

- reduced GDP per capita

- increased rates of untreated HIV

- increased rates of untreated depression

- increased rates of untreated anxiety

- increased rates of untreated eating disorders

- increased rates of undiagnosed or untreated cancer among transgender individuals

- increased suicide risk among transgender youth

- reduced quality of life for transgender individuals

Do you identify as an LGBTQ+ individual or know someone who does?

Discrimination in healthcare negatively affects the LGBTQ+ population and negative effects of denial of healthcare to LGBTQ+ individuals could include:

- Reduced GDP per capita
- Increased rates of untreated HIV
- Increased rates of untreated depression
- Increased rates of untreated anxiety
- Increased rates of untreated eating disorders
- Increased rates of undiagnosed or untreated cancer among transgender individuals
- Increased suicide risk among transgender youth
- Reduced quality of life for transgender individuals, in general

The members and officers of the Alpha Beta Psi chapter of the Phi Theta Kappa Honor Society (www.ptk.org) collaborated with numerous individuals and organizations to create this directory of LGBTQ+ affirming mental health and medical professionals in Arkansas. While this is not an exhaustive list of providers, it does provide a variety of places to seek care in a safe environment.

BENTON
Jenna LaMaster, LPC, DCC
(501) 507-1575
Central Arkansas Mental Health, PLLC

BRYANT
Any of the Therapists ◊
(501) 781-2230
Chenal Family Therapy PLC
(Saline County). Bryant, AR

Heather Morrow ◊
(501) 847-0081
Pinnacle Pointe Outpatient: Bryant, AR

CLINTON
CariAnn Bergner-Moore,
Shane Baskins., LPC,
Marian Smith, PhD ◊
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Conway Counseling and Wellness:
Clinton, AR

CONWAY
Leslie Thomas ◊
(501) 408-2042
An Embraced Life: Conway, AR

Jamie Stacks
(501) 358-6606
www.conwaycwc.com
Extremely low rates if Interns are seeing
clients. Conway & Hot Springs

Any of the Therapists ◊
(501) 781-2230
Chenal Family Therapy PLC
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ThriveWorks Counseling: Conway, AR

FARMINGTON
Tara Prestridge ◊
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Tara P. Therapy, PLCC: Farmington, AR

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Eason Counseling. Available for in
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Alternative & Holistic Health Service:
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Tammy Pearson, LCS, NCC ◊
(479) 268-2874
Pearson Counseling Services, PLLC:
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Dam Wallace, Ph.D. LPC ◊
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Midtown Counseling: Fayetteville, AR

FORT SMITH
Shawn Kispert ◊
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Fress Roots Family Counseling:
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Joanna Ronnau
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HOT SPRINGS
Christiane Long, LCSW
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(Hot Springs): Hot Springs, AR

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Lake Hamilton Family Medicine:
Hot Springs, AR

Dr. Randy Hill Δ
(501) 622-6500
CHI St. Vincet Primary Care:
Hot Springs, AR

Ferrin Lunestad Δ
(501) 625-0540
Aloha Therapeutic Massage:
Hot Springs, AR

Shea Childs Δ
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Natural State Midwife Services:
Little Rock, AR

Dr. Samatha Holman, DPT Δ
dr.sami@rainbowembrance.com
Rainbow Embrace Therapy:
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(501) 701-0088
Evans Counseling Center:
Hot Springs, AR

Hot Springs Pediatric Δ
(501) 321-1314
Hot Springs, AR

Drop-in center Δ
(501) 282-0292
Helps youth under age of 24 who
are experiencing or at risk of
homelessness or unstable housing:
Hot Springs, AR

JONESBORO
Dani Lynch, PMHNP
(870) 243-0424
Renew Mental Health & Wellness

**LITTLE ROCK/
NORTH LITTLE ROCK**
Angelia Frazier-Henson, LCSW
(501) 443-1877
www.thriveworks.com/northlittlerock

Cardinal Counseling
(501) 408-3431
Rachel Pinto, LPC - LGBT owned and all
therapists there are LGBT

Scarlett Harris, LCSW
(501) 290-4155
In Harrison and NLR. Offers discounted
telehealth sessions.

Tristen Davis, LAC
(501) 777-5969
www.argentacounseling.com
Argenta Counseling. NLR and Saline
County . All of Argenta is
LGBT friendly.

New Dawn Counseling
(501) 240-9574
Owner states all therapist are
affirming. Telehealth

Audra N. Gately, LCSW
(501) 444-2282 900
S. Shackleford Little Rock, AR 72211

Alyson Pittman, LAC
(501) 551-5065
Little Rock Counseling & Wellness.
Email: alyson@lrcplc.com

Vickie Covington LPC
(501) 712-0244
Telehealth only for now

Glenn McCracken ◊
(501) 428-3217
Arkansas Wellness Professionals

Laura Dankey and Cindy Brown ◊
(501) 414-9141
Attachment Services of Arkansas:
Little Rock, AR

Any of the Therapists ◊
(501) 954-7470
Behavioral Health Services:
Little Rock, AR

Angie Bowen ◊
(501) 960-8149
Bowen Wellness Center:
Little Rock, AR

Any of the Therapists ◊
(501) 781-2230
Chenal Family Therapy PLC
(West Little Rock)

Kate Richards ◊
(501) 353-0956
Hillcrest Therapy Center:
Little Rock, AR

Paula McCarther, Stephanie Rose,
Elizabeth Buchman, Kelly Brown ◊
(501) 414-0111
Insight Renewal Center:
Little Rock, AR

Candance Carter,
Joshua Halamek ◊
(501) 823-0573
Integrative Counseling Center:
Little Rock, AR

Dr. Jon Mourot,
Cai Carvalhaes, LCSW ◊
(501) 663-8990
Kavanaugh Clinic

Dr. Samuel Jackson,
Dr. Megan Mueller, Dr. San Bui,
Dr.Vanessa Freeman,
Dr. Sydney Grant, Dr. Lauren Davis,
Dr. Patrick Sassoon,
Dr. Andrew Worley,
Dr. Bryant Virden ◊
(501) 686-9300
Little Rock Community Mental Health
Clinic: Little Rock, AR: Offers DBT
(Dialectical Behavior Therapy)

Sabrina Belvins, LCSW ◊
(501) 765-3266
Living Resilient: Little Rock, AR

Any of the Therapists ◊
(855) 582-4377
Lucie's Place: Little Rock, AR. Provides
free individual counseling to young
LGBT adults who are homeless, at
risk of being homeless, or have past
experiences with homelessness.
luciesplacear@gmail.com.
www.luciesplace.org

Scotty Smittle ◊
(501) 225-0576
Rice Clinic: Christian Based
Mental Health

Tiffany Estes, Brooke Shultz, Crystal
Pace, Nancy Streit, Beth White,
Meredith Scroggin ◊
(501) 777-3200
Riverstone Wellness Center:
Little Rock, AR

Figure 1

In general, a commonality among most of our research conclusions is the increased risk of mental health disorders among all LGBTQ+ individuals. This observation led us to explore an action project aimed at lessening this risk for LGBTQ+ individuals in our community and state.

Action

After discovering the numerous mental health and health issues that could increase in LGBTQ+ individuals as a result of discrimination or perceived discrimination in healthcare, our team sought to make efforts to lessen the impact. While our group would have liked to assist in fighting the laws our state put in place to allow discrimination in healthcare, we knew that was beyond our capabilities. We determined that the best way to make a positive impact locally and within the state was to work with community leaders, healthcare providers, and businesses to create and distribute a directory of LGBTQ+ affirming healthcare providers. This limited directory at least gives our LGBTQ+ population a resource to ensure they receive affirming care and

may decrease the risk of untreated mental health and physical health issues for our local LGBTQ+ population. The other component of our action was the establishment of a support group for our local LGBTQ+ youth. This group is moderated by licensed mental health care providers.

In order to accomplish our action, we worked closely with several individuals and organizations. These collaborations included:

- Susan Millerd, LSCW, our campus social worker and advisor for the gay-straight alliance club on campus, provided much advice and helped us make connections to city leaders and business owners in our community that are LGBTQ+.

- The Hot Springs LGBT Alliance President Bob Haness gave advice and allowed us to use their limited list of affirming providers and their LGBTQ+ allied business directory.

- Angelia Frazier-Henson, LCSW, assisted us with collecting information on mental health providers from across the state for our

directory and volunteered to assist us with a local support group for LGBTQ+ youth.

- Erin Holliday, Director of Emergent Arts, provided a free meeting space for the LGBTQ+ youth support group.
- Wheeler Print worked with us on the design and printing of our directory.
- The Mellon Foundation provided the PTK-HIA grant funds that were used to fund our project.

Impact

Quantitatively, our HIA project resulted in: (1) the development of a directory of LGBTQ+ affirming mental health and health providers that includes more than 115 individuals in 22 cities and counties across the state of Arkansas (Figure 1), (2) the design and printing of 3,000 copies of the directory that were distributed to 50 local businesses for display and dissemination to their patrons, and (3) the establishment of a support group for local LGBTQ+ youth that met twice in 2021 and will continue indefinitely. Qualitatively, our HIA project resulted in: (a) a strong partnership with our city's LGBT Alliance, (b) a sense that our chapter made an impact on the needs of our local LGBTQ+ population, especially LGBTQ+ youth, and (c) a semblance of hope that our local LGBTQ+ population can locate affirming healthcare in the face of the passage of such discriminatory laws. Our project opened the eyes of our chapter officers and members to the dangers that LGBTQ+ individuals still face in today. We have grown in our awareness of the struggles faced by the LGBTQ+ community. Our team has grown as scholars and leaders through the process of meeting with city leaders and local businesses. We learned how to interact professionally and elicit the assistance that was vital to a successful project. We also gained a deeper understanding of the academic investigation process and the development of intentional action.

By providing our LGBTQ+ population with resources for care and direct support, our project has had an impact on the issues that arise from discrimination in healthcare. We are hopeful that our HIA project will result in a long-lasting legacy for our community. Our directory is aimed at assisting our LGBTQ+ population, but it also serves to educate all who read it.

Resources

Badgett M., Hasenbush A., & Luhur, W. (2017). LGBT exclusion in Indonesia and its economic effects. The Williams Institute. https://williamsinstitute. law.ucla.edu/wp-content/uploads/LGBT-Exclusion-Indonesia-Apr-2017.pdf

We learned from this study that the economic costs of an exclusionary society towards LGBT individuals can be profound, limiting the GDP per capita of the nation and even negatively affecting the workforce.

de Blok, C., Wiepjes, C. M., Nota, N. M., van Engelen, K., Adank, M. A., Dreijerink, K., Barbé, E., Konings, I., & den Heijer, M. (2019). Breast cancer risk in transgender people receiving hormone treatment: nationwide cohort study in the Netherlands. *BMJ (Clinical research ed.), 365,* l1652. https://doi.org/10.11 36/bmj.l1652

Researchers found in this study that transgender women receiving hormone treatment had a higher risk than cisgender men at developing breast cancer. While having lower odds than cisgender women, transgender women and transgender men who have not undergone mastectomies, are suggested to attend routine breast cancer screening according to existing guidelines for cisgender individuals.

El-Hadi. H., Stone, J., Temple-Oberle, C., & Harrop, A. R. (2018). Gender-affirming surgery for transgender individuals: Perceived satisfaction and barriers to care. *Plastic Surgery, 26*(4), 263-268. doi: http://dx.doi.org.exproxy.np.e du/10.1177.2292550318767437

This study showed that 91% of the transgender individuals surveyed felt their gender reassignment surgeries were important to their quality of life. Furthermore, they listed lack of family support and finding a physician as being barriers they faced to receiving care.

Knauer, J. N. (2020). The politics of eradication and the future of LGBT rights. *Georgetown Journal of Gender and the Law, 3,* 615-670. https:// www.law.georgetown.edu/gender-journal/wp-content/uploads/sites/20/2020/08/The-Politics-ofEradication-and-the-Future-of-LGBT-Rights.pdf

This study showed us how the denial of LGBT rights has persisted throughout history. Equality for our future generations is in our hands, as the way to counteract the elimination of LGBT rights is to be advocates for equality.

Rosen, J. G., Malik, M., Cooney, E. E., Wirtz, A. L., Yamanis, T., Lujan, M., Cannon, C., Hardy, D., & Poteat, T. (2019). Antiretroviral treatment interruptions among Black and Latina transgender women living with HIV: Characterizing co-occurring, multilevel factors using the gender affirmation framework. *AIDS and Behavior, 23*(9), 2588-2599. doi:http://dx.doi.org.ezproxy.np.edu/10.1007/s10461-019-02581-x

This study found over half of the Black and Latina transgender women surveyed were living with HIV. Additionally, half of those who were on HIV treatment experienced at least one barrier to treatment. Factors such as lack of gender-affirming hormones and transitional surgeries were two of the most prominent barriers affecting HIV treatment adherence.

Stanton, A. M., Batchelder, A. W., Kirakosian, N., Scholl, J., King, D., Grasso, C., Potter, J., Mayer, K. H., O'Cleirigh, C., & Yi, S. (2021). Differences in mental health symptom severity and care engagement among transgender and gender diverse individuals: Findings from a large community health center. *PLoS One, 16*(1), e0245872. doi:http://dx.doi.org.ezproxy.np.edu/10.1371/journal.pone.0245872

This research study evaluated surveys filled out by 29,998 individuals at a Massachusetts health clinic. Their survey showed 56.4% of non-binary individuals who were assigned female at birth met the criteria for depression or an anxiety disorder. Additionally, 51.6% of transgender women surveyed attended at least one mental health appointment.

Turban, L. Jack., King, D., Carswell, M. J., & Keuroghilan, S. A. (2020) Pubertal suppression for transgender youth and risk of suicidal ideation. *Pediatrics, 145*(2). DOI: 10.1542/peds.2019-1745.

This study showed how distressing going through puberty can be for transgender youth. The researchers found that transgender youth who desired pubertal suppressants but did not receive them had higher lifetime suicidal ideation than youth who received the medication.

Weiner R. J. (2020). Conscientious Objection: A Talmudic Paradigm Shift. *Journal of Religion and Health, 59*(2), 639–650. https://doi.org/10.1007/s10943-019-00979-4

This paper taught us about the perspectives that each side of conscientious objection in healthcare has. The author gave examples of each side's viewpoints, and proposed solutions for upholding the moral values of the medical professional while also meeting the specific needs of a diverse patient population to provide the best patient care possible.

Acceptance of All Truths: Combating Mental Health Stigma as Our Legacy

Alpha Iota Phi Chapter
Oakton Community College
Des Plaines, Illinois

Theme

Expressions of Truth

Abstract

In exploring the Honors Study Topic, *To the Seventh Generation: Inheritance and Legacy*, our team analyzed the topic through the lens of Theme 4: Expressions of Truth. From personal experiences, we found that openness of mental health conversations among family members and friends varies. This inspired us to focus our research on mental health, investigating how stigma from one's culture and background affect the mental health crisis and exploring solutions to address this. With this in mind, our project focused on providing mental health kits for children and teens ranging from 5 to 20 years. The kits contain various activities that teach techniques to manage their mental health that were then distributed by the organizations we collaborated with, namely the Highwood Library and Casa Central. Additionally, we recognized that while resources are available, they may lack visibility. Thus, we set out to compile a list of resources that ranged from websites and mobile apps that individuals can access for support. We then created flyers and contacted 14 local libraries to post them on their community board. While the impact of our project is concentrated on a smaller scale, our project aimed to spark conversations in those we reached. Empowerment through education can raise awareness to mental health, slowly shattering some stigma that persists.

Objectives

Our team's research objectives included:

- exploration of the Honor Study Topic *To the Seventh Generation: Inheritance and*

Legacy within the framework of Theme 4: Expressions of Truth

- research how stigma affects the mental health crisis
- incorporate diverse academic sources to understand the importance of de-stigmatization of mental health to address the crisis
- complete objectives 1, 2, and 3 before the starting our final submission answers
- survey a diverse group of individuals based on culture, gender, and age and analyze the collected data

Our team's collaboration objectives were to:

- reach out to local libraries and organizations to provide mental health resources, stress reliever tips, and relaxing activity ideas to their patrons and beneficiaries
- educate hundreds of children in the Chicago area on the topic of mental health coping mechanisms to address stress and anxiety
- collaborate with various clubs and departments at our school to spread awareness on mental health
- reconnect with organizations to help the people that they serve from their community
- connect with a medical office to help patients already seeking help for stress and anxiety
- plan, design, and package hundreds of interactive stress reliever activities that could be distributed safely in our goodie bags to children with the help of our collaborating partners

Our team's action objectives were to:

- determine and safely execute an action initiative that follows COVID-19 health guidelines and relates to our research question
- educate children from various cultural backgrounds about the importance of addressing stress and anxiety
- survey a diverse cultural group of people from the Chicago area on their knowledge, coping mechanisms, how often mental health is talked about with their family and friends,

and their comfort level to learn how our research relates to our communities

- spark curiosity within the children to want to talk about, de-stigmatize, and address mental health so they can pass down what has been learned to future generations

Academic Investigation

Our research question was How does mental health stigma from one's culture and background affect the mental health crisis, and what changes can we make in order for future generations to be able to express their own mental health truths? In 2021, the U.S. Surgeon General issued a youth mental health crisis advisory. Even before the pandemic, there was already an increasing trend of mental health symptoms, including depressive symptoms experienced by the youth. The realities and challenges brought by the pandemic have only exacerbated the crisis. Recent research cited in the advisory found depressive and anxiety symptoms doubled during the pandemic emphasizing the urgency in addressing the mental health crisis. However, despite its importance, some stigma persists that prevents dialogues from taking place. Stigma refers to the perception that an individual possesses undesirable traits which socially discredits them, negatively impacting help-seeking and ability to provide resources and support. (Heary et al., 2949-2950). A study analyzed interviews that found that while there have been positive improvements regarding stigma about depression, increasing stigma towards other mental health illnesses like schizophrenia persist (Pesconsolido et al., 2021). The advisory emphasizes the significance of empowering the youth and their families to tackle mental health conditions (U.S. Surgeon General, 12). In some ways, empowerment provides individuals opportunities to learn more about the realities and resources associated with mental health conditions, which not only positively affects their well-being but also provides opportunities for open conversations that foster expressions of truth. Other research that we found helpful was the evidence that mental health treatment for the youth comes with certain challenges. An article in *World Psychiatry* talks about how one of the biggest challenges is providing stigma-free access to services. Another challenge is providing access to early intervention.

One of the biggest struggles that mental health providers encounter is trying to reach the youth who
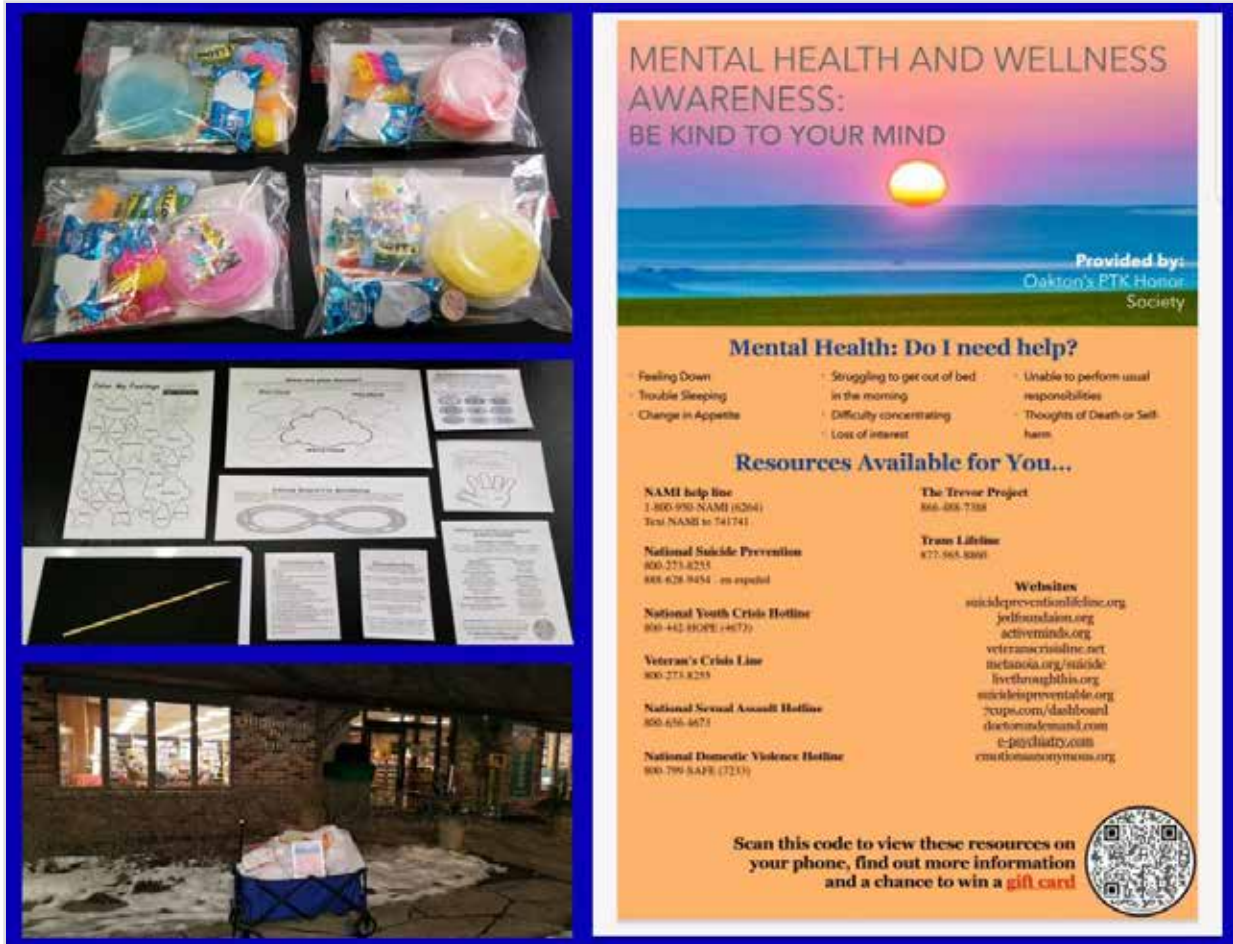
Figure 1

live in low- or middle-income countries and those that come from certain cultures that still find mental health a stigma because of fear of oppression, violence, or discrimination. One main goal is to reach those in need and tackle the misconceptions of mental health conditions. We encountered a variety of different perspectives. We learned that stigma not only comes from others. It can also come from oneself. Self-stigma is just as impactful to our mental health decisions as the stigmatization received from those around us. The expectations that others have of us and how we are viewed by our peers affect what we believe is expected of us. In our research, we came across an example of how gender can be an influence of self-stigma. Some men may want to appear as independent, strong providers. Seeking help for mental health conditions might make them believe that they are no longer the typical strong male figure. Many factors contribute to an individual's choice to seek help with their mental health. Some of the factors at play are culture, gender, environment, religion, age, social class, income, affordability, expectations of others, previous experience, stigma, and many more.

Conclusions

Everyone's perspective on the importance of mental health, the root cause of the mental condition and how they believe it should or should not be addressed will vary depending on their beliefs, culture, and background. Along with our academic research, we also conducted a virtual Google form survey of a culturally diverse group of people. We posted a Quick Response (QR) code to our survey on a flyer and distributed it to many organizations and people in our community. The purpose was to see if the people in our communities felt the same as what the academic sources stated. As a group, from our personal experience we felt that mental health issues were stigmatized due to a person's culture and upbringing. From our academic research, we were able to learn that culture was not the only factor affecting the mental health crisis. Our research and our survey further highlighted that there was a need for coping strategies, resources, and de-stigmatization of mental health conditions. With this in mind, we set out to impact the lives

How often do you talk about mental health with you FRIENDS?

14.6%

18.8%

50%

12.5%
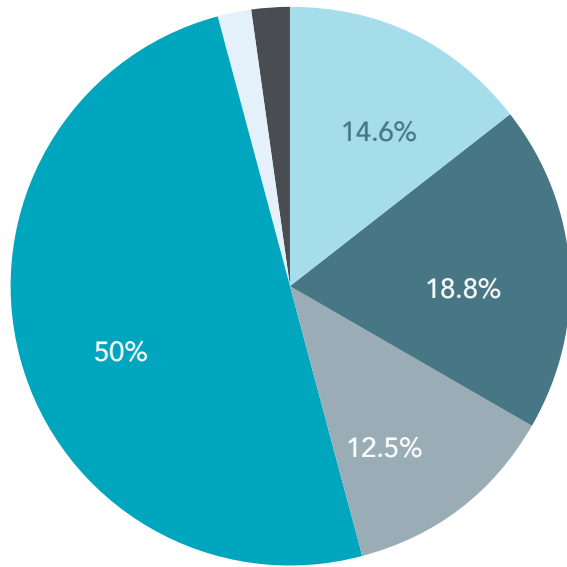
48 responses

■ Never　　■ Sometimes　　■ Often

How often do you talk about mental health with you FAMILY?

18.8%

45.8%

29.2%
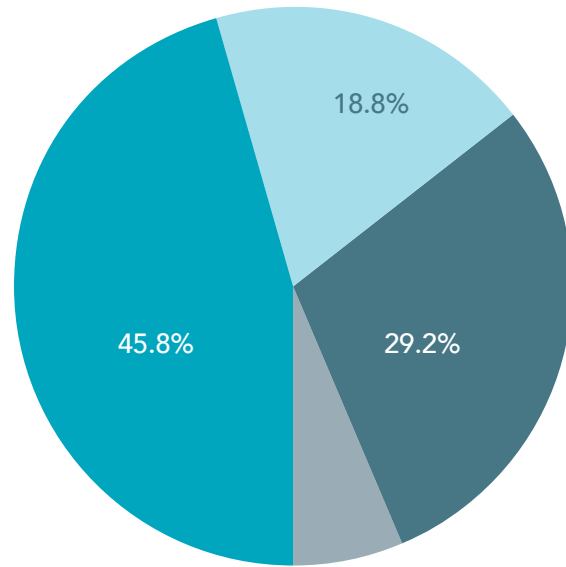
■ Always　　■ Close friends　　■ Rarely

Figure 2

of future generations. We hope that with proper education, with more and more people talking about it, and with tips and coping mechanisms, more people will be able to accept and address their own mental health issues. That is the reason we focused our action component on creating awareness, educating about mental health, and providing stress reliever goodie bags to children of our surrounding communities. Our hope is that if people learn at a young age, they can pass on their knowledge about mental health to the next generation and eventually talking about mental health with anyone will be the new norm.

Action

Our chapter was able to collaborate with our school and surrounding communities. We received expertise and resource help from our school's Wellness Center. They provided pamphlets and additional places to access information on mental health assistance programs, hotlines, cell phone applications, and websites. We shared our Google form survey and flyer with many clubs and organizations. There were three clubs that went above and beyond in helping us complete our survey: Students for Global

Health and Sustainability Club, United Nations International Children's Fund (UNICEF) Club, and Oakton Helping Others Club. A renewed partnership also took place with our Latinx Club. They were instrumental in getting our goodie bags to their destination, and they introduced us to one of our beneficiaries called Casa Central-La Posada Family Shelter. Different departments at our school also helped in sharing our flyer and survey: Student Life and Campus Inclusion and ANDALE! We were especially thankful to TRIO. TRIO personnel shared our flyer on their weekly newsletter. Oak Mill Medical Office also allowed us to post our awareness flyer at their facility where hundreds of patients saw it on a daily basis. We posted flyers at 14 local libraries, where their patrons viewed the list of our mental health resources. We also partnered with Highwood Library, and they received the majority of our stress reliever goodie bags. We designed the stress reliever activities and bought all the supplies needed to create the goodie bags (Figure 1). We spent many hours packing the goodie bags. Our collaborators were instrumental in distributing them to the children. The children served by Highwood Library are mostly from low-income families. The children served by Casa

Will you share any resource/information found on the flyer with your FRIENDS?

31.3%

64.6%
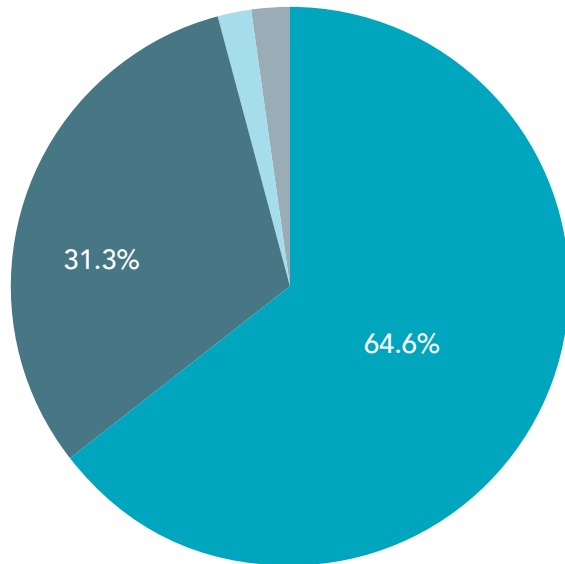
48 responses

Will you share any resource/information found on the flyer with your FAMILY?

10.4%

33.3%

54.2%
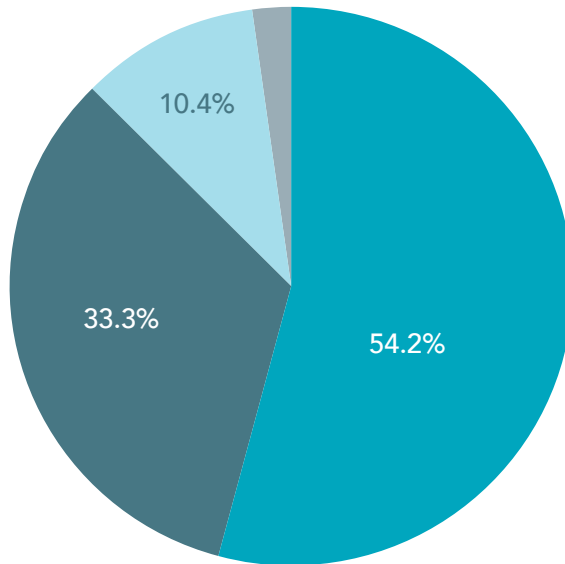
■ No   ■ Maybe   ■ Yes   ■ If someone needs/seeking help, I will share

Figure 3

Central were homeless and were being provided with shelter. We raised awareness by creating an educational video on mental health and sharing it on YouTube.

Impact

Our project gave us the opportunity to reconnect with Highwood Library and Casa Central. We created 235 goodie bags with items and activities to ease stress, anxiety, and a list of mental health resources. Casa Central received 60 goodie bags, and Highwood Library received 175 bags. This project helped us create a sense of unity between our PTK chapter, Casa Central, Highwood Library, 14 of our local libraries, various clubs, and departments at our school. The flyer was shared with 14 libraries, where countless numbers of their patrons saw it. The flyer included a QR code directing people to a Google survey that offered information, ways to cope with stress, and a survey. This feedback helped us measure our results. The QR code was scanned 47 times, where we received 48 responses (Figure 2). The responses reinforced some of our research findings (picture of charts attached). From the responses we were able to

conclude that 75% of the people we surveyed rarely or never talk about mental health with their family. A smaller percentage, 64.6%, did not often talk with their friends about it (Figure 2). This demonstrated that a larger percentage felt more comfortable discussing mental health with friends than with family. We also received positive feedback; 89.6% will now share information with their family; and 98% will share with their friends (Figure 3). This improvement gives us hope that future generations will benefit from more open discussions on mental health.

Resources

Bradbury A. (2020). Mental health stigma: The impact of age and gender on attitudes. *Community Mental Health Journal, 56*(5), 933–938.https://doi.org/10.1007/s10597-020-00559-x

This source focused on how the attitude towards mental health has improved in recent years, but there is still some stigma that impacts specifically young people. The focus was on generalized anxiety disorder.

Brenner, R. E., Engel, K. E., Vogel, D. L., Tucker, J. R., Yamawaki, N., & Lannin, D. G. (2018). Intersecting cultural identities and help-seeking attitudes: the role of religious commitment, gender, and self-stigma of seeking help. *Mental Health, Religion & Culture, 21*(6), 578–587.https://doi.org/10.1080/13674676.2018.1519782

Stigma does not just come from others; it can also come from oneself. A study demonstrated how highly religious men are less likely to seek help with mental issues compared to women, based on their high stigma scores. It introduced religion as a different factor that can contribute to an individual's perspective on stigma. It was important because it showed us that not everyone believes mental health is important. Some see mental health issues as a result of having religion absent from their lives or attribute it to sinners. In the religious community it is looked down upon to seek help outside of one's religious group. The different point-of-views opened our eyes to new perspectives.

Heary, C., Hennessy, E., Swords, L., & Corrigan, P. (2017). Stigma towards mental health problems during childhood and adolescence: Theory, research and intervention approaches. *Journal of Child & Family Studies, 26*(11), 2949–2959.https://doi.org/10.1007/s10826-017-0829-y

This article focused on limitations regarding the usage of adult mental health literature to describe childhood and adolescent mental health. Our original exploration was the impact of stigma and its effects in addressing mental health.

Malla, Boksa, P. & Joober, R. (2022). Meeting the challenges of the new frontier of youth mental health care. *World Psychiatry, 21*(1), 78–79. https://doi.org/10.1002/wps.20927

The authors talked about key challenges and the future of youth mental health services, prevention, and how early intervention is fundamental. Family participation and community engagement and stigma-free open access to information and services were also covered as important.

Nakash, O., Lambez, T., Cohen, M., & Nagar, M. (2019). Religiosity and barriers to mental healthcare: a qualitative study among clients seeking community mental health services. *Mental Health, Religion & Culture, 22*(5), 437–452. https://doi.org/10.1080/13674676.2018.1489377

A study was conducted on patients already seeking medical healthcare, and the purpose was to gain insight to possible obstacles in accessing mental healthcare. It was particularly important because it provided us with a list of many factors that played a role in why patients might not seek help for mental health. It reinforced our beliefs that stigma played a role in an individual's decision making when it came to seeking help.

Pescosolido, B. A., Halpern-Manners, A., Luo, L., & Perry, B. Trends in public stigma of mental illness in the US, 1996-2018. *JAMA Network Open, 4*(12):e2140202.doi:10.1001/jamanetworkopen.2021.40202

The authors discussed the findings of a study that analyzed the trends of public stigma regarding mental illness using data collected from interviews. Results showed positive improvements about stigma against depression; however, the trends of other mental health illnesses, like schizophrenia, display increasing public stigma.

Tse, S., Tang, J., & Kan, A. (2015). Patient involvement in mental health care: culture, communication and caution. *Health Expectations, 18*(1), 3–7. https://doi.org/10.1111/hex.12014

The authors presented the idea that not everyone will see mental health through the same lens. Depending on where they grow up, people will have a different perspective on various concepts. Even within the same country, the point-of-view can vary. Chinese culture varies depending on people's philosophy. Some variations are Confucian and Taoism. For example, some values "may interpret 'advocacy' and 'empowerment' as a challenge to deep-rooted Confucianism." The authors mentioned that not all people will be able to have a say in the treatment of their mental health. Having different perspectives allows people to think and analyze everything more carefully.

U.S. Surgeon General, HHS.gov (2021). Protecting youth mental health. https://www.hhs.gov/sites/default/files/surgeon-general-youth-mental-health-advisory.pdf

The U.S. Surgeon General published this advisory to issue a warning on the worsening mental health crisis among youth which has been exacerbated by COVID-19. It also addressed the risk factors contributing to the crisis and the demographic groups that are most vulnerable and ways that individuals can take action.

Creating a Legacy of Truth by Challenging Our Inherited Ideas About Mental Health and Disability

Alpha Sigma Zeta Chapter
Onondaga Community College
Syracuse, New York

Theme

Expressions of Truth

Abstract

Mental health and disability are topics that deserve to be prioritized by our society but are often stigmatized or ignored. Using the lens of inheritance and legacy to the seventh generation, we wondered if our inherited ideas about mental health and disability reflect the truth about these topics and how the expressions of mental health and disability affect us. After extensive research into how mental health and disability are perceived, we learned that there is a lack of understanding as well as misconceptions about these topics. What legacy are we leaving if we stigmatize mental health and disability? Wanting to create a legacy of truth within our community, we developed a multi-component action plan to increase understanding and combat the stigma that surrounds both mental health and disability. Our projects helped both adults and children learn the truth about these topics, fostered educational conversations, and helped our community build a legacy of understanding and acceptance.

Objectives

We started our project in May with an all-day HIA training. This helped us get to know our teammates and build a foundation of collaboration through team building exercises. We also learned how to identify and find scholarly articles in our library's database. We decided to prepare for our next meeting by having members complete PTK's Research Edge program, read the 2020/2021 Honors Program Guide, and brainstorm ideas for our project theme. We established these objectives to steer our research:

WHAT IS CONSIDERED A DISABILITY?

The Americans with Disabilities Act (ADA) defines a disability as **"a physical or mental impairment that substantially limits one or more major life activity."**

This term usually refers to people with a current disability but also applies for those with a history of impairment that are not currently living with a disability.

GENERAL CATEGORIES OF DISABILITY

- Deafness or hearing loss
- Blindness or vision impairment
- Wheelchair use or limited mobility
- Cognitive (intellectual) limitations
- Speech disabilities
- Mental disabilities (e.g., learning disabilities, ADHD)

HOW COMMON IS IT?

1 in 5 Americans are living with a disability

Around 11% of college students identify as disabled

Keep in mind, people with disabilities are **PEOPLE FIRST!**

DISABILITY ETIQUETTE

Dos

Be patient of individuals whose disabilities require them to move or speak at a relatively slow rate.

Refer to the individual as a "person with disability" instead of "disabled person"

Maintain a normal tone of voice when meting a person with a hearing or cognitive speech disability

Don'ts

Focus more on the disability than the person

Help a person with disability without asking them first

Ignore the person with disability and focus on their companion

Figure 1

- each member finds at least three scholarly sources related to our chosen topic
- talk to experts/professionals to gain a better understanding of our topic
- create a Google Drive to organize our academic sources and meeting notes
- hold regular summer meetings to discuss and analyze our research
- create a subcommittee to identify the most important and credible sources

Based on our research conclusions, we began brainstorming actions that would establish a new legacy for future generations in our community to talk truthfully about mental health and disability. We came up with objectives for what our action and collaboration components would be:

- partner with our Office of Accessibility Resources (OAR) to host an event to increase awareness and educate students on the reality of mental health and disability

- work with a local elementary school to help students gain an understanding of mental health and learn ways to cope with stress
- organize a mental and emotional health book drive for the Onondaga Community College's (OCC) Children's Learning Center and have chapter members read to the kids
- enlist the expertise and advice of psychology professors and a licensed social worker to guide our actions on these sensitive topics

Academic Investigation

At first, our primary focus was disability and how our society talks or doesn't talk about it. Our initial research investigation showed that the topic of disability often overlaps with mental health; therefore, we decided to broaden our research. We focused on exploring our society's legacy of stigmatizing mental health and disability. We continued our research with these questions in mind:

- Are we open to talk about disability and mental health, and if so, how truthful are these conversations?
- How do we view mental health issues and disabilities?
- How does stigma impact those with mental health issues and disabilities?
- How can we reduce stigma and the negative effects that stigma has on mental health and disability?

During our secondary round of research, we compiled an extensive list of academic sources pertaining to our topic. Several team members narrowed down our research and analyzed the implications of the most significant sources. Our research showed that we have inherited a negative view of mental health and disabilities.

Conclusions

Our society has a legacy of stigmatization and lack of awareness and accommodations for those with these issues. One study found that nearly 50% of children with a disability feel that they don't belong at school and feel lonely and isolated. Students with disabilities or mental health disorders often don't receive adequate resources or accommodations in school (Figure 1).

Our research also indicated that the stigma surrounding mental health and disability not only has a negative effect on those who experience it but also prevents individuals from seeking help. After significant discussion of our research, we concluded that although progress has been made, we fall short when it comes to acknowledging and accepting the reality of mental health and disability. The truth is that many of us will experience a mental health issue or disability at some point in our lives. Over the past two years there has been a significant increase in various mental health conditions across the world. We learned that the stigma around these issues can be combated by increasing literacy and cultural competence about these topics. More truthful expressions of what mental health and disability mean will help us build a stronger legacy of understanding and acceptance. To do this, we decided that reducing stigma should be our primary focus. Although we would not be able

Figure 2

to completely eliminate the stigma, we knew we could take actions to establish a more positive legacy of mental health and disability awareness within our community.

Action

We decided to pursue multiple action components to build the strongest legacy. Our first action was to help elementary students reduce the stigma around mental health and learn ways to reduce stress and anxiety, which was a goal of the Syracuse City School District this year. Our research showed that the majority of children don't have effective tools to cope with stress, so we created a stress reduction workbook and mental health care packages for fourth and fifth graders. Each leadership member created one activity for the workbook ranging from understanding emotions, mindfulness activities, and tips for parents to help kids reduce stress. A child psychology professor helped make sure each activity was appropriate/productive. To create the mental health care packages, members decorated bags with inspirational messages. A licensed social worker gave us tips on how to decorate the bags with age-appropriate and positive messages. Each care package included the inspirational bag, our activity book, colored pencils, two fidget toys, bubbles, positive affirmation stickers, and a stress ball made by our members (Figure 2). This action component focused on the younger generation by trying to normalize and prioritize mental health. Our research also taught us that attitudes towards mental health and disability become more positive when people have a greater understanding about these issues. Therefore, we partnered with the OAR, and they suggested we organize "OCC's Living Library." A living library is an event where people can "check out" a book and read it, however, the books are people, and the reading is a conversation. For our living library, OAR helped us find six students and two staff members to share their stories and personal experiences with disability and/or mental health issues. During the event, attendees were given the opportunity to meet with two different "books" and ask them questions. The living library helped our campus community learn, first-hand, what it is like to live with a mental illness or disability. After the event, we held a de-briefing and attendees shared how powerful it had been to hear these stories and how much the event broadened their understanding of these issues. Our third action

focused on helping the youngest in our community learn about disability, difference, and mental health. We partnered with our campus Children's Learning Center, which is a childcare facility. We worked with their director and came up with a list of 50 children's books that focused on topics like understanding emotions, accepting differences, and loving yourself. Using funds from our PTK grant, we donated all 50 books to the center.

Originally, we planned for chapter members to read the books to the children over the fall semester; however due to a COVID-19 outbreak, visitors were not allowed. Therefore, we changed our action plan and had members record themselves reading the books and created a virtual repository for the videos. This ended up being a better approach because the kids can now watch the videos anytime. The children's center helped us find a way to build a legacy of understanding and acceptance by introducing these important topics to young children.

Impact

The impact of this project were far-reaching, and some were unexpected. We donated 200 care packages to Dr. Weeks Elementary and 50 books to the Children's Learning Center – made possible by receiving the Mellon Foundation HIA grant. A sociology professor helped us create a survey to assess the impact of the care packages. One hundred students completed the survey. We asked students what two parts of the care package were most helpful. The majority (70) of students said the workbook, followed by the stress ball (45). We also asked about their thoughts on using and receiving the care packages (Figure 3). Responses included:

- "It felt good knowing that someone thought of me and cared enough to create this."
- "Just knowing that someone cares about my feelings makes me feel better."
- "It helps me to calm down."
- "Now I might be able to sleep."
- "It helped me last night."
- "It helps me to breathe."
- "It was good for people who are built different."

The responses were so impactful they prompted us to share the workbook file with the teachers so

they could use it with future classes. The books we donated to the Children's Learning Center were focused on diversity and inclusion, which was something they were adamant about wanting for their kids. The director of the center told us that the books reflect the reality of our world and the people who are part of it, and she knows that the books and videos will be used by the kids for years to come. The recipients of these donations were not the only ones impacted. PTK members who made the stress balls and decorated care package bags commented on how relaxing it was – it ended up being a relaxation activity for those who helped. We felt inspired as we worked together to make a difference. Members who recorded story videos shared how amazing and rewarding it felt knowing they were helping expand the minds of children in our community, and five students asked to read more books. Sixty-five students attended the Living Library and learned the truth about mental health

3. What was your favorite part about receiving the care package?

Just know that Somone Cares about my feelings.

4. Please share your thoughts about using the care package?

, Love it i keep it with me at all times.

3. What was your favorite part about receiving the care package?

I Like When It says you matter and I do matter

4. Please share your thoughts about using the care package?

I Like it Bc It help People feel good inside there heart,

Figure 3

and disability. As we wrapped up the event, several students approached the volunteers and expressed gratitude for sharing their stories. One student said she came for extra credit but was leaving with a new perspective. She shared how impactful it was hearing about real, first-hand experiences with disability and mental illness. Another student said these conversations showed him how prevalent these issues are and made him realize the importance of having meaningful conversations about them. In addition, many of the living library books themselves found the event transformative. One member of our officer team shared his struggles with schizophrenia, which he had never told us about. By working on the project, he gained the courage to share his story. By sharing their experiences, our living library books learned that people would accept them, making them more comfortable in their skin. Our OAR partners were so pleased with the collaboration and educational impact, that they want to hold a similar event each semester. Through our new research and analytical skills, our team learned there are many misconceptions surrounding mental health and disability. This has resulted in a legacy of misunderstandings. From working on this project, we now know that we don't have to accept the world we inherit; we can create a better legacy for future generations through more truthful expressions of mental health and disability. This project inspired us to continue to learn about our society and provided us with a foundation to partner with others to make the world a better place, because research and action can lead to real change.
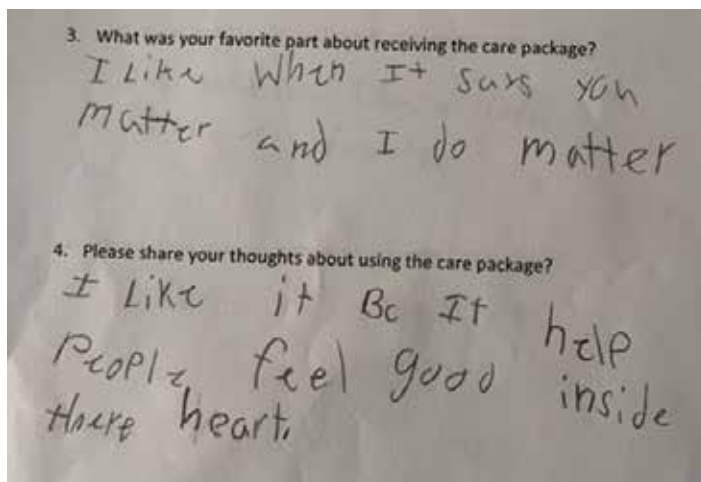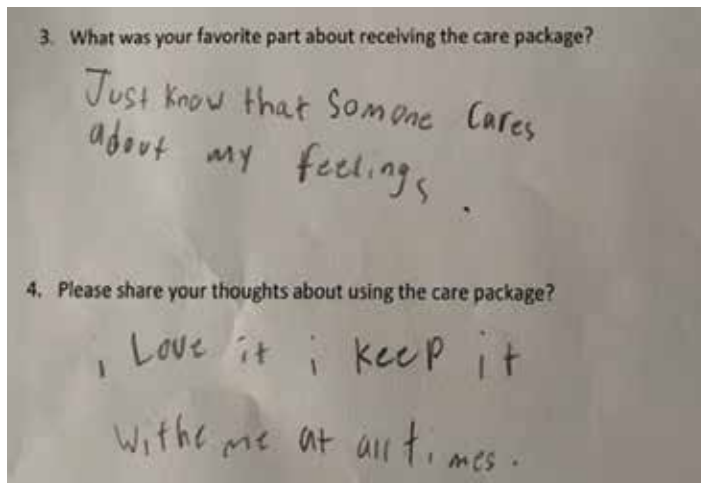
Resources

Corrigan, P. W., Druss, B. G., & Perlick, D. A. (2014). The impact of mental illness stigma on seeking and participating in mental health care. *Psychological Science in the Public Interest, 15*(2), 37–70. https://doi.org/10.1177/1529100614531398

This article showed how despite existing treatments proven to reduce the symptoms and disabilities of mental illnesses, the barrier of stigma continues to prevent people from seeking mental health treatment. An increase in mental health literacy and cultural competence can help confront mental health stigma and reduce its negative effects on seeking treatment.

Holland, D. (2016). College student stress and mental health: examination of stigmatic views on mental health. *Michigan Sociological Review, 30,* 16–43. http://www.jstor.org/stable/43940346

This author investigated the effect mental health stigma can have on college students seeking counseling. The more stigmatized mental health counseling is viewed amongst students, the less likely they are to seek help.

Imran, N., Zeshan, M., & Pervaiz, Z. (2020). Mental health considerations for children and adolescents in the COVID-19 pandemic. *Pakistan Journal of Medical Sciences, 36* (COVID19-S4), S67–S72. https://doi.org/10.12669/pjms.36.COVID19- S4.2759

This article provided insight into the mental health challenges faced by children related to the COVID-19 pandemic. It concluded that focusing on building resilience, encouraging healthy coping techniques, and having open discussions will help support both children and adolescents during difficult times.

Lindsay, S., & Edwards, A. (2013). A systematic review of disability awareness interventions for children and youth. *Disability and Rehabilitation, 35*(8), 623–646. https://doi.org/10.3109/09638288.2012.702850

This article illustrated that disability awareness interventions can effectively expand children's knowledge about disability and foster a more positive attitude towards their peers with disabilities. When planning disability awareness projects, those with disabilities should be included in the development of the project to ensure that appropriate topics are being discussed and in appropriate ways.

Pryal, K. R. G (2017). *Mind of the life interrupted: Essays on mental health and disability in higher education.* Blue Crow Books.

This book described the fear caused by stigma and exposes the lack of public awareness regarding mental health and disability. It illustrated the ways in which higher education is built, and not built, for those with disabilities and emphasizes the importance of ensuring accessibility for all.

Rössler W. (2016). The stigma of mental disorders: A millennia-long history of social exclusion and prejudices. *EMBO Reports, 17*(9), 1250–1253. https://doi.org/10.15252/embr.201643041

This article showed the history of stigma surrounding mental disorders and how it still affects society's opinions on mental health. Not only do individuals have to cope with the effects of their mental health disorders, they also face challenges of how others view them. This article gave an overview of the concept of stigma in relation to mental health, what contributed to this stigma, and the best ways to combat mental health stigma.

Swords, L., Heary, C., & Hennessy, E. (2011). Factors associated with acceptance of peers with mental health problems in childhood and adolescence. *Journal of Child Psychology and Psychiatry, 52*(9), 933–941. https://doi.org/10.1111/j.1469- 7610.2010.02351.x

This study indicated that the age and gender of individuals and how responsible they perceived a peer to be for their condition are the three most prominent predictors of acceptance. The findings provided an important foundation for the development of projects aimed at promoting acceptance amongst peers in childhood and adolescence.

Winkler, P., Formanek, T., Mlada, K., Kagstrom, A., Mohrova, Z., Mohr, P., & Csemy, L. (2020). Increase in prevalence of current mental disorders in the context of covid-19: Analysis of repeated nationwide cross-sectional surveys. *Epidemiology and Psychiatric Sciences, 29,* e173. https://doi.org/10.1017/S2045796020000888

The article showed that the warnings of COVID-19 related mental health issues are supported empirically and thus warrant a need to improve and expand mental health care globally. Ensuring accessible treatment and fostering an open discussion on mental health will be necessary to combat the effects of COVID-19 on mental health, and the issue of mental health overall.

Leaving a Legacy of Trauma-Informed Learning For The Students of Tomorrow

Alpha Eta Chi Chapter
Passaic County Community College,
Paterson Campus
Paterson, New Jersey

Theme

The Heirs of our Ways

Abstract

"Leaving a Legacy of Trauma-Informed Learning for the Students of Tomorrow" acknowledges the global issue of what happens when students receive inadequate support within a campus environment. We conducted a convergent parallel design, mixed-methods study to build a legacy for students to thrive academically while promoting humanity's most significant potential for the seventh generation. We aimed to identify how students, faculty, and administrators interpret emotional health, the level of support given amidst a crisis, and the effects of retention. We worked with faculty and administration to create a healthy post-pandemic community. Our research led us to discover the importance of trauma-informed pedagogy. We sought to understand how incorporating trauma-informed pedagogy could shape students' emotional development when connecting to their scholarship. The COVID-19 pandemic revealed the need to rethink how to address student learning. Our research exposed brain-based education and how experiencing trauma, like a global pandemic, affects student learning. Studies used in our research discuss how the traumatic brain triggers the fight-or-flight flight mechanism, creating a disparity between education and retention. We recognized that redesigning course delivery and training faculty to be sensitive to the traumatized brain could enhance student learning. The data revealed students were ashamed of their mental health, faculty and staff felt unequipped to help during a crisis, and lack of support for emotional health affected retention. All groups lacked awareness of the resources on campus

to support emotional health. Reflecting on our empirical research, we hosted a workshop with a trauma-informed educational expert, introducing the college community to the importance of brain-based learning. This led to a collaborative effort with faculty to redesign course syllabi to incorporate trauma-informed pedagogy. The collaboration became the impetus for a Faculty Think Tank. Using research and training to develop a culture shift, the Think Tank is designed to create a legacy of equipped faculty who advocate for the future of teaching best practices.

Objectives

Devising a timeline, we scheduled meetings to establish project tasks. We focused on conceptualizing the Honors Study Topic (HST) and investigative process. This process proved challenging. To address our deficits, we completed Research Edge and attended a workshop held by Institutional Research (IR). We explored scholarly sources associated with mental health, crisis intervention, and campus resources. We set the following research objectives:

- assemble a committee of 10 members to engage in intentional research
- identify how inherited bias contributes to students' mental health and trauma, reviewing at least 30 academic sources
- reflect on how trauma-informed research aligns with support services
- review geographical data to assess potential trauma-inducing conditions where marginalized students reside
- host weekly committee meetings to reflect, analyze, and select sources that lead investigation toward action

Based on our research conclusions regarding brain-based and trauma-informed learning, we set action objectives to:

- measure the cultural bias and mental health perceptions on campus
- conduct a convergent parallel mixed-methods study, analyzing quantitative and qualitative data sets
- inform faculty on brain-based learning and connection to pedagogical practice

- redesign course syllabi, incorporating trauma-informed practices
- apply for the HIA grant to secure funding for the action phase

To complete the action phase, we established collaboration objectives:

- partner with campus and community partners for training to develop and implement a mixed-method study
- collaborate with campus partners to deliver study findings nationally
- work with the Center for Teaching and Learning (CTL) to host a conference on our findings
- invite faculty and students to engage in course syllabi redesign

Academic Investigation

We held 12 committee meetings to research and reflected on the HST to formulate interests aligned with inheritance and legacy. We identified a focus as a result. We reviewed 12 sources and pinpointed areas related to poverty, homelessness, mental health, gender discrimination, and cultural differences. Our sources revealed a commonality –marginalized groups are significantly more affected by trauma. We addressed how inherited culture and bias contribute to trauma. We reflected on defining marginalization and learned that most of our community is disenfranchised. We analyzed geographical data and found that comparable urban communities are home to large populations of low-income students. Our research indicated these students experience low collegiate retention, high attrition, and poverty. Data collection triggered questions about the correlation between retention and trauma. This spurred the focus on college students and their adaptability to hardships contingent on marginalization. We investigated students' academic performance while experiencing trauma to see if students were influenced by cultural bias.

Further investigation proved that faculty are biased towards marginalized populations. Additionally, our members shared their own cultural biases, which connected trauma and personal growth. We held training to

understand how implicit bias influences behavior, leading us to the Honor Study Topic Theme, Perceptions of Progress, and our initial research question: How does cultural bias affect the mental health of marginalized students and their progression of personal growth?

Figure 1

Conclusions

Presenting our preliminary research findings to the college community introduced us to brain-based learning and trauma-informed pedagogy. For example, delivery dictates student retention. Further research revealed the importance of neuroplasticity and brain adaptability. We interviewed Professor Jamie Butler, an expert on trauma-informed pedagogy, who assisted us in understanding the value of language and how it triggers a positive or negative response. Butler introduced initiating trauma-informed practice into course syllabi, exposing faculty bias

and its impact on student learning. Focusing on the neuroscience of learning and the effect of a healthy environment redirected our theme to The Heirs of Our Ways, restructuring our research question: How do we support students who have trauma with care-based learning? An opposing view challenged our findings, arguing that a faculty member's sole responsibility is to deliver content. This led to our research as an active component of the project. We then selected the most relevant sources to support our conclusion, inform our action, and influence the goal of creating a trauma-informed environment for future students. We concluded that a traumatic environment would affect learning and a student's ability to absorb academic content, culminating in the need to develop unified trauma-informed pedagogy.

Action

Interviewing Professor Butler and discovering the opposing view inspired our research and the learning issues students faced during the pandemic. We decided that further research on trauma-informed pedagogy could support a shift in teaching practices. Our findings helped establish a safe environment for future students. We reviewed our sources to consider how our research connected to our Honors Study Topic theme, The Heirs of our Ways, developing action and collaborative objectives. We presented our academic investigation to the administration, which led to establishing campus and community partners and developing a mixed-methods study. To address this global issue and heighten awareness, we measured how our college community interprets dismissed trauma, emotional health, support, and retention.

We presented the Honors Study Topic and our project ideas to IR, the Office of Student Advocacy (OSA), the Center for Violence Prevention (CVP), and the director of Student Diversity & Inclusion (SDI) at a local university. We sought to learn methods to further our research and collect data. They provided us with training on methodology, and collectively we decided to conduct a convergent parallel mixed-method study.

Student Answers
Please indicate your agreement with the following statements:

Statements (top to bottom):
- I believe professors should deal with their personal issues on their...
- In my classes, I have a positive interaction with my peers
- The college should have emergency funds available to assist students...
- The college, staff, administration, and faculty sufficiently support my...
- There is enough of a support system at school to assist in a crisis (e.g.,...
- I view PCCC as a resource if I am in a crisis (mental, financial, emotional)
- If I were in crisis (mental, financial, emotional), I know who I could...
- I feel comfortable talking to an advisor at PCCC about my mental...
- I feel comfortable talking about my mental health with my friends
- I feel comfortable talking about my mental health with my family
- I have felt stigmatized or discriminated against because of my mental...
- I have felt ashamed of the mental health issues I have faced
- In the current/last academic year, I felt overwhelmed with my...
- I believe I know how to support a close friend or family member who...
- I have had someone close to me suffer from a mental health crisis
- A close friend has disclosed to me that they suffer from depression
- A close family member has disclosed to me that they suffer from...
- A close friend has disclosed to me that they suffer from anxiety
- A close family member has disclosed to me that they suffer from...
- I connect more with students/faculty and administration who are the...
- My gender/gender identity/sexuality plays in the way I learn
- My race/ethnicity plays a part in the way I learn
- During the current/last academic year at PCCC, I have felt stigmatized...
- During the current/last academic year at PCCC, I have felt stigmatized...

Legend: ■ Strongly agree (%) ■ Agree (%) ■ Neither agree nor disagree (%) ■ Disagree (%) ■ Strongly disagree (%) ■ No Answer (%)

Faculty/Staff Answers
Please indicate your agreement with the following statements:

Statements (top to bottom):
- There are enough resources for students to grow not only...
- I know where all the necessary student resources (e.g., domestic...
- I feel equipped to provide assistance (e.g., referrals and/or resources)...
- I do not think students and faculty appreciate how stressful my job...
- I believe College staff members often have to supplement the duties...
- The College should have emergency funds available to assist students...
- I try to limit my interaction with students and/or faculty to what is...
- I believe PCCC cares whether the student has undergone a period of...
- A student has disclosed that they suffered from anxiety/depression or...
- I feel equipped to provide assistance (e.g., referrals and/or resources)...
- I would be able to identify a student who is in the midst of a crisis...
- Identifying a student in crisis is not my role
- I connect more with students/faculty and administration who are the...
- Race, sex, gender, gender identity, or sexuality of the student impacts...
- Gender/gender identity/sexuality plays a part in the way students learn
- Race/ethnicity plays a part in the way students learn

Legend: ■ Strongly agree (%) ■ Agree (%) ■ Neither agree nor disagree (%) ■ Disagree (%) ■ Strongly disagree (%) ■ No Answer (%)
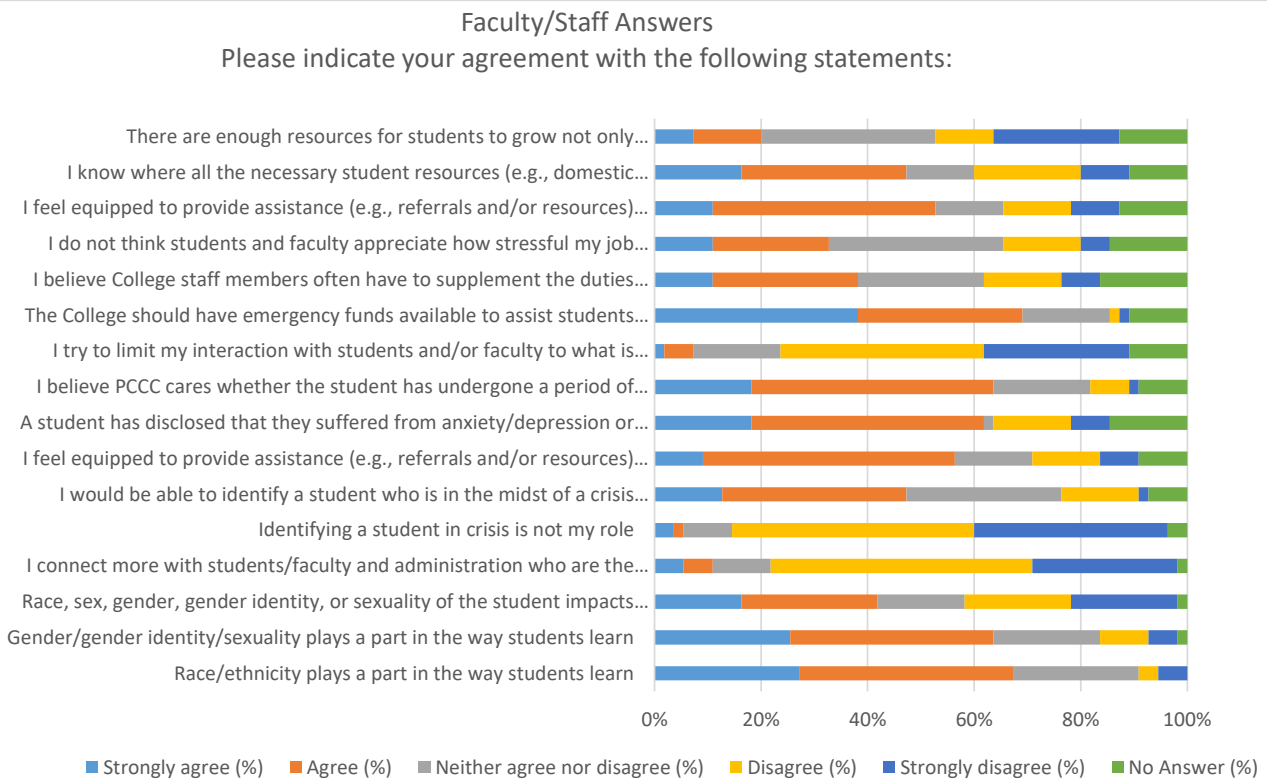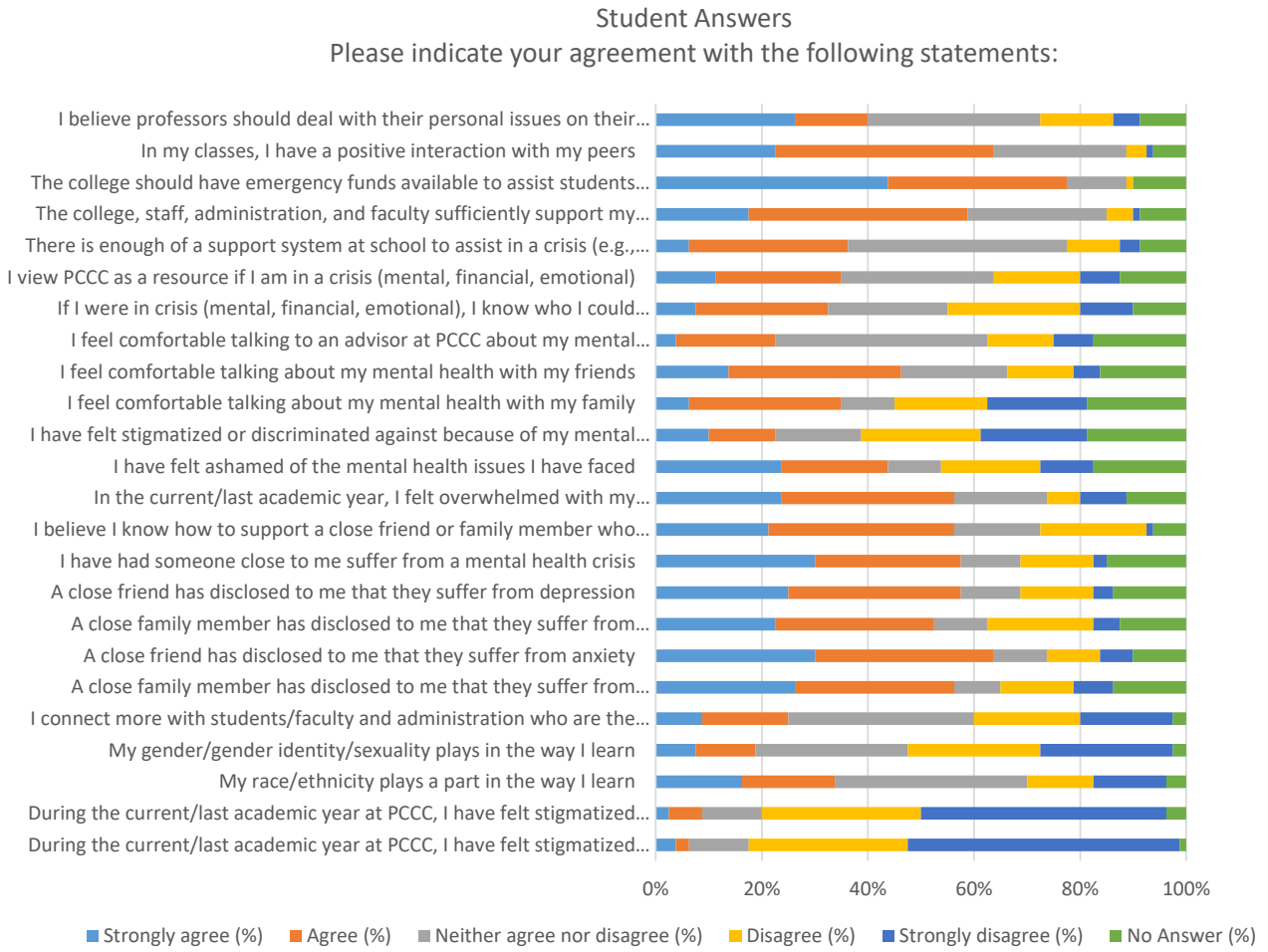
Figure 2

The purpose of the study was to address the gap between the diverse viewpoints, gain a deeper understanding of how trauma-informed pedagogy could benefit marginalized student populations, and determine if there is valid causation between trauma and retention (Figure 1). This study

Welcome to
EN 101: COMPOSITION I

PASSAIC COUNTY COMMUNITY COLLEGE, ENGLISH DEPARTMENT

"The scarlet ament is always just before you start."

What is Composition?
PAGE 1
Meet Professor Della Fera
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Materials Recommended
PAGE 3
Course Outcomes & Grading
PAGE 4 & 5
Policies
PAGE 6 & 7
School Resources
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Course Outline
PAGE 9

What is Composition?

In Latin, the word Composition means "to put together." In this class that is what you as a student will be doing; putting together words and finding your writing tone to form a structure. I am excited for you to discover your writing talents and reflect on your strengths and weaknesses as a writer. I am eager to teach you how to learn to read critically and apply reading skills to write academic papers.

This course focuses on the stages of the writing process and includes a formal MLA research paper. We will have a variety of writing and reading assignments to enhance and develop your analytical writing skills, that I hope you find welcoming.

Figure 3

included a climate survey, interviews, and a focus group. To further probe our research question, we created sub questions, serving as categories to identify trends and causation:

- How does the college community view dismiss trauma?
- How does faculty respond to student trauma?
- How do students interpret how resources impact their ability to reach academic success?
- How does faculty bias affect student retention?

We collaborated with OSA and CVP, who invited SDI to conduct training on implicit bias and coding questions for bias (Figure 2).

These partners reviewed six iterations of the study's questions and assisted with formatting. We collaborated with IR to distribute the survey, sending reminders during the collection period. We used multimedia to advertise the focus group and invite interviewees. Furthermore, we used funds received by the HIA grant to pay for the conference speaker and provide incentives for study participants. CTL assisted us in contacting Professor Butler to interview as a source. Reflecting on the interview, we introduced our research findings to the faculty and administration. We invited the college community to attend a conference with Professor Butler, informing the need to explore brain-based learning and trauma-informed pedagogy (Figure 3).

To share our findings nationally, we collaborated with OSA, who distributed our results to a nonprofit organization, protecting the emotional health of our nation's teens and giving them the skills and support they need to thrive today and tomorrow. The interview, conference, and data highlighted the need to implement trauma-informed pedagogy, beginning with syllabi redesign. We partnered with three faculty who were inspired by the conference and allowed us to use their courses for a redesign. Recognizing the power of student voices, we invited members to participate in the redesign process and acknowledged suggestions to include campus resources. Resultantly, trauma-informed syllabi were created to be used in future semesters. Working with faculty to enhance the syllabi inspired the development of a think tank to bring the student perspective into pedagogical practice and prioritize trauma-informed learning.

Impact

The pinnacle of our research and action efforts is the Faculty Think Tank, designed to create lifelong intentional service to address the global issue of inadequate support for emotional health at our institution. The Heirs of Our Ways helped confirm the project goal of creating a platform for care-based learning. Consequently, we understood that marginalized student groups had inherited trauma that faculty must recognize to ensure future students access trauma-informed pedagogy. To conduct the mixed-methods research, we established a committee of 10

student leaders. We capitalized on members' leadership strengths and provided training to address areas that needed development. We appointed a co-chair to facilitate collaboration and communication among project stakeholders. We appointed a secretary to ensure journaling aligned with the rubric. As our abilities to understand methodology strengthened, we identified members to craft survey questions, lead the focus group, conduct interviews, and analyze data, allowing us to grow as scholar-servant-leaders. To answer our research questions, we surveyed 2,500 students and 380 faculty, administrators, and staff; we interviewed 12 and held a focus group of 20.

Our survey results reported:

- 88% percent of students felt stigmatized or discriminated against because of their mental health.

- 4% of students felt comfortable talking to an advisor about their mental health issues.

- 13% of administrators and seven percent of faculty felt equipped to assist a student amid a crisis.

- 29% of administrators and eight percent of faculty were not aware of all the necessary student resources on campus.

We shared our empirical research with the focus group, which led to a rich discussion helping us understand students' feelings towards how course content was delivered through syllabi and their thoughts on on-campus resources. As a result, the discourse heightened students' awareness about intergenerational trauma, fostered a space for students to share their experiences, and for faculty to address misunderstandings of implicit bias. Together we forged solutions to rebuild the relationship between students and learning. We showed the group samples of the trauma-informed syllabi, and students shared that this type of syllabi was easier to read, more personal, and attention-grabbing, and if received, they would feel cared for. Becoming aware of how neutral language, colors, and format impacts how information is obtained, the students acknowledged the progress towards creating an emotionally safe environment.

The interviews revealed that students felt neglected by faculty when experiencing trauma; one student stated, "I contemplated withdrawing from a class because my professor could not understand my situation." Faculty thought that departments should provide professional development and learn how to deliver trauma-informed pedagogy. One professor stated, "I had no idea the impact the word "must" could have on a student, and I teach writing." During the syllabi redesign, our work with faculty helped them acknowledge their implicit bias; one stated, "I learned that what I perceive as right for my syllabus isn't as valuable as what the student expresses as a need."

After meeting our deadline to complete the syllabi redesign, we delivered the completed project to department chairs and administration, who are currently reviewing the redesign for institutionalization. Through the Think Tank, faculty are prioritizing the syllabi redesign and incorporating trauma-informed pedagogy, addressing retention to help the future generation of community college students thrive.

Resources

Advameg. (2021). Paterson, NJ, City-data. https://www.city-data.com/city/Paterson-NewJersey.html#b

City-data served to support our investigative research addressing marginalized students. This data-informed our sample and identified conditions that are probable causes of trauma for the population.

Bonfiglio, A. R. (2016). Anticipating the future of mental health needs on campus. *New Directions for Student Services, 2016*(156), 97–104. https://doi.org/10.1002/ss.20195

Bonfiglio provided us with the opposing side of trauma-informed learning. He discusses how some faculty and administrators rely on the philosophy, "If you build it, they will come," implying that students will discover what they are missing and eventually seek the necessary resources. This source persuaded our mixed-method study to address the gap between the diverse viewpoints.

Butler, J. (2021, October 8). Academic interview with the Alpha Eta Chi Chapter.

Butler's interview introduced us to the traumatized brain and neuroplasticity and how narratives formed by trauma trigger fight or flight responses, initiating a withdrawal from the course content. Therefore, using neutral language guides students to process directive information and learn differently. Butler provided us with resources on how to advocate for faculty and the impact brain-based learning has on the reception of data. Butler's insight fostered our collaboration with faculty to redesign syllabi embedded with trauma-informed language, which inspired the Faculty Think Tank.

Cresswell, J. W. & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research.* SAGE publications.

This text provided us with the basis for our research study design. We learned key indicators of developing and implementing a convergent parallel design, mixed-method study. The text offered us guidance on collecting and analyzing quantitative and qualitative data simultaneously.

Gutierrez, D. & Gutierrez, A. (2019). Developing a trauma-informed lens in the college classroom and empowering students through building positive relationships. *Contemporary Issues in Education Research, 12*(1), 11-18. https://doi.org/10.19030/cier.v12i1.10258

Gutierrez highlighted how academic institutions perpetuate bias against marginalized students, allowing the trauma to thrive in academic settings. Trauma-informed professors can empower students through self-reflection, helping them navigate their college experience. This strengthened our research conclusion that trauma-informed faculty can create pedagogy, initiating a healthy student environment, leading to the inspiration for the think tank.

Selingo, J. J. (2021). The future of Gen-Z: How COVID-19 will shape the students and higher education for the next decade. *The Chronicle of Higher Education,* 1-32.

Selingo brought awareness to how COVID-19 leads students to search for institutions that support emotional health, confirming that students want a welcoming and safe environment. This source informed our research study, addressing the importance of identifying emotional needs.

UDL-Universe. (2020, January 24). A Comprehensive faculty development guide: UDL syllabus rubric. http://enact.sonoma.edu/c.php?g=789377&p=5650618

This website provided examples of trauma-informed syllabi and curricula, inspiring the syllabi redesign. It helped highlight trauma-informed language, including welcoming tones instead of consequential phrases, color to differentiate importance, and images that serve as examples.

Zingarelli-Sweet, D. (2021, June 18). Keeping up with... trauma-informed pedagogy. Association of College & Research Libraries. https://www.ala.org/acrl/publications/keeping_up_with/trauma-informed-pedagogy

Zingarelli-Sweet discussed the correlation between college students' learning ability, Adverse Childhood Experiences, and trauma. The source informed how trauma affects marginalized students and their education as post-secondary learners. Zingarelli-Sweet introduced trauma-informed teaching principles and strategies, aiding students recovering from traumatic stress. This furthered our research on how trauma-informed learning can effectively alleviate stressors caused by emotional disturbances.

Ashes to Ashes…or Mushrooms or Dirt or Reefs: Green Death Practices

Alpha Beta Upsilon Chapter
Redlands Community College
El Reno, Oklahoma

Theme

Life and Death

Abstract

In 2019, actor Luke Perry garnered posthumous attention when he was buried in a mushroom suit and compostable casket. Human composting is currently legal in Oregon, California, and Washington, and water-based cremation is gaining in popularity. These environmentally friendly options for disposing of human remains go beyond traditional burial and fire-based cremation, and in turn highlight an increased interest in green death. After completing a team-based approach to reviewing and reading almost 100 popular press and professional sources regarding the green-friendly options, attitudinal shifts in the funeral industry, and the increased interest in environmental activism, the HIA project team examined the understanding of death/dying from a developmental perspective and sought out appropriate support and resource material. The final deliverable was a 25-book lending library given to two area funeral homes for use with grieving children and a resource list for adolescents and young adults.

Objectives

After preliminary research into the 2022/2023 Honors Study Topic, *To the Seventh Generation: Inheritance and Legacy,* the project team framed the research objectives designed to assist in developing formalized research questions:

- gather and review popular press and more formalized research on funeral trends in the United States, with a specific focus on practices that are or are perceived to be more environmentally friendly

- examine research related to human development, specifically in children and adolescents, with respect to attitudes, understanding, and perceptions of death and dying
- consider diverse and culturally specific practices with respect to death and dying in order to explore the relevant issues from a more inclusive perspective

Our action objectives were to:

- create a developmentally appropriate resource guide for use by youth experiencing the loss of a loved one
- distribute and share print/electronic deliverables with key stakeholders and collaborators

Our collaboration objectives were to:

- collaborate with and gain information from funeral industry professionals, grief counselors, and other professionals often associated with death and dying
- incorporate inputs from a multi-cultural perspective, including clergy, lay counselors, teachers, and others who may have unique experiences
- work with advisors, research librarians, and other resource-holders to ensure quality, recency/currency, and relevance of academic resource material
- use collaborative tools such as GroupMe, Slack, and Dropbox to promote shared workspace and line of sight project planning among the project team and other contributors

Academic Investigation

Theme 7: Life and Death asks the overarching question: "How do narratives of life and death inspire commitment to preserving inheritances and building legacies?" In March 2020, much of the tradition associated with the death, dying, and post-death memorialization practices was altered by COVID. News accounts recounted individuals who mourned their losses differently because they had been unable to be with a loved one at the time of passing, and for a period of time funerals were deferred to a later date and those

which were conducted were limited in attendees. Redlands Community College felt these changes. Personal experiences by chapter members generated interest in this theme, but from a beyond COVID perspective. It changed the nature of many funerals, and the team began to explore historical and cultural death practices, and how they were framed for this and future generations. While death is a constant, the surrounding traditions have shifted over time. Team members conducted an information gathering interview with the owner of a family-owned funeral home in the area and asked about current trends and changes in practice. Ray Buchanan, an area funeral home director, suggested a growing trend toward environmental impacts of the funeral industry.

The team divided, with areas of interest/expertise guiding workflow. Over the course of three months, approximately 94 sources of information ranging from peer-reviewed research to popular press and videos were catalogued and considered as inputs on the overall research and impact initiative. Project planning training/implementation made the process easier, particularly during periods of time when in-person meetings were impossible. The resulting research questions were: How do views regarding death/dying vary by developmental stage, particularly children and adolescents and What options are available for environmentally friendly disposal of remains?

Conclusions

How do views regarding death and dying vary by developmental stage, particularly children and adolescents? From a developmental perspective, preschool children are most likely to view death as temporary, reversible, and impersonal. This is often reinforced in cartoons where a character will "die" and then almost immediately be brought back to life. Between the ages of 5 and 9, the Piagetian Concrete Operational Period, children see death as final and recognize the eventual death of all living things but tend to believe they are not subject to death. This age is most likely to adopt imagery associated with death. Over age 9, children and adolescents understand the irreversibility of death, its overall permanence, and begin to recognize their own mortality. This is particularly true if they have experienced loss.

Adolescents typically have a period of pseudo-regression in which they believe they are immune and that it only happens to someone else. Of additional interest were attitudes associated with environmental friendliness by late adolescents and early adults, including but not limited to Generation Z. Environmental concern has historically been the purview of the "younger generation," beginning with college students recruited to promote the first Earth Day in the 1970s. A more recent surge in 2019, fueled by the activism of Greta Thunberg, has resulted in a call to limit carbon emissions and implement other strategies. This level of influence has extended to end of life decisions and increased awareness and call for more green alternatives. What options are available for environmentally friendly disposal of remains?

In 1920 there were only 20 crematories in the U.S., and by 2003 there were over 1,800. In 2016, cremation supplanted traditional burial as the most typical method of human remains disposition. Most individuals in the funeral industry attribute this change to the continual shift toward an interest in environmental impact. From a traditional burial perspective in which embalming is used and interment includes a casket, it is estimated more than four million gallons of embalming fluid and 20 million feet of wood are placed in the ground each year. In addition, waste embalming fluid must also be disposed of in some manner. Cremation has been viewed as preferable to traditional embalmed burial, but estimates suggest each cremation generates as much carbon dioxide as a 1,000-mile car trip. Excluding cremation which has a long history in a wide range of cultures, other, more environmentally friendly options include water cremation. Water cremation, also known as alkaline hydrolysis, uses a solution of 95% water and five percent potassium/sodium hydroxide heated to 200-300 degrees. In about 12 hours, this solution dissolves all body tissue and leaves the skeleton which is then typically ground up and placed in a container for display or burial depending on the deceased individual's preferences. The solution, sometimes called "body soup" is sterile in terms of pathogens or disease transmission and is often used as fertilizer or can be put down the drain like any wastewater. Another

environmentally friendly option is mushroom shroud. A mushroom shroud is a mushroom-spore and microorganism-loaded pajama set or bag in which the deceased is placed. The mushrooms break down the remains and leach away any harmful toxins. A third environmentally friendly option is human composting. Remains are put in a vessel with woodchips, alfalfa, and straw, and just like in traditional composting, the body is broken down into soil. Human composting takes approximately 30 days in the composting chamber, and a few weeks in curing bins. Heat and vibration accelerate the process. Finally, another environmentally friendly option is reef burial. Cremains are mixed with a concrete reef that is placed in the ocean and encourages coral production. With a growing interest in the environment, this trend will likely continue. As one team member said, "not everyone can go solar or buy an electric vehicle next month, but most of us will have to deal with the death of a loved one sooner rather than later."

Action

Throughout the course of our HIA project, COVID remained in the forefront of the news cycle, with hospitalizations and deaths reported akin to the body count during the Vietnam. Most of the team, both advisors, and a number of individuals within the campus community experienced loss firsthand. It became apparent that grief resources were readily available for adults but were substantially less attainable for youth. In collaboration with funeral homes serving our area, the team created a list of developmentally appropriate resources (in person, in print, and online). The final HIA project deliverable was a listing of 25 books appropriate for discussing death with children. The team created an Amazon list and was able to present a set of the books to two family-owned funeral homes for their resource rooms. In addition, the compilation of other grief resources was shared with the funeral homes, as well as being added to our campus resource library for use by faculty and staff when working with grieving students.

Primary collaborators included: (a) two funeral homes and their directors, (b) University of Central Oklahoma School of Mortuary Science, (c) three counseling psychologists specializing in grief therapy, and (d) the ministerial staff of five

houses of worship in the area including a church, a synagogue, and a mosque. These collaborators provided multidimensional and multicultural perspectives, provided access to and advice on appropriate resources, and allowed the resource list and lending libraries to be topically appropriate, developmentally appropriate, and sensitive to a wide range of cultural differences. For example, while the ideas associated with a green burial may be gaining in popularity, many faith-based groups remain opposed to cremation. Others may have cultural restrictions on the length of time from death to burial that was greatly challenged by the COVID pandemic. Just hearing the different ways families could memorialize their loved ones raised awareness in the HIA project team about ways beyond their personal family traditions.

Impact

Qualitative outcomes included an increase in knowledge regarding end-of-life options and expanded horizons beyond the very traditional death, family viewing and/or wake, funeral, open casket for last respects, graveside service, and burial orientation most frequently experienced. Relatedly, the research provided information regarding the funeral industry, processes of traditional and more innovative approaches, and most students who participated reported being more comfortable with attending funerals and celebrations of life. Most chapter members had only attended services for grandparents or other family members and had never been involved in the decision-making. One of the funeral homes allowed the project team to tour behind the scenes, and answered questions regarding cremation, embalming, use of stitches and glue, makeup and lighting strategies. Conducted in a non-threatening and non-emergent manner, the tour received positive reviews. One student has now made a decision to major in mortuary science post-transfer to a four-year institution. The lending libraries were presented to our partner funeral homes in October 2021. By the end of the year, staff reported sharing the bibliography of resources with over 100 families and loaning books to 17 children. They are including the resource guide and bibliography in their standard packets, and they anticipate a volume of 2,000+ guides to be distributed during the next calendar year. Participating

team members highlighted several key learnings beyond the actual research project including: (a) the ability to conduct structured and unstructured interviews; (b) distinguishing between fact, myth, and folklore (i.e., coins are always placed on the eyes of the deceased; removal of pacemakers and breast implants; bodies of the deceased moving spontaneously); (c) and a recognition that traditions change over time. For example, at one time, most death preparation was done in the home by family members. Currently, most preparation is done professionally, although services are becoming more personalized. Over the winter holiday, one team member experienced the death of a family member (non-COVID), and the rest of the team felt they were better equipped to be supportive and say the right thing.

Resources

Albuquerque, S., & Santos, A. (2021). "In the same storm, but not on the same boat": Children and grief during the COVID-19 pandemic. *Frontiers in Psychiatry, 12,* 1-4. doi: 10.3389/fpsyt.2021.638866

Suggestions by the authors included allowing children to show they are in an active stage of mourning and to do so in a way meaningful to them. Children in an active grief scenario often ask questions about death, and the adults taking care of them need to be in a position to answer in accordance with culture and faith. The list of tips helped with the guidebook and resource selection for the action component. This resource offered the most clarity in terms of a developmental approach to understanding death and dying.

Beard, V., & Burger, W. (2017). Change and innovation in the funeral industry. *Omega: Journal of Death & Dying, 75*(1), 47-68. https://doi.org/10.1177/0030222815612605

The authors provided an overview of trends in the funeral industry to include the environmental consciousness of a younger customer base. Categorizations made it easier to classify other research and popular press information.

Birrell, J., Schut, H., Stroebe, M., Anadria, D., Newsom, C., Woodthrope, K., Rumble, H., Corden, A., & Smith, Y. (2020). Cremation and

grief: Are ways of commemorating the dead related to adjustment over time. *Omega: Journal of Death & Dying, 81*(3), 370-392. https://doi.org/10.1177/0030222820919253

The authors highlighted the blurring between industry professionals and community members/ lay personnel in conducting informal memorials. Of specific note were the significant changes in the disposal of remains, with cemeteries being used less and other public/ private spaces being used more. Highlighting the trend toward green practices, cremation, although not the greenest option, has overtaken traditional burial, and options beyond "fire" cremation are increasing. For the HIA project, this provided peer-reviewed confirmation of the interviews conducted with industry personnel.

R. Buchanan, personal communication, April 9, 2020.

In an interview with Ray Buchanan, owner of a family-owned funeral home in Oklahoma City, the team began to learn about new trends in green burial and similar practices. He provided an overview of trends, particularly local trends, and discussed changes over the past 50 years. The interview provided a good framework for further investigation.

Kelly, S. (2014). *Greening death: Reclaiming burial practices and restoring our tie to the Earth.* Rowman & Littlefield Publishers.

This book was considered a classic in terms of providing a history and definition of green death practices. It highlighted the salient environmental features of alternatives to traditional burial, identified the semi-green nature of typical cremation, and provided an in-depth look at specific practices such as water cremation and human composting.

Nyatanga, B. (2020). COVID-19 pandemic: Changing the way we live and die. *British Journal of Community Nursing, 25*(5), 254. DOI: 10.12968/bjcn.2020.25.5.254

This article provided a framework on changes during COVID, most notably with respect to delays in services and the changes that fostered, including increased cremation rates and alternative remains disposal. The team used this as a means of understanding a timeline of attitudinal shift.

Rumbold, B., Lowe, J., & Aoun, S. (2021). The evolving landscape: Funerals, cemeteries, memorialization, and bereavement support. *Omega: Journal of Death & Dying, 84*(2), 596-616. https://doi.org/10.1177/0030222820904877

Reflective of changes made during COVID-19, this article highlighted the changes in the funeral industry. It featured the increasing tendency for more personalized services, not necessarily conducted at a house of worship or church, the trend away from traditional interment, and the increase in the use of technology, including livestreaming services, use of social media instead of traditional obituaries, and online memorials. It also addressed the changing needs as more younger individuals are involved in the funerary process as opposed to being spectators only or non-entities.

Verbeten, S. (2020). How books touch our souls. *Children & Libraries: The Journal of the Association for Library Science to Children, 18*(1), 2. ISSN 1542-9806

This source provided a deeper understanding of the value of books as a means of reference, comfort, and healing, particularly in reference to terminal illness, death, and dying. It provided a primary catalyst for creating a bibliography/ lending library of books appropriate for children who are experiencing the loss of a family member or friend, particularly during a time frame of perceived increases in the average number of personal losses.

Acknowledging Resilience in Indigenous Communities

Alpha Eta Psi Chapter
Suffolk Community College,
Eastern Campus
Riverhead, New York

Theme

Expressions of Truth

Abstract

Colonialism is often thought of as a historical incident. However, discrimination towards Indigenous people today stems directly from those past injustices. Our Honors in Action project sought to answer the question: How can Native American narratives be used as a resource to promote awareness of the ongoing effects of colonialism? This question manifested from our preliminary research into the status of Indigenous communities in the present day which shed light on the lasting burdens of colonialism. Theme Four of the Honors Study Topic, *To the Seventh Generation: Inheritance and Legacy* discusses the inheritance of truths. Indigenous communities, like the Shinnecock Nation, have inherited the enduring effects of colonialism. The Shinnecock Nation is a self-governed tribe, located on the southeastern end of Long Island, about 20 miles from Suffolk County Community College's (SCCC) Eastern Campus. They gained federal recognition in 2010 and as of 2021, have more than 1,200 members. The Shinnecock Nation is a unique community suffering from a common injustice. With an Indigenous community in the college's backyard, our PTK chapter sought to directly connect with its people and have them share their stories. We had the privilege of interviewing Jeremy Dennis, a tribal member of the Shinnecock Nation and contemporary fine art photographer. Through our conversations with Dennis and further research into the topic, we found that many non-native people have an ignorant mindset in how they perceive Indigenous communities, heritage, and identities. Harmful attitudes argue that "the past is in the past" and are uncomfortable with the part of the Indigenous identity that stems from their people's oppression. Our action sought to dispel these

harmful attitudes, increase the college's awareness of Indigenous communities, and bridge a gap between SCCC and the Shinnecock community. Our research suggested the fundamental importance of Indigenous communities' connection to their land. This finding inspired our HIA action, raising money for two causes that are important to the Shinnecock Nation, their community and their land.

Objectives

Our research objectives focused on educating the college community on the historical significance behind the name "Shinnecock" as well as the effects of past injustices that are felt by their community today. We also wanted to reach out to local Indigenous communities and invite virtual guest speakers, and/or plan information sessions for PTK members and other SCCC students for the 2021-2022 school year.

We set our project action objectives to correlate with our research, which shed light on the economic disparities that the Shinnecock Nation faces today. We acknowledged the economic importance of the Shinnecock Powwow, and how it has not happened for two years. Our discussions with Dennis illuminated the importance of events like the Powwow as well as the importance of land, especially stolen land, to Indigenous communities and their ability to flourish. Our PTK chapter identified two organizations to raise money for. Both are important to the Shinnecock Nation and coincided with our research findings. It was our goal to increase awareness in the college community of the hardships facing the Shinnecock Nation while raising money for causes that are important to them.

Academic Investigation

In July of 2021, PTK chapter officers and members met and reviewed the Honors Study Topic and its themes. We generated ideas for each theme and chose Theme Four: Expressions of Truth. At first, we wanted to research how COVID-19 impacted different populations with an objective to expose inequalities. In August 2021, our PTK chapter president was introduced to a potential Honors in Action (HIA) project idea by the campus executive dean. SCCC's Eastern Campus consists

of buildings that are named after local Native American tribes, such as the Montaukett Learning Resource Center, the Corchaug Building, and the Shinnecock Building. Aside from a name, there is no further historical background provided for those who are aware of, unaware of, or curious about Native American history and Long Island's colonial history. We presented these ideas to PTK headquarters in our HIA grant application and were awarded $1,000 toward our project. We developed our research question when we filled out the HIA grant application, and we continued to use it throughout the semester.

Our research question is: How can Native American narratives be used as a resource to promote awareness of the ongoing effects of colonialism? Our initial research objectives were to focus on educating the college's community on the historical significance behind the tribes' names as well as the effects of past injustices that are felt by the Native American communities today. After our executive dean suggested starting our research with one building, the chapter decided to focus on the Shinnecock Nation. When the fall 2021 semester began, our chapter immediately reached out to the Shinnecock Nation. We wanted to be proactive in deciding how we can best support them while also conducting authentic research from a primary source. We invited two Shinnecock members, Jeremy Dennis and Shane Weeks, to collaborate with our HIA project. We sought out connections with these two specific individuals not only because they were members of the Shinnecock Nation, but because they have played active and dedicated roles in projects that help their community. Dennis responded to the chapter almost immediately. Throughout our correspondence Dennis has been a crucial part of our project, providing the chapter with resources for our research, contacts for our action component, and an opportunity for the chapter to visit the Shinnecock Nation. We interviewed Dennis through email in September 2021, and later expanded the interview to a live discussion over Zoom in October 2021. These discussions immensely broadened the knowledge of our chapter. The Shinnecock Nation had been familiar to practically all chapter members because we grew up in Eastern Long Island. This only augmented how new and bewildering much of the insight we gained from Dennis was.

The Shinnecock Nation and other Indigenous communities across the country are hurting because of the ongoing effects of colonialism. The effects include poverty, prejudice, and the struggle to regain stolen land. The experience of having a live discussion with Dennis was beneficial to PTK

Figure 1

been celebrated for two years due to COVID-19. Dennis suggested for our action, that we install a permanent invitation to the Powwow at the college, as that would be the greatest source of help. Powwows are known to be spaces of cultural celebration and implementations of support for Indigenous artists. The chapter investigated powwows further and learned that powwows shift power to the organizers, allowing them to share cultural traditions or exclude outsiders (if they so choose), define "Native" for themselves, or control economic interactions (Gagnon, 2013). One of our officers was able to apply her psychology major to the research by finding a source (Hodge et al., 2009) that appealed to the area of her interests and was relevant to our research topic. Although they are constantly facing disadvantages, the Shinnecock Nation continues to exhibit fortitude and resilience against the hardships they have inherited. Their presence has persisted through over 10,000 years (Dennis, 2021). Conversations about the ugly past of colonialism can no longer be avoided. Instead, we need to acknowledge the resilience exhibited by communities like the Shinnecock Nation, which in turn means recognizing the systemic challenges that indigenous communities have inherited. We were fortunate enough to gain the perspective of a strong primary source through our interview with Dennis that allowed us to observe how their experiences were shaped by the lingering effects of colonialism.

Action

Our PTK chapter held a series of fundraisers which consisted of a charity walk, a raffle, and a GoFundMe. The money we collected was split between Ma's House and the Shinnecock Land Acquisition and Stewardship Fund. Ma's House is a project run by Dennis, the Shinnecock member we interviewed for our HIA research. It is a BIPOC (Black, Indigenous, People of Color) art space located on the Shinnecock reservation. Ma's House is not a traditional museum; it fosters community with its guest artists through a residency program, where artists can live, create and display their pieces. We chose to donate to Ma's House because it is a space that fosters community to community connections and supports BIPOC artists. Our chapter was able to visit Ma's House on December 18, 2021, to announce our donation and present a newspaper article written by our

members and guests who had opportunities to ask questions. Our PTK chapter asked Dennis how the college could support the Shinnecock Nation. We used that input to generate our HIA action. Further research exposed how deep-rooted the effects of colonialism are and how they impact individuals' identity and impose systematic oppression. It was evident from our talks with Dennis that the economic disadvantages inflicted by colonialism hurt the Shinnecock Nation the most.

Conclusions

We learned that one of the biggest sources of revenue, the Shinnecock Powwow, had not

PTK chapter president about the Dennis interview. The Shinnecock Land Acquisition and Stewardship Fund helps the Shinnecock Nation buy back and restore their land. Due to the pandemic, our college was unable to host events from March of 2020 to September of 2021, so our chapter decided to plan a Charity Walk/Run partly because it could be organized outdoors (Figure 1). Our action efforts began in October 2021. We reached out to local high schools inquiring if their track teams would be interested in participating in our charity walk/run. We also utilized connections with the SCCC Eastern Campus' student government and the Office of Multicultural Affairs, to promote the event. The PTK Charity Walk/Run was held on November 13, 2021. For our raffle, Ma's House contributed a jar of Ma's House honey to serve as one of the prizes. Our PTK chapter president met with student government to request funds towards Air Pods for one of our raffle prizes. Our PTK chapter thought that AirPods would incite more students and staff members to participate. Student government approved our program and request for funds in October 2021. We raised $1,000 through our fundraising efforts.

Impact

Through this project, members learned how to conduct a successful fundraiser, collecting donations totaling over $1,000 for the benefit of the Shinnecock Nation. Community outreach efforts such as a charity walk event, helped raise awareness of Indigenous issues with almost a dozen attendees. Media and presentation skills were practiced through a live Q&A, hosted virtually, and the ensuing campus newspaper articles raised awareness even further. Student benefits were not limited to PTK chapter members. Cross-collaboration with the Multicultural Affairs Office, student government, and The Lighthouse News (Eastern Campus' Student Paper) increased student awareness across all organizations and gave chapter members leadership opportunities when fostering these connections. Chapter members took personal responsibility in ensuring goals were met, even across the diverse body of clubs they interacted with. Research skills were tested when gathering information about the Shinnecock Nation, interpreting sources plagued by colonialism and messy settler history.

Cross-referencing these documents with direct Shinnecock input, PTK chapter members analyzed literature from across decades, cultures, and tribal borders to build a coherent picture of the history of campus land.

Resources

Dennis, J. Personal communication (interview by A. Kinnier). October 27, 2021.

This interview gave direct insight into the experiences of a Shinnecock member who is dedicated to helping his community thrive. Discussions held during this interview emphasized the Shinnecock people's resilience as an Indigenous community in an oppressive environment, and the ties between Indigenous identity and land.

Dolgon, C. (2005). *The end of the Hamptons: Scenes from the class struggle in America's paradise.* NYU Press.

This book highlighted how the structure and origin of the Hamptons is based on settler-colonialist ideals. European settlers manipulated the infrastructure of Long Island to benefit colonists while depriving Indigenous communities like the Shinnecock Nation. The Hamptons are famously known for their beauty and prosperity; however, there is a blatant but somehow overlooked disparity between the Shinnecock Nation and the surrounding community. Early settlers that put forth the goal of colonization claimed Shinnecock land as their own while also imposing their foreign beliefs on the Shinnecock tribe.

Gagnon, B. O. (2013). Territorializing indigeneity and powwow markets. *Anthropologica, 55*(1), 197–209. http://www.jstor.org/stable/24467384

Powwows are important organizing events, building Native spaces even off reservations for Native groups around the country. Diverse social, economic, and racial interactions take place within powwows as people interact across cultures, interactions where Native control implies sovereignty beyond the nation-state definition. Powwows shift power to the organizers, allowing them to share cultural traditions or exclude outsiders (if they so choose), define "Native" for themselves,

or control economic interactions. As the author points out, "the power to control space and define citizenship is central to the concept of sovereignty and the invocation of sovereignty is often central to worldwide campaigns for Indigenous rights." This paper has important implications in organizing events to advance Native rights.

Hodge, D. R., Limb, G. E., & Cross, T. L. (2009). Moving from colonization toward balance and harmony: A Native American perspective on wellness. *Social Work, 54*(3), 211–219. http://www.jstor.org/stable/23719497

Colonialism has had far-reaching effects, especially in science, where "absolute truth" can actually be based on a series of Eurocentric assumptions. This study emphasized the importance of not unduly imposing Western values on Native groups. Western mental health services such as therapy are grounded in a tradition entirely separated from Native traditions. Native patients often suffer from being forced to adopt Enlightenment era therapy practices. Considering and incorporating the spiritual practices of Indigenous peoples is an important factor that doctors should regard when diagnosing and treating, especially when a large percentage of Indigenous people seek professional mental health treatments.

Hughes, K., & Smith, C. (2018). Un-filtering the settler colonial archive: Indigenous community-based photographers in Australia and the United States – Ngarrindjeri and Shinnecock perspectives. *Australian Aboriginal Studies, 1*, 2–18. https://go.gale.com/ps/i.do?id=-GALE%7CA638481627&sid= googleScholar&v=2.1&it=r&linkaccess =abs&issn=07294352&p=AONE&sw=w&user GroupName=anon%7E4f4c372c

This article discussed how the misrepresentation of Indigenous people in photography inspired a movement to use the medium as a means of dismantling visual stereotypes. Indigenous communities globally have adopted photography to preserve their heritage and define their identity.

Luebke, J., Hawkins, M., Lucchesi, A., Klein, K., Weitzel, J., Deal, E., Ruiz, A., Dressel, A., & Mkandawire-Vahlmu, L. (2021). The utility of postcolonial and indigenous feminist frameworks in guiding nursing research and practice about intimate partner violence in the lives of American Indian women. *Journal of Transcultural Nursing, 32*(6), 639–646. https://doiorg.lib1.lib.sunysuffolk. edu/10.1177/1043659621992602

Cross-sectional analysis of Native issues can yield new interpretations and possible solutions. Native women have experienced spousal abuse (Intimate Partner Violence) at an extremely high rate; a report found that "more than four in five (84.3%) Indigenous women experienced violence in their lifetime." This essay highlighted the utility of using adjacent fields to analyze Native issues and discusses "colonization as the impetus for the oppression of Indigenous communities past and present."

Matte, J. A. (2006). Extinction by reclassification: The MOWA Choctaws of south Alabama and their struggle for federal recognition. *Alabama Review, 59*(3), 163–204. http://lib1. lib.sunysuffolk.edu/login?url=https://search. ebscohost.com/login.aspx?direct=true&db =a9h&AN=21644417&site=ehost -live

This article discussed the difficult process that Indigenous communities have to undergo to gain federal recognition, specifically the MOWA Choctaws. The tumultuous process experienced by the MOWA Choctaws is not unique. The article made connections to other Indigenous communities including the Shinnecock Nation.

Wexler. (2009). Identifying colonial discourses in Inupiat young people's narratives as a way to understand the no future of Inupiat youth suicide. *American Indian and Alaska Native Mental Health Research, 16*(1), 1–24. https:// doi.org/10.5820/aian.1601.2009.1

This article highlighted the experiences of Inupiat youth and how they've inherited a confusing situation, having to live between two juxtaposing Inupiat and American cultures. Because of this, the "coming of age" period for Inupiat youth is more difficult than normal. This article spoke to the uniqueness of their experiences but also speaks to other Indigenous communities as they coexist with American culture.

The Errs of Our Ways: The Corrupted Inheritance of Child Labor and the Legacy of Hope

Alpha Xi Tau Chapter
Surry Community College
Dobson, North Carolina

Theme

The Heirs of Our Ways

Abstract

How much is chocolate worth? Is it worth a child's life? Alpha Xi Tau faced these questions while investigating the realities of child labor in Ghana. Caught in a cycle of poverty and ignorance, children are exploited as cheap labor. They are forced to work all day under dangerous conditions with little opportunity to attend school, and therefore, little opportunity to break the cycle. To make a difference locally and globally, we developed a four-part project including an awareness campaign, fundraising, encouragement, and volunteerism. Our campaign urged people to choose chocolate displaying the Fair Trade and Rainforest Alliance logos, indicating products made without child labor. We also partnered with a local organization that directly impacts the lives of children rescued from human trafficking. Hope House Missionary Thrift Store raises money to free children from enslavement in the rock quarries of Accra, Ghana. Those rescued live at Hope Chapel Orphanage where they are provided with healthcare and an education. We raised $3,065 to support this orphanage, wrote 50 letters encouraging the children, and volunteered 56 hours supporting the thrift store in its work. We sought to change their inheritance of poverty and slavery into a legacy of hope. In the process, we recognized our own inheritance of apathetic ignorance and created a new legacy of informed, intentional service.

Objectives

An invited speaker's heart-wrenching presentation on child slavery stirred debate among Alpha

DID YOU KNOW?

SOME OF THE BIGGEST CHOCOLATE COMPANIES RELY ON CHILD LABOR TO HARVEST COCOA

TODAY, AN ESTIMATED 1.8 MILLION CHILDREN ARE WORKING IN COCOA PLANTATIONS

How can you help?

LOOK FOR COMPANIES WITH A FAIR TRADE AND RAINFOREST ALLIANCE LOGO - THEY DO NOT USE CHILDREN AS A SOURCE OF LABOR

CONSIDER SUPPORTING OUR PTK CHAPTER - WE ARE RAISING MONEY TO HELP CHILDREN RESCUED FROM HUMAN TRAFFICKING

Figure 1

Xi Tau members and drew us to Theme One, The Heirs of Our Ways, in the Honors Program Guide, *To the Seventh Generation: Inheritance and Legacy*. This debate resulted in our research question: Do some countries exploit child labor for profit? The members present at this presentation became the core of our HIA team. Our research objectives were simple: first, find at least 15 scholarly resources on child labor, providing a variety of angles on the subject (i.e., from the perspectives of law, social work, education, child health, etc.). Second, correctly cite the sources in APA 7 format. Our aim was to confirm or deny the presenter's claims that children are currently exploited as a source of labor in countries like Ghana. We set a timeline of two weeks for our research. Each team member agreed to find at least two scholarly sources and report findings at the next meeting.

Moved to compassion by our research, we wanted to help victims of child labor and raise awareness of the connection between this practice and consumer demand for cheap goods. Thus, we partnered with Hope House, a local missionary thrift store, raising

money to support Hope Chapel Orphanage in Haatso, Ghana (Figure 1). By supporting the thrift store and the orphanage, we could help rescued children and support their education. Therefore, we developed an ambitious project involving an awareness campaign, fundraising, encouragement, and volunteerism. Dividing each part of the project among our HIA team members, we decided on our action objectives:

- by October 31, reach 500 people alerting them about the exploitation of children in the cocoa industry and encouraging them to choose fair-trade chocolates
- raise $2,800 for repairs to the roof of Hope Chapel Orphanage in Haatso, Ghana, before October 1
- encourage at least 50 children rescued from slavery in Ghana, writing them each a letter by October 1
- volunteer at least 40 hours at Hope House by October 31

To achieve these goals, we first approached Hope House, who welcomed a partnership with us. We next contacted the local chapter of the Daughters of the American Revolution (DAR) because they actively support education and orphanages. They agreed to collaborate with us on both our awareness campaign and fundraising project. We also approached our college's administration, print shop, marketing, and facilities staff who agreed to help us with our project.

Academic Investigation

Our research revealed child labor to be one of the largest, fastest growing criminal activities today, with 2.5 million victims at any given time (DiRienzo, 2018). These victims, ranging in age from 5 to 17 (Luckstead et al., 2019), can be forced to perform diverse types of manual labor from mining (Andrews, 2015) to cocoa farming (Babalola, 2017; DeLuca-Acconi, 2017; Luckstead et al., 2019). Although human trafficking is found globally (DiRienzo, 2018), Ghana is among the worst offenders. "According to the United States Department of Labor, 24.7% of children ages 5 to 14 are engaged in the worst forms of child labor such as... cocoa harvesting due to trafficking

within Ghana" (Hamenoo et al., 2020, para. 3). Poverty and lack of education are two of the root causes (Karakara & Osabuohien, 2019), with children sometimes sold into slavery by their own parents (Hamenoo et al., 2020). Because they work all day, often in hazardous conditions, these children rarely or never attend school (Luckstead et al., 2019). Corporations benefiting from child labor, such as the cocoa industry (DeLuca-Acconi, 2017; Luckstead et al., 2019), argue claims of exploitation are exaggerated (DeLuca-Acconi, 2017) and children happily work to support their families in impoverished areas (Amoah, 2020). They blame low cocoa prices for inducing farmers to cut costs by using children as unskilled manual labor on their plantations.

Conclusions

Corrupt officials, profiting from the cocoa trade, further enable child slavery and are apathetic to the cost of human suffering (DiRienzo, 2018). Corporations only began to correct human rights violations when naming and shaming strategies threatened to lower their profits (DeLuca-Acconi, 2017). We did not want to think of children being exploited for cheap, manual labor, so we were tempted to deny the facts. However, blind silence fails to stop the problem, and it fails to help the victims. From our research, we understand that education is one of the avenues out of poverty and exploitation. Educated children are more likely to understand what human trafficking is and that it is illegal. Education can also raise them out of poverty by giving them the knowledge and skills they need to train for a career with higher-paying jobs. By providing support and education to the victims of child labor, we can transform this inheritance of exploitation into a legacy of hope.

Action

The demand for cheap chocolate is one of the driving factors behind the use of child labor in the cocoa industry. However, educating people about the problem is not enough to change their purchasing behavior; they need an affordable alternative. Therefore, with feedback from administration, we designed a flyer encouraging people to purchase products displaying Fair Trade or Rainforest Alliance logos, indicating they were made without child labor. We posted

the flyer on social media, and with the help of the print shop, we distributed paper copies among the faculty, staff, and students, which resulted in an invitation to speak to the Student Government Association. We made two additional presentations, one to the executive board and one to the members of the local DAR. At their request, we co-authored, with Hope House, an article for their September newsletter alerting members to child labor practices and asking for their support. As a result, the DAR made a significant contribution to our project. Enlarging the original flier, we displayed it at the college's community Halloween event, raising awareness among the families who attended (Figure 1). We emphasized how personal buying choices in the U.S. can influence the lives of children in Africa. Through intentionally choosing fair-trade products, we can affect positive change, a practice we can continue long after our project ends. To raise funds to repair the orphanage, we applied for an HIA grant and hosted a yard sale and raffle. Receiving immediate approval from the administration for these fundraisers, we contacted Hope House for a proposed budget for the repairs. This was included in our grant application, which was approved. DAR donated money and several carloads of items for the yard sale, which we held Labor Day weekend. Marketing helped us advertise the fundraiser. As a result, we received two more trailers full of donated items. The facilities staff helped us transport these items and set up tables and tents for the sale, which lasted two days. The leftover items were donated to Hope House. An alumni donated three baskets of health and beauty products which we raffled. Marketing and the print shop helped us advertise them, resulting in a successful fundraiser.

Impact

With the help of our partners, we surpassed our goal. Additionally, we learned that grassroots movements could impact the lives of real people. Fifty of the children at Hope Chapel Orphanage are learning English as a second language, so we wrote them simple letters of encouragement. Bringing the letters to our college's Club Day, we asked students to decorate them with stickers as we told them about our project. The finished letters were delivered in October, and we received pictures of the children reading them

Figure 2

Figure 3

(Figure 2). We consistently volunteered at Hope House, receiving, sorting, pricing, and selling donations. In this way we indirectly helped to rescue children from slavery in the rock quarries of Ghana and supported them at the orphanage. The time spent volunteering was also good for keeping our partners informed about the progress of our project. Without our partnerships with Hope House, the DAR, and our college, we would not have been able to impact the lives of 143 children and spread awareness about the millions of others who are forced into human trafficking (Figure 3). Overall, our project was truly a community effort to give the children a chance at a new life through a new home and access to education.

Different members volunteered at various stages of the project; some researched while others served. Our research team annotated 15 scholarly articles, from which we chose 8 best answering our research question and providing multiple perspectives. Through this research, we grew as scholars, learning the vital skills of searching databases, annotating articles, and documenting sources in APA 7th edition. We also learned to separate fact from opinion, even when those facts were difficult to accept. Our action team divided the four parts of our project among them, with some serving on multiple teams. Communicating frequently, we followed a strict timeline to complete each phase of our project. As a result, we surpassed three of our goals. Our awareness campaign reached 608 people, exceeding our goal of 500. Our combined fundraisers earned $3,065, exceeding our goal of $2,800. We sent 50 letters of encouragement to the children at Hope Chapel Orphanage, and we volunteered 56 hours at Hope House, surpassing our goal of 40 hours. Through this project, we learned how to write successful grant applications and coordinate activities to keep our timeline. We also learned to organize equipment, donations, and volunteers for fundraisers and communicate effectively among team members and collaborators.

Resources

Afriyie, L. T., Saeed, B. I. I., & Alhassan, A. (2019). Determinants of child labour practices in Ghana. *Journal of Public Health, 27*(2), 211-217. http://dx.doi.org/10.1007/s10389-018-0935-3.

This article identified factors that contribute to child labor exploitation such as age, gender, and location. Afriyie helped us understand why helpless children become victims of this insidious crime.

Amoah, P. A. (2020). Perceptions of neglect and well-being among independent child migrants in Ghana. *Child Indicators Research, 13*(2), 455-479. http://dx.doi.org/10.1007/s12187-019-09678-8.

This study examined how children ages 12-17 perceived parental neglect and how that affected their overall well-being. It helped us understand, from the family's perspective, the reasons why

children are used as a source of child labor, and the lasting effects labor has on children.

Andrews, N. (2015). Digging for survival and/or justice? The drivers of illegal mining activities in Western Ghana. *Africa Today, 62*(2), 2-24. https://doi.org/10.2979/africatoday.62.2.3.

In Ghana, an illegal activity called "Galamsey" is carried out in unregistered mines. They often use children as a source of labor, thus confirming what we heard in a presentation on child slavery. This information compelled us to help these children escape.

DeLuca-Acconi, R. (2017). Empowering social workers to transform the dominant narrative: Advocating for human rights over corporate profit. *Journal of Human Rights and Social Work, 2*(1-2), 3-15. http://dx.doi.org/10.1007/s41134-016-0025-9.

DeLuca-Acconi provided a detailed history of global attempts by various organizations to end human rights infractions by the cocoa industry in Ghana and identified best practices for social workers to use when addressing these concerns. In many cases, the industry downplayed the extent of the problem and blamed low cocoa prices for inducing farmers (who are unable to pay field laborers) to rely on unpaid child labor to make a profit. This article helped us understand why large corporations are slow to end child labor on cocoa plantations and inspired us to raise awareness of and encourage support for fair-trade companies.

DiRienzo, C. (2018). Compliance with anti-human trafficking policies: the mediating effect of corruption. *Crime, Law and Social Change, 70*(5), 525-541. http://dx.doi.org/10.1007/s10611-018-9780-0.

DiRienzo detailed the basics of child labor exploitation. Poverty was the root cause of this crime, and its victims were usually uneducated and unskilled children. This article served as the foundation of our research concerning child labor.

Karakara, A. A. & Osabuohien, E. S. (2019). Households' ICT access and educational vulnerability of children in Ghana. *Cogent Social Sciences, 5*(1). http://dx.doi.org/10.1080/23311886.2019.1701877.

Child labor negatively affects a child's education and increases the school drop-out rate. This information suggested we support educational opportunities in our project.

Luckstead, J., Tsiboe, F., & Nalley, L. L. (2019). Estimating the economic incentives necessary for eliminating child labor in Ghanaian cocoa production. *PLoS One, 14*(6). http://dx.doi.org/10.1371/journal.pone.0217230.

The authors detailed the different bans that are placed on child labor on the cocoa plantations and show how these bans are often ignored. They estimated the economic cost necessary to end child labor in Ghana's cocoa plantations. Their work provided insight into limiting the spread of child labor by reducing demand for cocoa.

Okyere, S. (2017). 'Shock and awe': A critique of the Ghana-centric child trafficking discourse. *Anti-Trafficking Review, 9*, 92- 105. https://doi.org/10.14197/atr.20121797

Okyere recognized the child-trafficking problem in Ghana, but claims the larger problem is overly dramatic activists exaggerating the situation using emotional language. He argued anti-trafficking organizations can have ulterior motives, often political and financial, and their claims have worsened the real child trafficking problem in Ghana. This article offered us an alternative viewpoint on efforts to reduce child trafficking.

The Importance of Mental Health Interventions in K-5 Educational Environments

Alpha Iota Omicron Chapter
Westchester Community College
Valhalla, New York

Theme

Natural and Constructed Environments

Abstract

While human development occurs throughout the whole lifespan, the formative years of an individual are most consequential for the development of optimal long-term mental and physical health. Our research focused on how constructed K-5 learning environments play a vital role in the mitigation and preclusion of psychopathology in children. Incorporating emotional literacy skills in early childhood education curricula is not conventional practice. Research supports the mediation of these skills as effective corrective measures for internalizing and externalizing presentations of emotional and behavioral issues. Further, the research highlights that the absence of these skills leaves the correction of maladaptive behavioral patterns and academic deficits to the mercy of mislabeling and misdiagnoses of other pathologies whose etiology is often speculated without thorough investigation. This outdated approach does not serve to mitigate future psychopathology in children but rather expediently suppresses the presentation of symptoms. The research describes four interventions and strategies to address the disparity between the educational environment and students' mental health needs. Our team set forth to create an interactive multi-modal workshop for future educators in collaboration with our institution's early childhood education curriculum. The focus of our workshop was to provide current and future educators with tools and experiences to develop and implement plans for constructing educational environments to mitigate issues that may negatively impact a student's long-term mental health. One hundred percent of participants who answered our post-workshop
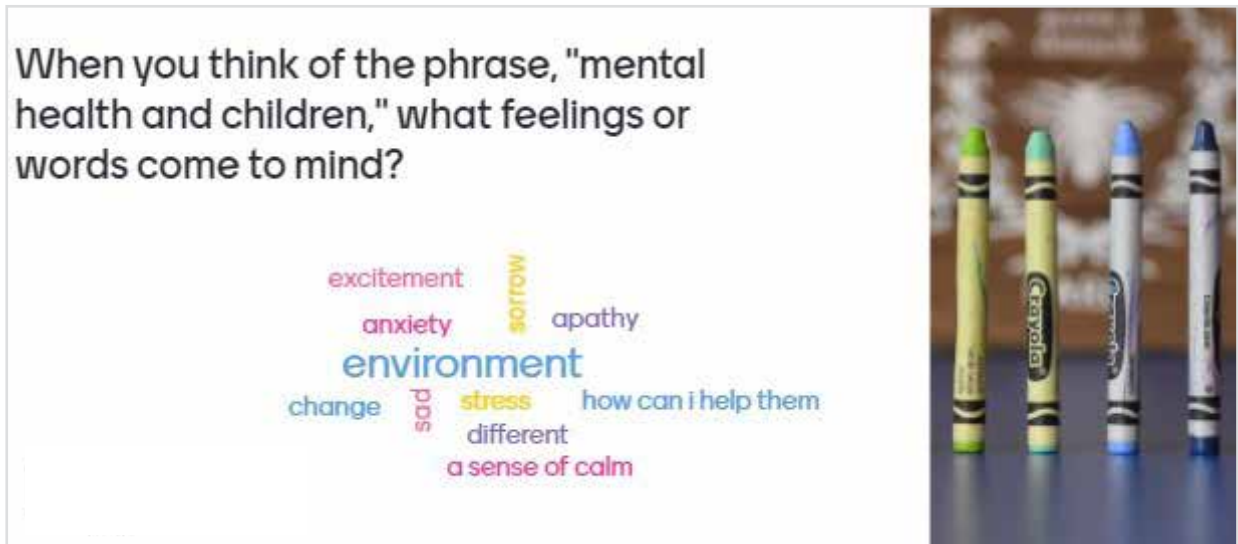
Figure 1

evaluation indicated that they would use one or more strategies and interventions in the future to create classroom environments that foster not only academic excellence but also emotional literacy and well-being.

Objectives

The objectives by which our team set out to achieve our Honors in Action research began in the summer of 2021 and consisted of the creation of a research timeline that offered us a cohesive framework to follow throughout the process. Outlined in this timeline we would:

- determine a topic and research question directed by Theme Two of the Honors Study Topic, *To the Seventh Generation: Inheritance and Legacy,* Natural and Constructed Environments

- gather and vet 16 peer-reviewed resources of varying perspectives, from a variety of disciplines; choose eight out of the 16 resources

- recruit volunteers and assign them reading, analysis, and coding of the selected literature

- offer a chapter meeting presentation

- brainstorm and decide on our team action collectively

To achieve the action piece of our HIA project, our team worked to create an action timeline that offered us a framework to follow throughout our process. This list included:

- deciding on our action that directly correlates with our research question and findings

- determining on-campus and off-campus collaborators who have direct connections with K-5 educators and curriculums

- developing assessment tools to evaluate the outcomes of our action and provide both qualitative and quantitative data for review

Academic Investigation

The focus of our Honors Study Topic research was the diminishing quality of mental health of children in the United States, a problem that the COVID-19 pandemic has exacerbated. Our team evaluated the topic and connected it to each study theme spurring a robust discussion and learning experience. Resultantly, we thought it would be appropriate to choose Theme Two: Natural and Constructed Environments. From this, our research question emerged: How can K-5 education environments address the need for and implement mental health interventions and strategies to mitigate or preclude future psychopathology? Our team utilized various research databases to find peer-reviewed resources of diverse perspectives. We found 16 relevant articles in our first phase of research and discussed and deliberated each source before narrowing it down to eight. Next, team members were assigned to read and code these resources for further analyses using a coding guide created by the team leaders (Figure 1).

Conclusions

In exploring our question through these resources, we identified five problems in K-5 education

environments that significantly correlate with the development and consequent expression of future psychopathology. They are an overemphasis on correcting behavior, misdiagnosis and over-diagnosis of disorders, systemic issues within educational environments, a lack of psychological education for educators, and a lack of mental health professionals. The research also provided four major takeaways that offered our team a viable conclusion which propagated our action. These takeaways are that early childhood education environments be trauma-informed, promote wellness check-ins, include Social Emotional Learning (SEL), and teach coping skills. We concluded that current and future educators alike should consider applying these research-based findings as interventions and strategies in their classroom environments to help mitigate or preclude future psychopathology in children.

Action

Based on our research conclusions, we decided to create a resource guide and interactive multi-modal workshop for current and future educators in K-5 settings. During the workshop, our team would share our research findings and conclusions, gauge participant perception on current K-5 settings, discuss environmental changes that educators control in the classroom, and engage participants in a case study activity to apply research-based mental health interventions and strategies in potential scenarios that may occur. We would develop and share a resource guide with participants for future review so that these future educators have the tools to build an environment that promotes social and emotional development in the classroom so that future psychopathology would be mitigated. Since our research was focused on K-5 educational environments, our chapter aimed to collaborate with the Early Childhood Education Department (ECED) at Westchester Community College (WCC) in order to discuss our research findings and determine how to work with students on our campus who aspire to be educators in the future. At WCC, we collaborated with the four full-time faculty members of the ECED. They provided us with more information on our project regarding what was currently being taught to adapt our workshop to participant needs. In addition, we contacted two educators from the local

community who work with a variety of students to align our workshop with current curricula and practices. As a result of our collaboration, we presented our workshop to students in the Early Childhood Education curriculum that aligned with their coursework while introducing skills that were not currently being taught together.

Impact

A total of 24 students and professors participated in our workshop. Of the 25% of participants who engaged in our workshop's interactive components, many negatively perceive K-5 environments, as depicted in Figure 1. This data point underscores the problems we found in our research regarding future educators' concerns about children's psychological health and supports our supposition to expand educators' psychological education opportunities. Additionally, 25% of participants completed a post-workshop evaluation. All open-ended responses regarding learning aligned favorably with our objectives. One comprehensive response included, "I liked the wellness check and how it is important for the teachers to see where the children stand before going into the classroom." Statements like this one demonstrated that our workshop successfully provided future educators with additional tools for the classroom. Upon final analysis of our evaluation, we found that 100% of respondents stated that they would utilize various strategies and interventions that they learned in our workshop in their future educational environments. Our project showcased the growing concern for mental health interventions in K-5 schools to future educators so that the next generation of teachers can be a part of the change and stay in touch with this discussion when they have finished their studies. In addition, this project allowed chapter members to learn and apply new skills to execute the specific stages of academic research successfully. As group leaders, we feel our interpersonal, evaluative, and analytical skills have developed exponentially. Most importantly, we fostered a deeper appreciation for the art of research about our endeavors and ambitions as future researchers.

Resources

Centers for Disease Control and Prevention.
    (2020, November 12). Mental health-related

emergency department visits among children aged 18 years during the COVID-19 pandemic - United States, January 1–October 17, 2020. Centers for Disease Control and Prevention. https://www.cdc.gov/mmwr/volumes/69/wr/mm6945a3.htm.

The Centers for Disease Control and Prevention (CDC) reported that the amount of mental health-related visits among children ages 5 to 11 increased substantially (approximately 24%) in 2020 in comparison to 2019. The report is essential in comparing the number of emergency department visits prior to the Covid-19 pandemic and during the Covid-19 pandemic. The graphs provided in this report are a reason for concern, especially for the Honors in Action report, because they help demonstrate why educators and institutions should prioritize mental health interventions for current and future students.

Hagelskamp, C., Brackett, M. A., Rivers, S. E., & Salovey, P. (2013). Improving classroom quality with the RULER approach to social and emotional learning: Proximal and distal outcomes. *American Journal of Community Psychology, 51*(3-4), 530-543. https://doi.org/10.1007/s10464-013-9570-x

The RULER approach is a Social and Emotional Learning (SEL) program that is designed to enhance the quality of classroom interactions by offering students and teachers emotional literacy instruction comprised of a specialized curriculum built on the RULER tools: RULER (an acronym for Recognizing, Understanding, Labeling, Expressing, Regulating) is premised on a theory of change, which proposes that a positive social-emotional environment in the classroom is the basis for productive teaching and learning effective classroom management. The information from this study offered students in the Early Childhood Development curriculum a wide range of solutions, i.e., coping skills and wellness check-ins, which they could draw from and apply to the case study exercises.

Moon, J., Williford, A., & Mendenhall, A. (2017). Educators' perceptions of youth mental health: Implications for training and the promotion of mental health services in schools. *Children and Youth Services Review,* 73, 384-391. https://doi.org/10.1016/j.childyouth.2017.01.006

The University of Kansas' School of Social Welfare's article presents a vital concern that current resources and training opportunities regarding children's mental health can and should be expanded. The article describes the research was performed via an anonymous online survey in which a total of 786 educators, including 127 administrators, in a large midwestern state, were sampled. It compared educators in urban and rural areas and indicated that numerous participants reported concern for student mental health needs and further mental health training. The article is essential in comparing mental health needs in different geographic areas and proving the need for mental health training amongst educators, thus supporting the current Honors in Action topic.

O'Connor, E. E., Cappella, E., McCormick, M. P., & McClowry, S. G. (2014). An examination of the efficacy of INSIGHTS in enhancing the academic and behavioral development of children in early grades. *Journal of Educational Psychology, 106*(4), 1156. https://doi.org/10.1037/a0036615

INSIGHTS is a comprehensive intervention with teacher, parent, and classroom programs that synergize to support children's emotional self-regulating ability by enhancing their attentional and behavioral repertoire. In this study, the researchers tested the efficacy of INSIGHTS. Growth in math, reading, and sustained attention correlated to INSIGHTS enrollment; conversely, students enrolled in a supplemental reading group took much longer to experience these gains. INSIGHTS is especially helpful for children who grow up in economically disadvantaged households, as they often lack adequate social-emotional skills, which can impede their academic and interpersonal growth. Social and emotional literacy is correlated with academic achievement and later-life success. This research offered our HIA process detailed data regarding the emotional trauma children experience as a result of economic disparities and emotional and social deficits and how future educators might address these issues with parents and advocate for a trauma-informed educational environment.

Sanchez, A. L., Cornacchio, D., Poznanski, B., Golik, A. M., Chou, T., & Comer, J. S. (2018). The effectiveness of school-based mental health

services for elementary-aged children: A meta-analysis. *Journal of the American Academy of Child and Adolescent Psychiatry,* 57(3), 153–165. https://doi.org/10.1016/j.jaac.2017.11.022

The *Journal of the American Academy of Child and Adolescent Psychiatry* (JAACAP) offered crucial data regarding the effectiveness of school-based mental health services when implemented by school professionals rather than highly trained staff. They performed a meta-analysis of 43 controlled trials that evaluated 49,941 elementary students. The analysis provided conclusive data that suggested that school-based services demonstrated a low effect in decreasing mental health problems. Therefore, this analysis supports the idea that mental health professionals should acknowledge educators' role in decreasing elementary mental health problems. This coincides with the Honors in Action project by supporting the idea that teachers and other educators must be more acutely aware of students' social-emotional issues.

Whitley, J., Smith, J. D., Vaillancourt, T., & Neufeld, J. (2018). Promoting mental health literacy among educators: A critical aspect of school-based prevention and intervention. *Handbook of School-Based Mental Health Promotion, 28*(1), 56-70. DOI: 10.1177/0829573512468852

The *Canadian Journal of School Psychology's* article recognized the critical role that teachers and other educators play in students' lives. Specifically, it is argued that educators play influential roles in preventing, identifying, and intervening in mental health-related concerns. The article provides critical arguments and suggestions on how teachers can be better equipped with adequate mental health literacy. The article provides valuable information meaningful to the current Honors in Action topic, especially regarding its analysis of literature related to mental health literacy concerning the preparedness of educators.

Wlodarczyk, O., Pawils, S., Metzner, F., Kriston, L., Klasen, F., & Ravens-Sieberer, U. (2017). Risk and protective factors for mental health problems in preschool-aged children: cross-sectional results of the BELLA preschool study. *Child and Adolescent Psychiatry and Mental*

Health, 11(1), 1-12. https://doi.org/10.1186/s13034-017-0149-4

Together, parental mental health problems (MHPs), children's difficult temperament, and parental low socioeconomic status (SES) increase the likelihood of psychopathology in children. This study aimed to assess risk factors for mental health in preschoolers and found that problematic, temperamental characteristics in children increase the likelihood of MHPs. This study helped us recognize the prevalence of psychopathology in children. According to global epidemiological data, 13-23% of children and youth have a mental disorder. This resource assisted us in identifying a problem and a solution that was applied to our HIA project; the former examines the overdiagnosis and misdiagnosis of psychiatric illnesses in children, and the latter, the solution, addresses the need for more mental health professionals in schools.

Yule, K., Houston, J., & Grych, J. (2019). Resilience in children exposed to violence: A meta-analysis of protective factors across ecological contexts. *Clinical Child and Family Psychology Review, 22*(3), 406–431. https://doi.org/10.1007/s10567-019- 00293-1

Resilience is the positive adaptation in individuals who have been exposed to significant adversity. This meta-analysis explores a variety of protective factors, distinguished between additive and buffering effects for children who have been exposed to violence and significant additive self-regulatory effects for all children regardless of their exposure to violence. Longitudinal and cross-sectional studies indicate significant associations between "school support" and "self-regulation," considered additive effects, with adaptive functioning in children, independent of violence exposure. Children who develop self-regulatory processes are more likely to manifest competencies interpersonally, higher academic achievement, and emotional wellbeing, altogether enhancing their resilience to adversity. Furthermore, this research indicates peer support as a buffering and additive effect, proving most effective in this meta-analysis. This research helped our HIA team articulate the importance of pro-sociality in educational environments to future educators and gave us insight into children's development of coping skills.

Economic and Social Impact of the COVID-19 Pandemic on K-12 Education

Beta Zeta Mu Chapter
Western Iowa Tech Community College
Sioux City, Iowa

Theme

The Heirs of Our Ways

Abstract

Our Honors in Action (HIA) project focused on the inheritance and legacy of COVID-19 and its social and economic impact on K-12 education for students, particularly students living in economically challenged areas. We set research objectives and developed our research question: How has the COVID-19 pandemic impacted K-12 education, and what legacy will the pandemic and the global response to it leave for future generations? Through comprehensive research efforts, we learned that children from low socioeconomic backgrounds were experiencing severe hardships preventing them from having adequate access to education. Analysis of our research showed that students with fewer economic resources experienced learning difficulties primarily centered around lack of access to technology to facilitate remote learning at home during the pandemic. We focused on devising a solution. Our action objectives, based on our research conclusions, centered on ways to close this technological gap. We provided 20 laptops for critical need regions of our country, Alabama and Mississippi, and five additional laptops to be sent to one of underprivileged schools in Togo, West Africa or Jamaica. We also organized a forum to heighten awareness of the pandemic's impact on K-12 education in these areas. We invited experts to speak at our hybrid convocation on December 2, 2021. This convocation was publicized in varied local media outlets resulting in 260 attendees from the college and the community. It was also released as a news story on a local news station with a potential audience of 100,000+ households.

Objectives

Due to the sudden spike in COVID-19 job losses during the spring of 2020, Congress passed legislation intended to help families mitigate job disruptions and losses. The need to conduct more in-depth research specific to the impact of COVID-19 pandemic on K-12 became our chapter's main objective. In addition, our HIA research centered around the importance of addressing inheritance and legacy at it relates to this K-12 education crisis during the global COVID-19 pandemic. We set an objective to communicate weekly about our HIA research. These discussions among chapter members included: (a) describing the importance of public awareness as it relates to social and economic impact of the COVID-19 pandemic on K-12 education, (b) examining the ways in which we could create a legacy for how we respond to these educational gaps and how we will directly impact the future of our youth and also set the tone for action in future global crises; (c) determining the best options to immediately help reduce the educational disparities brought about locally by this global crisis. These discussions inspired us to enhance the scope of the project via another research objective. We decided to educate the public about the societal impact of complacency in terms of ignoring the global and local impact of COVID-19 on K-12 students. These research objectives shaped our project, the "social and economic legacy of COVID-19 pandemic on K-12 education."

We had several action and collaboration objectives:

- We wanted to collaborate with education experts to determine how best to turn our research conclusions into substantial action. Chapter officers collaborated with a former state senator and invited Dr. Jill Biden to speak at our convocation. Additionally, through collaboration with college president, vice president, and community leaders, we invited three other well-known local experts to speak on the topic of our HIA project.

- We wanted to organize an awareness event on campus to highlight inheritance and legacy as it relates to our research conclusions about the global impact of COVID-19 on K-12 students and their

parents. Chapter members organized a communitywide convocation in collaboration with the college marketing and IT departments to promote our project and to facilitate the virtual component of the convocation.

- We wanted to contribute something concrete to help underserved students nationally and globally weather the virtual learning during the COVID-19 pandemic.

Through these collaborations, our chapter was able to accomplish our objectives to increase awareness on the topic of our HIA and secure 25 laptops for underserved students.

Academic Investigation

Our preliminary research findings were well-suited to several themes related to the 2020/2021 Honors Study Topic, *To the Seventh Generation: Inheritance and Legacy*, highlighted in PTK's Honors Program Guide. After much debate and consultation with several English and humanities faculty members, we chose Theme 1, The Heirs of Our Ways, as the lens through which we would investigate the Honors Study Topic. Our research showed that most children in underprivileged areas suffered significantly in terms of learning their subject matter in virtual settings because of lack of access to online educational resources. Lack of access to laptops forced families with multiple school-aged children to share one laptop to access assignments and classroom materials. Thirty-four percent of children nationwide had laptop computers. Many families were already suffering financially and lacked access to technology at home, but the issue of access was worsened when schools turned to remote learning and all classwork had to be done virtually. This put additional stress on young school children, who not only lost access to in-person learning, particularly for those students whose parents were now unemployed. Nearly three in 10 parents surveyed in a Gallup poll said their child was "experiencing harm to their emotional or mental health, with 45% citing the separation from teachers and classmates as a "major challenge." Suicidal ideation was also on the rise. The impact of the pandemic created significant socioemotional and financial stress for many families both across this country and

Figure 1

globally, making it more difficult for children to focus adequately on academic tasks. In 2020, according to one published government survey, nearly a third of teachers in majority Black schools reported that their students lacked the technology necessary to take part in virtual instruction. Furthermore, data from another online survey of more than 60,000 secondary and 22,000 upper elementary students showed that 30% of Latinx respondents cited a lack of reliable internet access as an obstacle to distance learning compared to 23% of other surveyed classmates.

Conclusions

The impact of the pandemic created significant socioemotional and financial stress for many families both across this country and globally, making it more difficult for children to focus adequately on academic tasks. According to one published government survey, in 2020, nearly a third of teachers in majority Black schools reported that their students lacked the technology necessary to take part in virtual instruction. Furthermore, data from another online survey of more than 60,000 secondary and 22,000 upper elementary students showed that 30% of Latinx respondents cited a lack of reliable internet access as an obstacle to distance learning compared to 23% of other surveyed classmates.

Action

The action piece of our HIA project was comprised of two parts. We organized and hosted a convocation on campus, and we collected and donated laptops to K-12 students. We held a hybrid convocation, focusing on how COVID-19 has had an impact on K-12 student's education and social lives. The convocation was held on December 2, 2021, at the Rocklin Center of the college (Figure 1). Our chapter recognized the need for expert sources as we transitioned from our Honors Study Topic investigation and research conclusions to the action piece of our project. Chapter officers, with the help of a former local senator who is working as governmental relations coordinator at the college, contacted Dr. Jill Biden through a direct email to the White House, inviting her to speak at our convocation and talk about the impact of COVID-19 on education. Additionally, we researched local experts, including college administrators and community leaders, who might be able to work in collaboration with us. We contacted and invited our local Siouxland school superintendent, Dr. Gasman, Director of the Siouxland Student Services & Equity Education; Dr. Young; and Director of Sioux City school Human Resources Dr. Jen Gomez, all well-known experts on COVID-19 and its impact on K-12 students. Our college president and vice president helped us facilitate all logistical aspects of organizing this communitywide convocation and served as moderators for our event. Unfortunately, Dr. Biden was unable to attend. The other three community experts we invited participated and provided insights and valuable information to augment our research findings. After our extensive search and seeking advice in collaboration with our college president, vice president, and other local leaders in our community, the three presenters were chosen very carefully based on their vast knowledge of the topic of our HIA project. Dr. Gausman, the Sioux City school superintendent, discussed his personal experiences in dealing with the COVID-19 pandemic. He also provided data about the impact of the pandemic on education globally and ongoing concerns among educators worldwide. Dr. Young, Director of the Siouxland Student Services & Equity Education, explained the social and economic impact of COVID-19 pandemic on students whose family members

Figure 2

became sick with COVID-19 but did not have insurance or money to cover hospitalization and other medical expenses. Dr. Jen Gomez, Director of Sioux City school Human Resources, discussed the emotional impact of the lack of socialization on young students, remote learning gaps, and inadequate educational resources for underprivileged students in rural areas. This panel of experts reinforced our research by relating their personal experiences and data to educate the audience about the severity of the impact of this pandemic on our children's education nationally and globally. They succeeded in conveying the urgency of changing inherited skepticism about pandemic guidelines and safety measures and how that skepticism can impact the legacy for K-12 education.

We also collaborated with our college marketing and IT departments to advertise the convocation and to facilitate the virtual part of the event. With everyone's help we met our objectives to create substantial awareness among college students, faculty, administrators, and people in the community about the economic and social impact of COVID-19 on K-12 education and how the choices we make now affect the legacy of the pandemic. The impact of the information presented by the convocation speakers was powerful. Our speakers and other participants contributed to our silent auction fundraiser event held to raise money for the purchase of laptops for K-12 students in two designated underprivileged areas nationally and in one area

internationally. As a result of this collaboration among our chapter members, college, and community, we were able to secure 20 laptops that we donated to a small rural charter school in Alabama and to the Spring Initiative, an organization helping students in economically depressed schools in Mississippi. From our Honors Study Topic research, we understood this is a global pandemic. As a result of that global connection, we obtained an additional five laptops with the intent to donate them to either our sister chapter in Jamaica or the school in Togo, West Africa, where our chapter raised money for the building of the school back in 2014. Unfortunately, because of some restrictions around shipping MacBook Air laptops outside of the U.S., we were unable to immediately send these additional five laptops. However, we are actively seeking approvals to send these laptops in the near future.

Impact

Quantitative: The convocation with a panel of experts attracted 260 attendees from the college (students, faculty, and administrators) and our community (including the local media). The convocation was covered by the local KCAU news channel, who also recorded interviews with our chapter representative and guest speakers prior to the event. It was aired on the station, potentially reaching 100,000+ households in the Siouxland Community. Additionally, 66 people responded to our evaluation survey which has been analyzed by the college's Institutional Resources Department. We have made these resources available for faculty to use information in their classrooms. We collected 25 laptops. Twenty laptops have been donated to K-12 students in severely hard-hit areas of Alabama and Mississippi, and we are working on the logistics in order to send the additional five laptops to another school in Togo or Jamaica (Figure 2). Qualitative: The panelists' presentations included formal data and personal experiences which made them engaging and

informative for audience members. The personal experiences humanize the topic, which in turn stimulated questions from the audience. Several faculty members aided collective awareness by sharing the project mission in their classrooms. Additionally, chapter members reported sharing this topic with fellow students through classroom discussions after the convocation. We grew as scholars and leaders by researching, planning, reflecting on a weekly basis, and serving our college and community as a result of this HIA project. We have come to appreciate the process and effect of intentional, well-researched service. We felt empowered by a fuller understanding of the meaning of *To the Seventh Generation: Inheritance and Legacy* as it relates to the impact of the COVID-19 pandemic on K-12 students. We hope that we left a positive legacy for our college and our community as a result of our HIA project.

Resources

Asbury, K., Fox, L., Deniz, E., Code, A., & Toseeb, U. (2021). How is COVID-19 affecting the mental health of children with special educational needs and disabilities and their families? *Journal of Autism and Developmental Disorders, 51*, 1772-1780. https://doi.org/ 10.1007/s10803-020-04577-2

This study examined the impact of COVID-19 on children with special educational needs in the United Kingdom. It lent a global perspective on the inheritance and legacy of pandemics and the impact of the current pandemic on K-12 students.

Huck, C., & Zhang, J. (2021). Effects of the COVID-19 pandemic on K -12 education: A systemic literature review. *New Waves – Educational and Research Journal, 24*(1), 53-84. https://www. ncbi.nlm.nih.gov/pmc/articles/PMC8445757/

This systemic literature review of the effects of COVID-19 on K-12 education highlighted research conducted during the initial stages of school closures. Researchers found that equitable access to technology, projected learning loss, and students' mental health were strong concerns.

Lee, S. K., Ward, K. P., Chang, O. D., & Downing, K. M. (2021) Parenting activities and the transition to home-based education during the COVID -19 pandemic. *Children and Youth Services Review, 122,* 1-10. https://doi.org/10.1016/j. childyouth.2020.105585

This study examined the parent-child dynamics related to the COVID-19 pandemic. Researchers reported that approximately 14.5 million households in the United States did not have access to the internet or personal computers, affecting parents' ability to provide at-home education. This resulted in additional stress for parents and children.

Neece, C., McIntyre, L. L., & Fenning, R. (2020). Examining the impact of COVID-19 in ethnically diverse families with young children with intellectual and developmental disabilities. *Journal of Intellectual disability Research, 64*(10), 739 -749. https://doi.org/ 10.1111/jir12769

This study explored the impact of COVID-19 on young children with intellectual and developmental disabilities. The study conducted in California and Oregon consisted of Hispanic parents of children with intellectual and developmental disabilities and offered our team an additional perspective on the challenges facing students during the pandemic.

Phelps, C., & Sperry, L. L. (2020). Children and the COVID-19 pandemic. *Psychological Trauma: Theory, Research, Practice, and Policy, 12*(S1), S73 -S75. https:// doi.org/ 10.1037/tra0000861

This paper examines the need for a comprehensive mental health plan to meet the needs of children affected by the trauma of the COVID-19 pandemic.

Slavin, R. E., & Storey, N. (2020). The U.S. educational response to the COVID-19 pandemic. *Best Evidence in Chinese Education, 5*(2), 617-633. https://eric.ed.gov/?id=EJ1288109

This paper examines the educational response to the COVID-19 pandemic in the United States. The study suggests that the transition to online learning has highlighted the racial and socioeconomic inequalities related to technology access, school engagement, and school-parent relationships.

U.S. Department of Education Office of Civil Rights (2021). Education in a pandemic: The disparate impacts of COVID-19 on America's students.

https://www2.ed.gov/about/offices/list/ocr/ docs/20210608-impacts-of-covid19.pdf

This academic governmental study provided a comprehensive, in-depth study of the impact COVID-19 has had on K -12 students and offered our team insights into survey data connected to our investigation of inheritance and legacy as it relates to COVID-19 and K-12 students.

Wyse, A. E., Stickney, E. M., Butz, D., Beckler, A., & Close, C. N. (2020). The potential impact of COVID-19 on student learning and how schools can respond. *Educational Measurement: Issues and Practice, 0* (0) 1-5. https://europepmc.org/article/PMC/PMC7405060

This paper utilized assessment tools to examine the potential impact of COVID-19 on student learning.

Improving the Potential of Generational Literacy from the Inside Out

Beta Gamma Pi Chapter
Yavapai College
Prescott, Arizona

Theme

The Heirs of Our Ways

Abstract

Inheritance is personal. When our chapter chose Theme One: The Heirs of Our Ways, as the lens through which we studied the 2020/2021 Honors Study Topic, *To the Seventh Generation: Inheritance and Legacy.* we wanted to acknowledge the deeply personal nature of our own inheritances while connecting our shared values of education. We initially thought the most effective way to foster the value of education would be through the classroom. However, through our research, we discovered that home life and the role of parents and guardians are key to developing literacy skills that perpetuate throughout life. Our chapter determined these skills allow students to realize their own greatest potential. In an effort to understand how our research on early childhood literacy connects to our community, we created and conducted local primary research that was professionally evaluated. With this research, we narrowed our focus and identified an actionable project to engage and excite local elementary-aged children as well as provide tools to empower parents and guardians to increase literacy in their homes. Through this project, we've created an annual event that will continue to shape lasting community bonds that directly connect parents and guardians to resources intended to cultivate literacy skills in the home before early education begins.

Objectives

An important part of our research objectives was for each officer and HIA team member to complete the Research Edge program provided

by Phi Theta Kappa. Upon completion of that goal, our chapter set the following objectives in connection with our selection of Theme One:

- measure the impact/correlation between childhood literacy and success in academics, the workplace, and any positive outcome

- research the impact of early literacy skills on adult (18+) outcomes regarding general success

- discover the greatest community need regarding childhood literacy

- identify effective strategies to promote childhood literacy

When starting our HIA project, we set out to have effective collaboration with each other as chapter members, working to find a point of commonality in our own individual inheritances. Once we did, we knew we wanted to collaborate with local experts on childhood education in our area to better understand what our community needs and what we could do to help. We also wanted to reach out to the elementary teachers at all of the schools in our community and surrounding communities. The goal was to learn about individual needs and perspectives on childhood literacy at the local level. Once we learned the needs and perspectives from educators representing different schools, we planned how to collaborate with local community resources and programs to develop ideas and gather useful information about their services. This goal helped us learn more about what our community already offers so we can better help the teachers, parents, and students. For our action objectives, we wanted to gather a cumulative list of as many community resources as possible in both our area and nationally that are designed to help families and children with early literacy. We also planned to create primary research in the form of surveys sent out to the general community and to local elementary teachers.
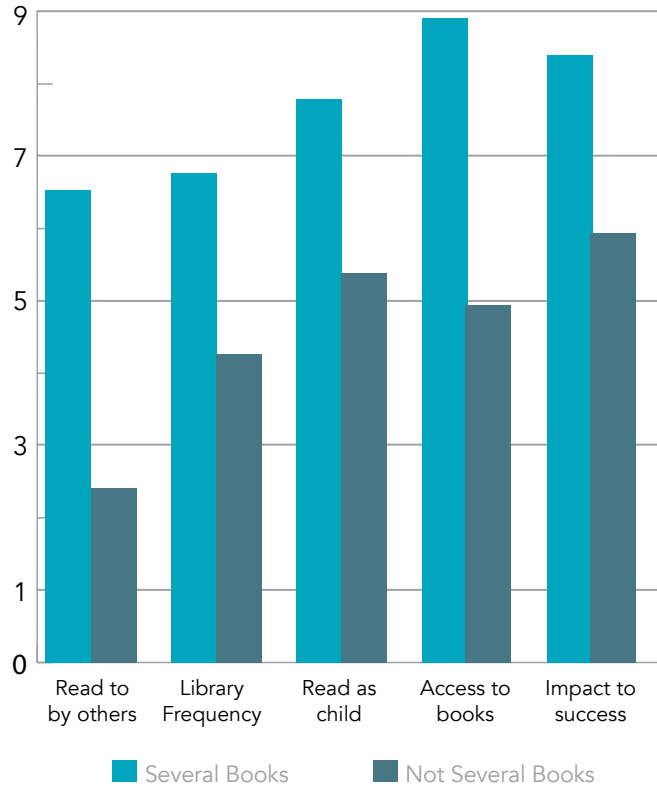
Academic Investigation

Our chapter developed the following research question: How does early literacy impact adult success, and how can we acknowledge our inheritances to impact that success? We committed to weekly and biweekly briefings and debriefings where we fostered our vision. During these meetings, our HIA team collaborated to develop and fine-tune several potential research questions. We collaborated with Yavapai College (YC) library professionals. We received training on research skills including how and where to find the most reliable sources, and how to test those sources and the information retrieved for accuracy and validity. With the new skills and knowledge we had acquired, our chapter discussed, developed, prioritized, and delegated individual research goals among the HIA team. We took advantage of current technology by using file-sharing platforms to connect team members in real-time. After concluding our preliminary research, our HIA team presented individual findings, and we refined our research question. We then looked to our community and YC. There, we enlisted an expert analyst and an education specialist to discuss practical and actionable community objectives and develop primary research questions. Beta Gamma Pi disseminated primary research to the community gathering information from relevant populations including teachers, administrators, students, parents, and interested community members. Our findings indicated the following: (a) the opportunity to improve literacy is greater in the home than in schools, (b) our community has extensive resources for guardians, but there is a disconnect between the resources and the community members that need them the most.
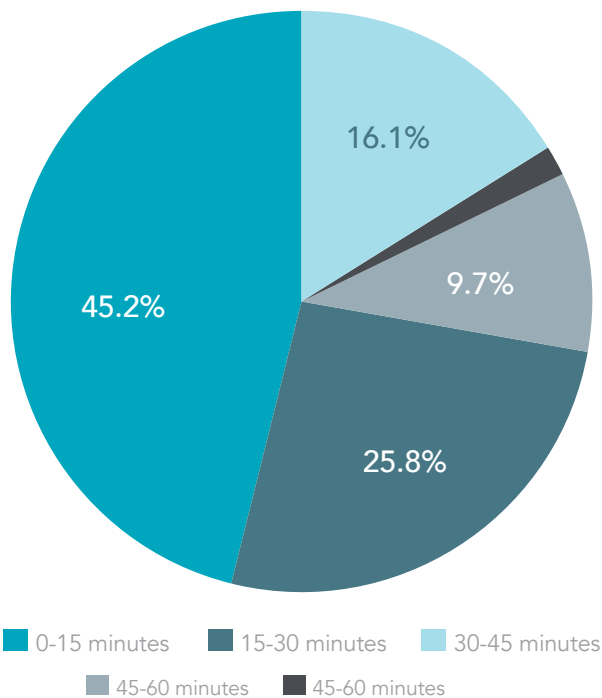
Conclusions

Our research findings show that the community values literacy and believes it is important. However, we discovered an opportunity to support parents in providing resources to increase literacy and its value at home. The presence of books and attitude about reading in the home has a large impact on perspective feelings of success. Classroom reading in our community is below the national average. A positive correlation exists between feeling that adult success is impacted by early literacy and reading for pleasure. It's just as important for students to have access to books as it is to be read to. Finally, our finding shows there is an opportunity to bridge the gap and improve the relationship between parents, teachers, and students. While it is evident that reading to children is a cornerstone of fostering literacy, the data seems to suggest that in our community,

Did you have several books in your childhood home?

Legend: ■ Several Books ■ Not Several Books

Categories: Read to by others, Library Frequency, Read as child, Access to books, Impact to success

How much time is spent for independent reading?

45.2%
25.8%
16.1%
9.7%

Legend: ■ 0-15 minutes ■ 15-30 minutes ■ 30-45 minutes ■ 45-60 minutes ■ 45-60 minutes

Figure 1

simply having access to books is important. We found that the greatest potential to improve childhood literacy within our community resides in the home. In fact, in our community, those who read for pleasure early in life feel that their level of success has been positively impacted by their reading. However, parents' responsibility to emulate reading in the home is just as important as providing reading opportunities. Our findings show that parents need support and education on how to emulate and where to find the resources that best help with their child's literacy. As honor students, we are uniquely positioned to facilitate better relationships between parents, educators, and local resources. Our research supported that parents, educators, and guardians need assistance in facilitating literacy. Within our community there needs to be scaffolding built on the skills and attitudes of parents/guardians. Our research indicated a disconnect between parents/guardians placing value in literacy, placing value in reading, and placing value in the fostering of reading in the home. Furthermore, data suggested that the presence of books in the home has a direct positive impact on the quality of the home environment.

Action

The results of the research were analyzed by a statistician and distributed back to the elementary teachers and other literacy-based organizations in our area (Figure 1). With the information we learned, we planned to create a large event open to schools and families to share and distribute all the resources, information, and results. This event would provide access to organizations for local families, children, and teachers to help improve childhood literacy in our community. The goal of our HIA project was to create a meaningful event that would have a lasting effect on the inherency and literacy of our local community. The "action " part of our project includes a literacy event. This event was planned with the help of local, regional, and international literacy groups: the YC Early Childhood Education department, local schools, and our PTK chapter. The event is planned as an in-person event for both parents and children. Families are invited by coordinating with their elementary schools and preschools. The goal is to provide an opportunity for parents to connect with local literacy programs such as the (a) Dolly

Parton Foundation, (b) Prescott Libraries, (c) First Things First, (d) Read on Arizona, and (e) Read on Prescott. The event at which we highlighted the work of these collaborators provided interactive reading stations and literacy games for children to help introduce and foster a love and excitement for reading (Figure 2). Parents are also given the opportunity to participate in discussion and awareness activities that highlight the importance of at-home literacy. Children and parents were gifted books to help encourage at-home reading by children as well as the importance of having parents model reading at home themselves. Our HIA team determined the most impactful action would be an in-person event. Because of COVID procedures and protocols and rising infection numbers within the schools and our community, the event had to be rescheduled for the Spring of 2022.

Impact

Our chapter provided many opportunities for members to grow through our development, implementation, and reflection upon our HIA project. During this project, each member of the HIA team completed the PTK Research Edge program. Several members grew through their experience at the Arizona Leadership Institute and the Arizona Regional Honors Institute. Members also worked with a YC researcher and the YC research librarian to expand our knowledge of how to research and conduct analysis. In addition, our chapter conducted primary research. Surveys were distributed with the goal to understand how Theme One of the Honors Study Topic applied at the local level.

The quantitative results of our survey were insightful and helped to determine the path of our project: (a) 167 survey responses from local community members were received; (b) 62 responses were received from local educators; (c) Results were generated from 10 schools, representing six school districts from various local communities; (d) The national recommendation for independent reading is 15 minutes a day. However, teachers indicated that local students are receiving an average of six minutes per day. This information indicated a local need for more independent reading above and beyond the classroom. Sixty percent of teachers surveyed indicated that to improve childhood literacy

CHILDREN ARE MADE READERS IN THE LAPS OF THEIR PARENTS.
—Emily M. Buchwald

Join Yavapai College's Phi Theta Kappa, Education Club and Local Community Resources
For

A Family Literacy Event
Spring 2022
Yavapai College – Prescott Campus

If You Give A Mouse A Cookie -Laura J Numeroff

Goodnight Moon by Margaret Wise Brown

THE GIVING TREE
SHEL SILVERSTEIN

This event is for readers young and old, parents, students and teachers
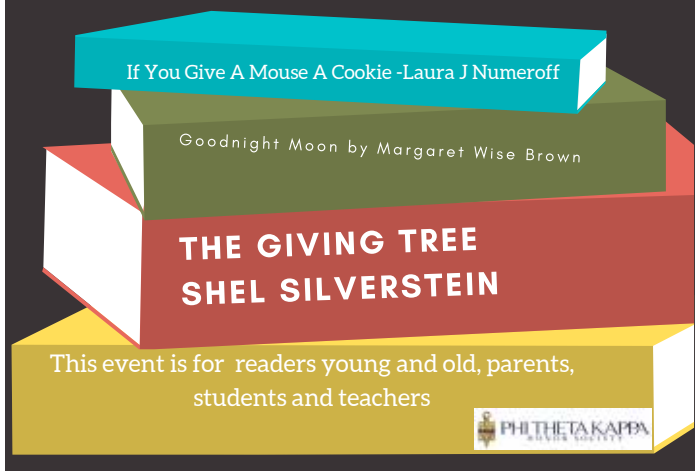
PHI THETA KAPPA

Figure 2

there needed to be significant involvement at home with parents, guardians, or caregivers. Our survey showed there was a significant positive correlation, $r(60)=0.48$, p, between feeling respondents' success being impacted by early literacy and how important they feel it is to access early reading resources.

Resources

Read On Arizona. (2021). About us - Take the early literacy pledge. https://readonarizona.org/about-us/early-literacy-pledge/.

This article expressed the importance of early literacy being cultivated before the child starts school. The journal article also provided the resources and policies that could help boost higher literacy performance in children. The topic of early literacy at home before schooling is analyzed. Access to health and wellness products, and attendance are also factors reported this study.

Bakken, L., Brown, N. & Downing, B. (2017). Early childhood education: The long-

term benefits. *Journal of Research in Childhood Education, 31*(2), 255-269,?DOI:?10.1080/02568543.2016.1273285

This article showed long-term research of early childhood literacy development and math development. The TOP students, the ones who received specialized help, are compared with a control group. The research reported what the program did for those students and how it helped them excel with reading and math. The overall results showed that intervention and assistance with reading can help with improving literacy.

Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2010). Developing early literacy: Report of the National Early Literacy Panel (NA). U.S. Government Printing Office. https://www.nichd.nih.gov/sites/default/files/publications/pubs/documents/NELPReport09.pdf

This article supported our research question through the findings that 37% of U.S. fourth graders did not achieve basic reading levels. It showed the importance of parent involvement by showing that the literacy of children entering kindergarten varied based on their ability to gain and be exposed to those early skills.

Franzen, A. M. G., & Allington, R. (2015). Access to books: Scholastic books for kids. http://teacher.scholastic.com/products/face/pdf/research-compendium/access-to-books.pdf.

This report addressed data on the national average of access to literature in the childhood home. Children in low-income families lacked one-on-one reading time. An interesting aspect of this article was that the study found that access to printed materials, not poverty, is the critical variable in developing literacy.

Higgins, S. & Katsipataki, M. (2015). Evidence from meta-analysis about parental involvement in education which supports their children's learning. *Journal of Children's Services, 10*(3), 280-290. DOI: 10.1108/JCS-02-2015-0009.

This article addressed the importance of having a partnership between guardians and their children's school. This highlighted the importance of guardian intervention and support in improving the child's literacy.

Kalb, G. R. Ours, J. Van, J. C. (2014). Reading to young children: A head-start in life. *Economics of Education Review, 40*, 1-24. https://doi.org/10.1016/j.econedurev.2014.01.002

This article related directly with our premise that reading to children at home has a significant impact on cognitive skills, language, and literacy. Furthermore, the article addressed the importance of frequent reading at home and indicated that the child's home or family background directly relates to how frequently the child is read to prior to starting school.

Renaissance Learning, Inc. (2015). The research foundation for accelerated reader. https://doc.renlearn.com/KMNet/R0057375D0FDD7A8.pdf

This white paper addressed the recommended reading time per day. Studies suggested that a lower amount of reading time is associated with negative gains, while children who read 15 minutes or more per day have a positive gain. This correlated with the importance of children reading daily.

Vagi, R. L., Collins, C., & Clark, T. (2017). Identifying scalable policy solutions: A state-wide cross-classified analysis of factors related to early childhood literacy. *Education Policy Analysis Archives, 25*(9). http://dx.doi.org/10.14507/epaa.25.2686

This article provided our team with information on factors that influence literacy. The article specifically addressed how school attendance is tied to increased or decreased literacy rates.

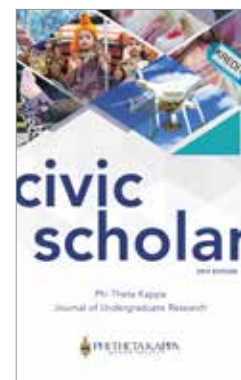# View previous editions of Civic Scholar

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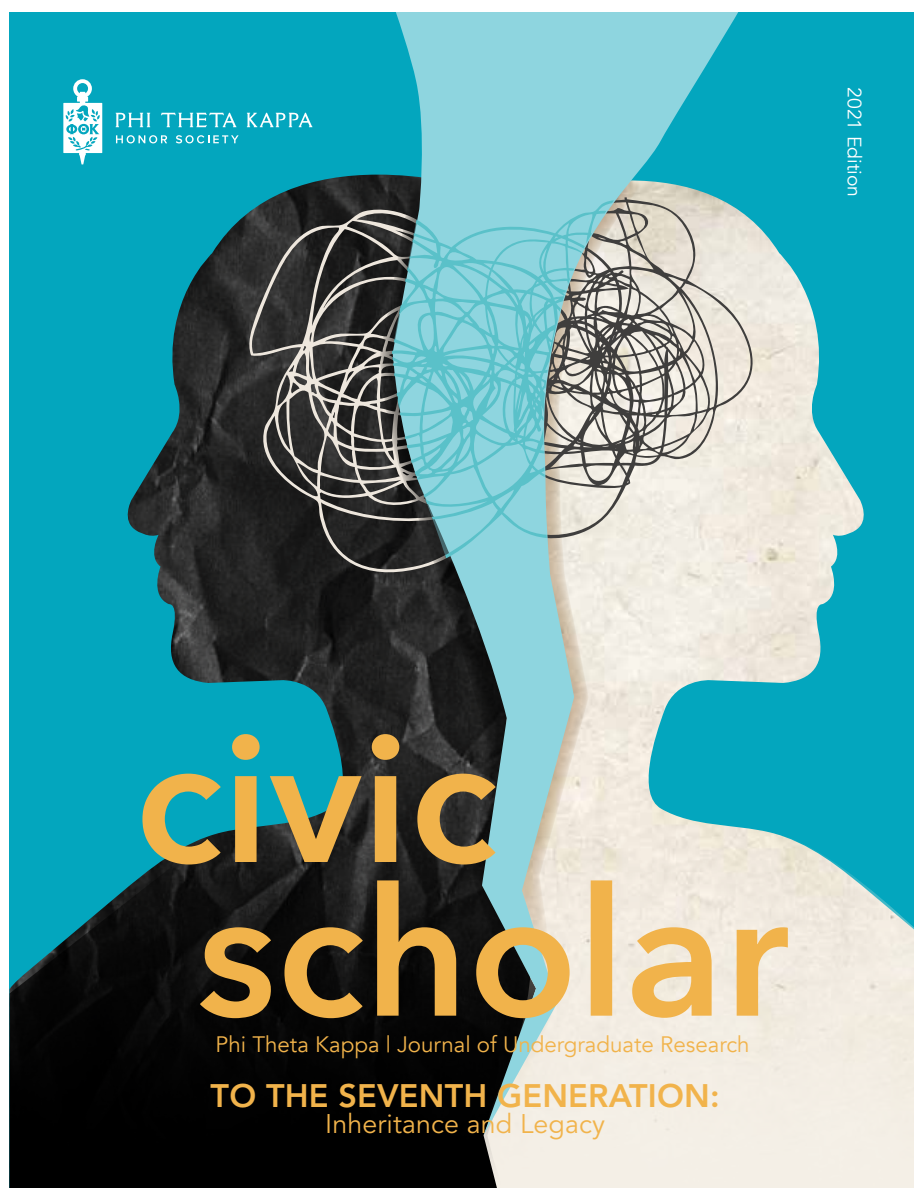
2021 Edition

2020 Edition

2019 Edition

2018 Edition