

CEA Final Project Abstracts (2016 - 2017)

“Applied Anthropology: Community Engagement Scholarship - Campus and City” (Syllabus)

This project is a course syllabus for a 600-level anthropology seminar using field-work to explore urban anthropology through the context of community-engaged scholarship to examine social and economic issues in urban developments. The syllabus includes a course description, full list of course goals and outcomes, course requirements, overview of policies and assignments, and full schedule, including readings.

“Anti-Bias Teaching: Implications for Classroom Management, Curriculum, and Reflection” (Workshop Design)

This project includes a workshop/seminar design for teacher professional development on the topic of anti-bias teaching practices. The program includes an introduction to the participants and JCPs students, what social justice classroom practice looks like, classroom management techniques (including readings), a discussion of current and revised curricula with resources, reflections, and next steps.

“Community-Based Participatory Research: Health Promotion and Behavioral Sciences” (Syllabus)

This project is a course syllabus for a class that introduces the concepts and principles, historical and theoretical foundations, and real-world applications of community-based participatory research (CBPR). The course uses this focus to support action-oriented and community-partnered approaches to public health and health disparities research that recognize and promote community assets and expertise. The syllabus includes course objectives, materials, information about the course and instructor, and major projects and assessments.

“The Community Engagement Academy: A community-campus partnership project to improve community health and academic use of a local park” (program proposal for educational and health programs)

A cohort of students from Community Health offer a program proposal to the Parklands' Education Coordinator and Parks Director with the mission of providing educational and health programs to students in a safe and natural environment. The Generalized Model for Program Planning serves as the guiding framework to plan the proposal. The goals of the intervention are to provide interactive, field learning experiences and excursions for students, increasing attendance of students at the park, and improving student health attitudes and behaviors. Programs include “Snap into the Parklands” to increase physical activity and “Disconnect to Connect” to improve mindfulness and stress resilience.

“Professional Writing for Nonprofits” (Course Design and Syllabus)

This project includes a syllabus and reflection on a business writing class in-progress. The project outlines the multiple nonprofit partners that participated with the class and offers a summary of the assignments that students completed for and with the nonprofits. Furthermore, the project offers an overview of the detailed processes of creating the curriculum and initiating the community partnerships and the successes and stresses of the course with a detailed reflection on how the course would be changed for future classes.

“Research Proposal: Future Parklands Project” (Research Plan)

This plan draws on the partnership with the Parklands of Floyds Fork to make recommendations for creating community garden spaces, specifically with a focus on how these spaces could minimize food deserts in Louisville. The plan outlines the future action steps and the needs of the organization and also indicates the potential of this research to become academic articles or conference papers.