

2009-2010 i2a SUN Grant Round 2 – Funded Project Descriptions

University of Louisville i2a SUN Grant Co-Curricular Applicant Recipients

“Disability Resource Center - Critical Thinking, Note Taking, and Diversity Training Program: A New Service Learning Opportunity”-Robert Blake and Katherine Rucker; Disability Resource Center
Our office will recruit student volunteers actively seeking a service opportunity by partnering with departments, organizations, and clubs that require service hours. Our program will promote the intellectual standards of accuracy, clarity, and relevance through note taking training that volunteers will implement to accommodate a student with a disability in shared classes, as well as in their other undergraduate courses. A second component of our program will embrace disability awareness to increase student awareness of this important subgroup on their campus. In doing so students incorporate elements of reasoning as we challenge, through the information we will offer, their assumptions and maybe their point of view. Lastly, we hope that our program can serve as an implication of other volunteer opportunities on campus and in our community that students can actively seek out themselves.

“Safe Zone Training: Advanced Skill Building for Allies”-Brian Buford; LGBT Services
The Office for LGBT Services will develop two new Safe Zone modules that will focus on taking critical thinking to the next level around assumptions about LGBT students. An advanced Safe Zone class will challenge participants to develop action steps that demonstrate their support and role as an ally. A training workshop for student panelists who help facilitate Safe Zone training will focus on critical thinking about questions and assumptions that many people hold about LGBT issues and teach them how to respond effectively. It will also teach basic public speaking skills and effectively engaging an audience around a difficult conversation like homophobia.

“Creating Comprehensive Departmental Learning Outcomes with Critical Thinking as a Frame”-Pam Curtis; Civic Engagement, Leadership & Service
During this project, the Office of Civic Engagement, Leadership and Service will have the opportunity to focus on how critical thinking can be injected into our programs. Learning outcomes and assessment tools will be created for each of the programs including creating universal outcomes for the entire department. Two graduate students will be involved in the day to day work under the supervision of the director of the program. The ultimate goal is to have clearly outlined plans for each of our programs to begin the new academic year with. Measuring these outcomes throughout the year provides the ability to significantly assess the impact our programs are having on learning in connection to the academic experience.

“Fit into College: Cultivating “Fitness Intern’s” Critical Thinking Skills”-Kristi King, Paula Kommor, and Karen Newton ; College of Education and Human Development, Health and Sport Sciences
Fit into College is an interdisciplinary, theoretically-based intervention, in which freshman students team up with a “Fitness Intern” to improve and/or maintain their health and fitness knowledge, attitudes, and behaviors. Participants in the pilot program (Spring 2009) improved their physical fitness, gained less weight than expected, consumed less saturated fat and refined sugar, consumed more fiber, and improved their attitudes toward fruits and vegetables consumption and exercising. While the *Fit into College* has shown success, further investigation into the benefits of the program for the “Fitness Interns” would provide future direction for program refinement. The purposes “*Fit into College: Cultivating “Fitness Intern’s” Critical Thinking Skills*” are to develop and evaluate an internship experience in which critical thinking skills are cultivated. Using Paul-Elders’ Elements of Thought as the

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guiding framework, “Fitness Interns” will emerge from *Fit into College* with an ability to apply critical thinking skills to health and fitness promotion.

“Bachelor of Social Work Program Curriculum Development”-Noell Rowan, Lynetta Mathis, Geri Morgan and Katie Radmacher; Kent School of Social Work

The overarching purpose of this project is to implement the i2a goal of demonstrating well-cultivated critical thinking skills when engaging in authentic social work practice experiences.

The specific goals of this project are:

-To create a writing course to enrich the BSW program curriculum for first semester junior level students who are undergraduate social work majors. Social work students need to demonstrate the ability to write succinctly using critical thinking skills and reflection. This course will be designed to instruct students about the application of critical thinking skills to writing as it specifically relates to complex social situations necessary for the social work profession.

-The senior year Practicum Seminar Courses will pilot test an increase in the rigor of the BSW Capstone Project to include an expansion of the project for the entire academic year. The conclusion of the project will include a competitive and evidence-based poster presentation event.