



TEACH, SERVE, AND LEARN

the newsletter for Applied Learning
at Nassau Community College

SPRING 2022

ORIGINAL RESEARCH SUNY DISCOVERS

Ann Feuerbach, Anthropology

Computers have revolutionized our lives in so many ways. The amount of information that is now readily available is staggering. From Google searches to client lists, the creation and use of databases is growing across the disciplines and job sectors, and the ability to navigate different types of databases is a useful skill for students to develop. In spring 2021, a new applied learning activity was created to teach students how to use databases for anthropological and material culture research. Students had to follow directions (Research Method) to uncover (Collect Evidence) the correct information (Data Collection), enter data, and use inductive reasoning and critical thinking to provide logical and evidence-based arguments. To increase student engagement, the activity was “gamified” by framing the activity as a “quest for knowledge”, and the instructions were explained using a comic book format.

The activity asked students to undertake original research using two different types of databases. The first was an Open Access database from the American Museum of Natural History <https://anthro.amnh.org/collections>. The database contains over 250,000 high resolution digital images of ethnographic and archaeological objects representing people of the Americas, Africa, Asia, Europe, and the Pacific Islands. Here the students would learn about different types of classification methods, the importance of using correct keywords, and then they would practice searching the databases by using different types of search criteria to narrow down the results. The site allows the student to search by country or culture, but also by object categories including costumes, recreational artifacts, sound devices, and weapons. Once the student found an object that interested them, they needed to gather and record the information to include in their report.

The next step was for students to understand the object’s role in that society and to deduce how the object reflects what the culture values. For this, the students needed to consult the electronic Human Relations Area Files (eHRAF), via the NCC library. This allowed students to practice accessing the library’s website online, and introduced them to a different type of database, one that consists of documentation, books, articles, and reports, about thousands of human cultures, past and present. Once again, students learned about different methods of classification, the importance of keywords, the various methods used by anthropologists to gather information, and it gave the students practice at analyzing a variety of texts. The database also provides links to the original citations, which helps to reinforce the importance of citing sources, and the types of information that can be gained when combining evidence from multiple sources.

When asked to reflect on the activity, students expressed that their research and citation skills improved, and that those skills would be useful in other courses. The students appreciated that they could choose the object and cultures they wanted to learn more about. Additionally, many students took the opportunity to deliver a presentation and share their research results with the class. Overall, the “quest” was deemed successful at introducing students to a variety of topics, from different research methods to the range of human diversity and creative endeavors, while teaching them how to use databases, other than Google.

ACTIVE AND APPLIED LEARNING FOR NOW AND THE FUTURE

*Orval Jewett
Department of Sociology, Anthropology
and Social Work*

Hello everyone and welcome back to the Fall 2021 semester! You may recall in my previous article from the Fall 2020 newsletter that I heavily integrate applied/active learning into each and every course that I teach in the Human Services degree program. I am here to report that it has been another exciting semester!

All of the students in the Human Services program remain actively engaged in their assigned active learning group work. Some background: Group work for many students is considered to be bothersome and difficult. Many students have reported to me that they prefer not to work in groups because of their past experiences with group work. I understood this as I began to develop active learning group modules for each of the courses. One of the ways I address the inherent difficulty of group work is that I ‘insert’ myself into the early group discussions. So, when the students meet for their active learning group work via Zoom, they are instructed to invite me to these sessions, so I have the opportunity to provide them with advice on how to proceed with their projects. This also gives them an immediate sense of direction, enhancing the task group function of active learning group interactions.

The students remain dedicated to their active learning group work, developing skills that have immediate applicability to the world of work they will enter upon completion of the Human Services degree program. It is important that they exit each of the Human Service courses with a specific skill set that is essential for entry-level workers. To reiterate what I wrote about in the Fall 2020 semester, students complete this program with an understanding of the psychosocial evaluation, the service coordination plan, and the community needs assessment. While each group focuses on the development and examination of each of these assessment

tools, the individual students exit the coursework with both a deep understanding of the relevance of each tool. With the service coordination plan and community needs assessment, they exit the program with an understanding of how to assess and develop goals and outcomes. With a focus on the psychosocial evaluation, they exit the program with an understanding of the purpose of this tool in social work.

For this semester, students in the HMS 200: Human Service Skills course are developing a community needs assessment that is tailored to one of three Nassau County towns: Hempstead, North Hempstead, or Oyster Bay. In their development of an assessment tailored to the needs of a specific population, the students do actual field work/outreach to local agencies. In their outreach to these agencies, students gather and compile a listing of services tailored to the needs of their identified client and population of interest. New to this semester: The compiled listing of services is then cross checked by members of other groups to ensure accuracy and then all of the referral information is compiled into a social services reference manual. The social services reference manual will be introduced to the HMS 200 students in future semesters, and they will be required to do their own community needs assessments, gathering real referral information and adding it to the social services reference manual.

What makes the newly developed social services reference manual unique is that the students are beginning to tailor it in the direction of addressing the needs, both now and in the future, of the populations identified in the Grand Challenges for Social Work and Society. The Grand Challenges are the result of an initiative of the American Academy of Social Work and Social Welfare (AASWSW), and can be viewed here: <https://grandchallengesforsocialwork.org/>

STUDENT SUCCESS STORY

WHAT SHE LEARNED

OUTSIDE OF THE CLASSROOM:

DONNA GEORGE'S JOURNEY WHILE AT NCC

Laurie Joseph, Student Personnel Services

While her A.A.S. Degree Program in Music gave her a very strong foundation to pursue her intended profession, which is to become a high school music teacher and gospel singer, it's what she did outside of the classroom that will enable her to launch that career more quickly and with greater confidence.

Donna George made great use of her time as an Honor's student at NCC. When she began her program, she was already working as a Youth Group Leader, Tutor and Volunteer for the Glendale Maspeth United Methodist Church.

"That experience allowed me to feel connected to the community and connected to God, while learning about my genuine interest in helping others," explained Donna.

She quickly got to work, as a Federal Work Study student on campus from August 2019- March 2020. Taking on this part-time campus job primarily to earn extra money, the experience proved to be much more valuable. Donna was able to start building her resume and develop many transferable workplace skills for her future.

"The job in the Office of Distance Education allowed me to develop strong interpersonal and administrative skills, and learn about the importance of teamwork," said Donna. "I had the opportunity to learn from and interact with people from different

cultural backgrounds, with different types of personalities--which is also an important workplace skill."

Donna's participation in student clubs also helped her to grow as a person and develop professional skills. Joining the Carol Farber Honor's Program and getting involved with campus outreach through the NCC Interservice Christian Club allowed her to meet new people, develop friendships and gain a better understanding of others.

"It also helped me to overcome my shyness, taking me beyond my comfort zone and allowing me to develop my social skills".

"When I was asked to become the President of the NCC Idol Club, I knew that it would look good on my resume and enable me to develop my leadership skills. What I didn't realize was how much it was going to help me get through COVID times, since all of the auditions and competitions were held virtually. Having these events and this responsibility in my life during COVID kept me feeling happier. I still felt like I had a social life, and it allowed me to maintain that feeling of connection, directly to the campus community."

Donna's roles for the NCC Idol Club included judging performances and final competitions and helping to select competition winners. She aided contestants by providing them with vocal coaching advice while practicing their songs; she had also provided feedback to contestants immediately following their auditions.

In the fall of 2020, Donna was able to do a virtual volunteer project for Cedarmere Inc. in Roslyn. (Cedarmere is a historic property and part of the Nassau County Park system.)

The work that she did included conducting historical research, and then writing articles for their online newsletter. She was also responsible for the layout and graphic design for those articles.

"With my volunteer position at Cedarmere, I learned how important it is to pay close attention to detail, and how important it is to manage your time well. I am more aware now of my creative and innovative abilities and what I can do with my own initiative. Considering this to be a capstone project for me, I am now able to include my articles (with my bylines) in my E-portfolio".

On April 10, 2021, Donna joined NCC Idol Club members Alexander Vasquez and Noa Danay as a vocalist in a performance held at Cedarmere's Sunken Garden. Due to COVID restrictions, the outdoor performance was held for a small group of the performers' family members, attendees from the NCC community and also local residents.

A few months later, In the summer of 2021, Donna accepted a part-time customer service position at the NCC Follett Bookstore.

"I'm glad I took this job. I got to liaise with book publishers and vendors. Since book orders don't always go as smoothly as expected, I was able to use and improve on my communication and conflict resolution skills", said Donna.

Beginning in September 2021, Donna accepted a new position as Youth Leader for the New Birth Christian Ministries Church in Uniondale.

She said, "I'm involved with helping to facilitate prayers and religious instruction, while singing and playing the piano. I am also getting a choir together. I feel that this is part of the path that I am supposed to be following".

As she prepares for graduation and transferring to a bachelor's degree Program in Music (at either Nyack College or Hofstra University) in January 2022, she reflects on how NCC enabled her to succeed.

Donna said, "The vigorous music program and the supportive faculty members guiding me through it really helped.

Also, I am glad that I took advantage of the services offered by the Department of Student Personnel Services. I was supported and guided and was introduced to so many amazing opportunities.”

“I know that I have to keep working hard to continue to improve my skills and abilities. Currently, I am taking one-on-one piano lessons in hymnal music at Catalano Music Center in New Hyde Park, to expand my repertoire.”

Donna also credits her faith and her family in guiding her along her path to success.

“I’m grateful that I know what I want to do.

I want to help youths to grow, and become the best version of themselves that they can be,” Donna stated.

APPLIED LEARNING IN CIVIC ENGAGEMENT FALL 2021-SPRING 2022 UPDATE

Susan Cushman, English

The Civic Engagement sub-committee of the Applied Learning Committee met regularly throughout AY 21-22 to present deliberative dialogues around topics of community interest. These dialogues benefit our students during this still-transitional time of remote learning, as they provide a forum where students can connect and discuss issues that matter to them. Some students come for the extra credit, while some are required by their instructors to attend, while still others are “repeat customers” who attend because they enjoy the virtual café atmosphere of exchanging ideas with peers and faculty. Increasingly, our students are participating in post-dialogue surveys where they offer feedback on each event, including takeaways from the dialogue and suggested topics for future forums.

The dialogue topics we covered in Fall 2021 were: “Covid-19, Vaccines, and Community Safety” (Prof. Orval Jewett and student, Brett Halom); “Safeguarding our Mental Health” (Prof. Susan Cushman and Prof. Joyce Stern); and “Policy and Equity” (Prof. George Frost, Prof. Steven Greenbaum, and Brett Halom). Participants voted on our spring dialogue line-up, which included: Navigating Media Bias (February 8), Returning Civic Education to the Classroom (March 15), and Preparing for the Midterm Elections (April 12). Lively discussions ensued at all events, perspectives were shared, policies were considered, and actions imagined. Our next steps may be to invite stakeholders to our discussions and/or work on ballot initiatives. While the group plans to expand its repertoire of civic activities in AY 22-23, this year we continue to fine-tune our dialogue series and develop moderator skills through a “Collaborative Group Discussion” training, thanks to activities provided by the Interactivity Foundation (interactivityfoundation.org). Following our pilot year in 2019-2020, the group has grown from 4-6 participants to 8-10 participants, including staff, students, and faculty across disciplines of MKTG, LIBRARY, ENG, SOC, ECO, and PSY. We offered another moderator training this spring and plan to offer a faculty development workshop on civic engagement in the fall, as the skill set is useful and transferable to the classroom and other community group contexts. Finally, NCC will be co-hosting, with SUNY Cortland and SUNY Plattsburgh, a Constitution Day event in September 2022 on “The First Amendment and Your Vote,” so stay tuned for more details on that. Thanks to the committee for all the good work this year; between attending training sessions and moderating dialogues, it has been a fruitful and rewarding year of learning and sharing, and I look forward to continuing

our collaborations in the spring. Finally, I remind the campus community that all are invited to participate in these dialogues, and if you are interested in moderator training, please be in touch (Susan.Cushman@ncc.edu).

GO BABY GO: PART 2

Nicole Schiffmacher, Department of Allied Health Science

On May 12, 2021, the students, and staff in the Physical Therapist Assistant program at Nassau Community College presented an adapted motorized car to the children and staff at the Children’s Learning Center at United Cerebral Palsy Center of Nassau. The car was built as an extension of the GO Baby GO program and funded through a SUNY Applied Learning Grant.

Outdoors, and socially distanced, freshman students were able to observe two children from the center “test driving” the car. Through a survey, students expressed that the project connected highly with their coursework, that they would participate in the project again and found value in the project for their career choice. The staff at UCPN expressed their gratitude for our partnership and donation of this equipment, as well as a willingness to partner again in the future. This applied learning experience benefitted the students by giving them an hour of real-world observation in seeing children with movement impairments. It allowed them to hear from 2 graduates of our program who have been working at UCPN for 10+ years in the field of physical therapy. In addition, it allowed them to apply knowledge they have learned didactically to a different population (pediatrics) that they are not always able to gain in person exposure to during school.

In following up with the therapists at the school this fall, the students at Children’s Learning Center are enjoying the use of the car during their therapy sessions and it has become a valuable learning tool for many. We hope to continue this project this year to bring mobility to more children who can benefit from the GO BABY GO Project!



LONG ISLAND HEART WALK

Joan Buckley, Nursing Department

SUNY Applied learning opportunities include working, serving, and discovering.

Throughout the Nassau Community College campus, ‘Applied Learning’ has been incorporated in a wide variety of student experiences.

The American Heart Walk use facts regarding cardiac health among all Americans and supports important research to improve the treatment and education of those affected by the disease.

Fall 2020, found Nassau Community College participating in the AHA walk as a ‘Virtual’ Applied Learning event in civic engagement instead of the traditional face to face experience. The focus once again was to raise awareness of the continued high incidence of heart disease and stroke to those in our community.

Time and COVID moved on to Fall 2021. Nassau Community College took the Fall 2021 American Heart Association message to be active for good health, and seeing the writing on the wall, went global.

COIL colleagues from the Universidad Autónoma de San Luis Potosí (Mexico) and Durban University of Technology (South Africa) responded and joined NCC as we began a one month walk to raise as much awareness as we could of the importance of activity and a “healthy heart”.

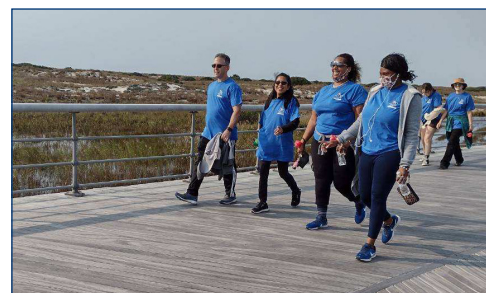
The adventure taken here was not about raising donations or how many hours we walked together, it was about the idea that we were looking to use our knowledge, skills, and ‘Voice’ to make a positive change in a world that was in turmoil for sure.

The actions used by NCC and all that were able to join us became a perfect example of a civically engaged population using what was available (our feet) to make a change for not just NCC but also the world.

Fall 2021 participants came from the following areas of NCC and the “World”

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| <i>UASLP-Engineering department - Alma Barrera Catano</i> | <i>Nursing – Maria Valente</i> |
| <i>DUT Nursing – Penny Orten</i> | <i>Nursing – MaryAnn Snow</i> |
| <i>Michaela Jordan</i> | <i>Nursing – Maria Valente</i> |
| <i>Library: Lisa Errico</i> | <i>Student Personal Services - Jeanine Prysock-Gonzalez</i> |
| <i>Miracle Erana-Lee</i> | <i>Student Personal Services – Catherine Lewis</i> |
| <i>Registrar – Chester Barken</i> | <i>Ozana Constantinescu</i> |
| <i>Ozana Constantinescu</i> | <i>Ozana Constantinescu</i> |
| <i>Math/Computer Science- Meryl Altabet</i> | <i>Kate Fogarty</i> |
| <i>Allied Health- Sarah Monahan</i> | <i>Michael Lively</i> |
| <i>Student Personal Services – Laurie Jospheh</i> | <i>Kristina Manetta</i> |
| <i>Amanda Vesey-Askey – Eye Bank</i> | <i>Carla Jean Baptiste</i> |
| <i>Office of Academic Affairs – Barbara Cestaro</i> | <i>TEAS – Maureen Ramert</i> |
| <i>Anna Dibari</i> | <i>Annael Bazin</i> |
| <i>LINCC - Cara Tuzzolino</i> | <i>Lub Dub Steppers - Mystique Haynes COACH</i> |
| <i>Dean Blair</i> | <i>Amanda Vesey-Askey – Eye Bank</i> |
| <i>Administrative Business tech- Dianne Hammond</i> | <i>Distance Education- Lauren DiMaio-Blake COACH</i> |
| <i>Nursing – Jeanine Cook-Garard</i> | <i>Honors Doesn't Miss a beat - Liz Hynes-Musnisky COACH</i> |

Thank you to everyone!



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