Building Up Cal Poly Global Brigades Student Group: Reflections on Designing and Implementing One Undergraduate-Led Community Info Session

An Experiential Senior Project
Presented to the
Faculty of the Department of Kinesiology and Public Health
California Polytechnic State University, San Luis Obispo

In Partial Fulfillment
of the Requirements for the
Bachelor of Science Degree in Public Health

By

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About the Authors

At the end of the 2023 Spring Quarter, Caroline Smith completed her undergraduate degree program in public health, earning the Bachelor of Science Degree in Public Health from the California Polytechnic State University—San Luis Obispo (Cal Poly). Her hobbies include playing club volleyball, cooking, and hiking. Her career goals include becoming a physician and improving healthcare to underserved populations. Currently, Dr. Jafrā Thomas is an assistant professor at Cal Poly in the Department of Kinesiology and Public Health. His research is focused on knowledge translation and equitable physical activity promotion. For more information regarding his research and published work with undergraduates, click here.

Note. Pictures of Caroline Smith (left) and Dr. Jafrā Thomas (right).

Acknowledgements

This experiential senior project[1] and subsequent manuscript was completed with the expert guidance and support of Dr. Jafrā D. Thomas, who served as its faculty supervisor. His persistent encouragement and compassion allowed the first author to create meaningful work that she is proud of. A special thanks is also given to Katie Hyland, Administrative Support Assistant in the Kinesiology and Public Health (KPH) Department, and the KPH Department for providing logistics and scheduling help for the presentations, which were developed and studied through the project. This project would not have come to fruition without the cooperation of Cal Poly Global Brigades student group board members and the Global Brigades contact, Odeth Cerrato, who graciously supplied information on healthcare in Honduras. Lastly, Caroline's work at Cal Poly has received funding from the William and Linda Frost Fund in the form of a Frost Undergraduate Student Research Award, which has allowed her to build her knowledge and experience conducting and disseminating research during her time as a Cal Poly undergraduate. The first author is extremely grateful for her time at Cal Poly and the resources given to her to pursue academic research which aligns with her personal and career interests. Table 1 provides a list of ways she has had the chance to identify and find ways to improve health-related services through research opportunities at Cal Poly. It was extremely gratifying for Caroline that her senior project has allowed her to continue with this work by focusing on programs providing community-led medical care.

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[1] Its course, HLTH 460: *Experiential Senior Project*.

Table 1

Caroline Smith's Scholarship at Cal Poly

Dissemination Outlet	Format
Annual College of Science and Mathematics' Student Research Conference (Smith & Thomas, 2022)	Oral presentation
Annual College of Science and Mathematics' Student Research Conference (Smith & Thomas, 2023)	Oral presentation
Annual Meeting and Expo of the American Public Health Association (Smith & Thomas, 2021)	Virtual oral presentation
Annual Meeting of the American College of Sports Medicine & World Congress on Exercise is Medicine (Thomas et al., 2021)	Electronic poster presentation
Annual Meeting of the American College of Sports Medicine & World Congress on Exercise is Medicine (Thomas et al., 2022)	Poster presentation
Annual Meeting of the Southwest Regional Chapter of the American College of Sports Medicine (Thomas et al., 2021)	Poster presentation
Cal Poly Digital Commons (Love et al., 2021)	Online video publication
Cal Poly Digital Commons (Smith & Thomas, 2020)	Online video publication
International Journal of Kinesiology in Higher Education (Thomas et al., 2022)	Journal article
Journal of Public Health Management and Practice Direct (Smith et al., 2022a)	Online blog publication
Journal of Public Health Management and Practice (Smith et al., 2022b)	Journal article

Note: All submissions underwent peer review.

Abstract

Intro: Global Brigades, an international non-profit organization, trains college students and other pre-professionals in community-based health promotion by mobilizing community service trips around the world, which are taught and led by local community groups. Cal Poly's Global Brigades student group was founded in 2018, and thus far, they have carried out three annual, medically-focused brigades to Honduras (two in-person, one virtual).

Purpose: The aim of this report is to present the findings of one experiential senior project to promote Cal Poly's Global Brigades student group[2] (conducted January to March 2023).

Methods: The student designed material for an interactive info session on the student group, promoted the event, and appraised the info session's efficacy to (a) teach what Global Brigades is, (b) educate on the public health state of Honduras, and (c) spur interest to join the next Cal Poly brigade to Honduras (Summer 2023). Recruitment efforts occurred in partnership with campus groups and advising services that brigade members were involved with.

Results: The student delivered two 50-minute info sessions to a total of 16 people, 10 of whom were not previously involved with Global Brigades. A review of open-ended, pre-post info session questionnaire responses showed that the sessions were successful in meeting the project aims. Additionally, this year's brigade (June 2023) will be the largest in-person brigade that the student group has had to date, with 15 students registered. The project outcomes are discussed and interpreted to support future work that may build upon the present research.

Conclusion: Through this experiential senior project, the student achieved university and department senior project learning objectives, as well as achieved program learning objectives for the Bachelor of Science degree in Public Health.

Keywords: community education, health education, service learning, undergraduate research, volunteer work

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[2] Cal Poly Global Brigade's student group is not a formally registered club, but a student-led initiative recognized by Global Brigades' international organization as an affiliate program.

Introduction

Background

Global Brigades is an international nonprofit organization that aims to "inspire, mobilize, and collaborate with communities to achieve their own health and economic goals" (Global Brigades, 2023). One key way they work towards this goal is through training college students and other pre-professionals in community-based health promotion by mobilizing community service trips to Ghana, Greece, Guatemala, Honduras, Nicaragua, and Panama. Community leaders in these areas request services and work alongside Global Brigades staff to serve their community. Among the different focuses of brigades are improving clean water access, engineering, public health, medical care, dental care, and building local businesses. A Global Brigades chapter (a.k.a., student group) was founded at Cal Poly San Luis Obispo in 2018, and thus far, they have carried out three annual, medically-focused brigades to Honduras (two in- person, one virtual) (Cal Poly Global Brigades. n.d.). A medical brigade is a 1-week trip where volunteers travel to a rural community with low access to healthcare and provide medical services such as dental care, vision care, patient triage, patient consultation, and patient health education. As part of the trip, Global Brigades prioritizes the education and consciousness-raising of volunteers in regards to the target community's healthcare access and health issues. The first author has been a member of Cal Poly's Global Brigades student group for four consecutive years, and has served as a Co-President for two consecutive years. She identified a need for new member recruitment in the student group as it is still new to Cal Poly and was stunted in growth during the COVID-19 pandemic (Aslam, 2022; Hess, 2020).

Project Aim

The aim of this experiential senior project was to work in collaboration with Cal Poly Global Brigades student group to create and give informational presentations in order to (a) teach what Global Brigades is, (b) educate on the public health state of Honduras, and (c) spur interest to join the next Cal Poly medical brigade to Honduras (Summer 2023).

Project Tasks and Objectives

The tasks involved with this experiential senior project included recruiting club members, organizing and advertising meeting dates and times, researching relevant information to include in meeting materials, creating the informational presentation, coordinating with club board

members, presenting at two club meetings, and evaluating questionnaire data. The presentation flier can be found in Appendix A. This project was designed to fulfill three project-specific learning objectives (see Table 2). The first author of this manuscript developed these learning objectives in accordance with the program learning objectives for the Bachelor of Science Degree in Public Health and using the Global Brigades international organization objectives for service trips (Global Brigades, 2023). The purpose of this experiential senior project was to assess the efficacy of the informational sessions through the use of pre- and post-presentation questionnaires.

Table 2

Project Specific Learning Objectives

Student-Identified Project Learning Objectives	Project Component	Progress Status
Demonstrate an understanding of the ethical, structural, and economic dimensions of health care and policy, and the role of different governmental entities in public health as they exist in Honduras.	Present information on the state of health care in Honduras.	Achieved. This information was effectively incorporated into the presentation.
Give at least one informational presentation on the health of Honduran citizens and the factors that shape Honduran public health using best practices for health communication. Include oral, written, and visual forms of communication.	Planning, advertise, and facilitate two 50-minute informational presentations, using oral, written and visual forms of communication.	Achieved. Promoted informational sessions in-person and using a flyer created as advertisement. A 13-slide slide deck was created with text and images, inclusive of title slide, table of contents slide, acknowledgments slide, and citation slides for referenced material. Slide deck delivered at two informational sessions as planned.

Develop effective visual presentation with data clearly communicated following best practices. Apply leadership skills when giving presentations.	Designing an interactive presentation using a collaborative process with Global Brigades affiliates and senior project faculty supervisor; use best practice guidelines to design a plain language, and distraction-free, slideshow presentation.	Achieved Large text with sharp contrast to background, and images were incorporated on slides, as well as ample free space. Leadership skills were utilized in conducting planning meetings, developing icebreaker activity for informational sessions, and communicating with board members. Final presentation approved by Global Brigades student group leadership team and senior project faculty supervisor; final presentation incorporated feedback from aforementioned collaborators and resource material from Global Brigades contact.

Note: This table was adapted from the senior project contract found in Appendix E.

Method

Ethical Review

The purpose for data collection and analysis in this experiential senior project was to appraise the degree to which the planned informational session achieved its stated objectives, and *not* to generalize findings beyond presentation participants. Thus, review and approval of the project protocol by the Internal Review Board for the California Polytechnic State University, San Luis Obispo, was not required (Kamp & Thomas, 2022; Cal Poly, San Luis Obispo, 2020). Pursuant to the study analytic objectives, all participants were 18 years or older, and specific demographic data are not reported in this study.

Design

The objectives of the informational session were to introduce Global Brigades international organization and the Cal Poly chapter's work, educate the audience on the overall public health state of Honduras, and provide a walk-through of how to register online for the upcoming brigade. An interactive presentation was designed, refined, and delivered using a collaborative process with input from club board members and experiential senior project faculty supervisor, Dr. Thomas (second author). This collaborative process was reiterative, and it was akin to an approach used to create video material, and a policy template, for promoting organizational health literacy (Smith et al., 2022; Smith & Thomas, 2021).

Recruitment

All board members for the Cal Poly Global Brigades student group participated in new member recruitment using the planned informational session (e.g., designing and approving the promotion material, speaking with potential attendees, and designing and approving the presentation slide deck for the informational session). Recruitment efforts occurred in partnership with health-based campus groups, including Cal Poly pre-health advising, American Medical Student Association, Friends of MSF Club (affiliated with Médecins Sans Frontiéres/Doctors Without Borders), Public Health Club, and other organizations that board members were involved with, such as sororities. Board members provided students with presentation objectives and a link to RSVP. Instagram was also used to recruit students through meeting reminder posts and stories. Instagram posts are included in Appendix B.

Implementation

The meeting design and implementation described here are an adaptation to the methods used in a previous student-led workshop (Kamp & Thomas, 2022). A 50-minute session was delivered to a total of 16 students on February 16th and 24th (Smith et al., 2023). The sessions consisted of a brief pre-presentation questionnaire, an introduction to board members and an icebreaker activity, an informational portion, time allotted to question and answer, and a post-presentation questionnaire. The informational portion included a summary of Global Brigades organization, the Cal Poly Global Brigades student group's recent work, the public health state of Honduras, and a demonstration of how to sign up for the upcoming brigade. The pre- and post-presentation questionnaires were used to gauge the effectiveness of the informational presentation with respect to two of its learning objectives, identifying at least one objective of

Global Brigades student group and being able to discuss at least one specific characteristic of the healthcare state of Honduras. These questionnaires were given to the 10 attendees who had not previously been involved with the group.

Results

By accident within session one, pre-presentation questionnaires were erroneously collected after the presentation, allowing for respondents to potentially adjust their replies to pre-questionnaire prompts. This did not seem to occur on a large scale, fortunately, as only 2 respondents included specific data given in the presentation within their pre-*and*-post questionnaire responses (i.e., to the prompt asking, What is one thing you know/learned about the state of healthcare in Honduras).

Based on the pre- and post-presentation questionnaire responses from attendees not previously involved with Global Brigades, it can be reasonably concluded that both of the two measured learning objectives were achieved to a meaningful degree. When asked to describe an objective of Global Brigades after the presentation (see Table 3), 7 of the 10 respondents (70%) correctly referenced a specific objective of the organization from the presentation. The most commonly recalled objective was "to provide holistic and sustainable healthcare;" specifically, the word "sustainable" was used by 5 of 10 respondents (50%). Of the 3 respondents that did not include a specific objective covered in the presentation, 2 accurately described additional focus areas of Global Brigades (i.e., educating patients, providing medical support for underserved communities). When it came to demonstrating knowledge on the healthcare state of Honduras (see Table 4), all 10 participants (100%) accurately recalled information from the presentation on the post-questionnaire. In comparison, 5 out of 10 participants (50%) answered "unsure" for this question on the pre-presentation questionnaire. Respondents referenced two main themes of the healthcare state of Honduras. Specifically, 7 out of 10 respondents (70%) mentioned a lack of healthcare providers, and 4 respondents (40%) mentioned that 9 out of 10 people are not covered by any medical insurance. Additionally, all questionnaire respondents acknowledged at least one specific presentation component as effective (see Table 5). When asked what is one area of the presentation that needs work or could be improved (see Table 6), 6 respondents (60%) identified no areas for improvement. Suggested areas for improvement included providing a handout of information covered, providing videos of past brigades, going through the registration tutorial at a slower

pace, and providing more information on what sustainable/holistic healthcare looks like in this setting.

Table 3

Prompt responses for, "What is at least one objective of Global Brigades?"

Pre-Presentation Questionnaire	Post-Presentation Questionnaire
"provide medical services to communities"	"provide medical support sustainability measures"
"empower communities through sustainability & volunteering"	"to achieve sustainable health goals"
"using volunteer work to help communities in need, provide holistic and sustainable healthcare"	"To provide health information to residents"
"unsure"	"Provide sustainable healthcare to communities in an ethical way."
"one objective of Global Brigades is to provide healthcare to areas that lack healthcare systems in place/resources"	"providing medical support to areas with need for better healthcare"
"One objective of Global Brigades is to help meet a health goal I believe"	"To use volunteer work sustainably & ethically."
"I heard about the opportunity to go to Honduras and was interested in it because I want to be a Physician's Assistant"	"I want to feel comfortable with providing healthcare."
"Unsure. to help provide healthcare in underserved countries?"	"to help provide holistic/sustainable healthcare"
"medical services abroad"	"provide unique learning experiences for future healthcare providers"
"unsure, provide healthcare for those who may not be able to pay"	"help them as much as they help us learn, bring sanitation, knowledge, and consultations"

Note. Pre-post comments are not paired to an individual because they were not collected in a way that allowed pairing to occur, e.g. individuals were not assigned an ID number which stayed affixed to a questionnaire.

Table 4

Prompt responses for, "What is at least one thing you know about the state of healthcare in Honduras?"

Pre-Presentation Questionnaire	Post-Presentation Questionnaire
"9/10 people don't have medical insurance"*	"9/10 ppl [people] in Honduras aren't medically insured"
"not enough physicians for population/varies greatly in coverage"	"It is poor – not very advanced – and needs improvement. It does not have hardly any doctors."
"9/10 people do not have medical insurance, understaffed"*	"The ratio of physicians to patients is dire."
"unsure"	"90% of people in Honduras have no form of healthcare insurance and medical staff are in short supply"
"I believe that the healthcare system in Honduras is in need of resources and less developed areas lack healthcare systems"	"9/10 people do not have access to medical insurance"
"I believe the healthcare of Honduras is not very advanced"	"There is a huge lack of physicians for the population. 10% of population in private sector of healthcare."
"Unsure"	"They are understaffed."
"limited access? unsure"	"there is an insufficient ratio of doctors/healthcare providers to amount of people in the population."
"unsure"	"9 out of 10 people don't have health insurance"
"unsure, limited access"	"understaffed, overcrowded"

Note. Pre-post comments are not paired to an individual because they were not collected in a way that allowed pairing to occur, e.g. individuals were not assigned an ID number which stayed affixed to a questionnaire.

*Pre-questionnaires were erroneously collected after the presentation, allowing for respondents to potentially change their comments to pre-session questionnaire prompts. This may explain specific pre-presentation questionnaire responses that appear verbatim to presentation slide content.

Table 5

Prompt responses, "What was one thing you found to be effective about this presentation?"

"the visuals!"
"the facts shared of the data collected last trip"
"The slides about current health statistics presents what's at stake well"
"I liked the background information and data about the healthcare status of Honduras."
"I learned what the programs goals are and how we would be taking action in Honduras
"I found it effective on the amount of detail & explanation there was on the slides."
"I found the schedule of the brigade helpful and knowing there are many different specialties."
"learning about the goals of the program & background info on the state of healthcare in Honduras"
"logistics very organized + clearly laid out"
"Talking about their experiences was very cool because it helped me see what's inspiring about."

Note. Pre-post comments are not paired to an individual because they were not collected in a way that allowed pairing to occur, e.g., individuals were not assigned an ID number which stayed affixed to a questionnaire.

Table 6

Prompt responses for, "What is one area of this presentation that needs work or could be improved?"

"maybe add a video summary of the trip, oh nvm [never mind] you guys did show videos!"
"n/a"
"nothing"
"Maybe more of a slow walkthrough of registering for MyBrigade account."
"n/a"
"Possibly A handout of information? But not necessary as you're sending slides out."
"nothing I can think of"
"providing more info about what holistic/sustainable healthcare looks like in this setting."
"it was fantastic!"

Note. Pre-post comments are not paired to an individual because they were not collected in a way that allowed pairing to occur, e.g. individuals were not assigned an ID number which stayed affixed to a questionnaire. Only 9 of 10 participants responded to this prompt, with a blank response from one participant suggesting they felt the presentation was fine-as-is.

Discussion

The first author conducted this senior project as a professional development experience on her journey to becoming a physician, while also working to rebuild the Cal Poly Global Brigades student group after its stunted growth due to the COVID-19 pandemic. Specifically, by co-designing and delivering one informational session about Global Brigades and the work of the club, the student aimed to promote interest and participation in future brigades led by the Cal Poly student group (e.g., to Honduras). Thus, the aims of the informational sessions were as follows: (a) teach what Global Brigades is, (b) educate on the public health state of Honduras, and (c) spur interest to join the next Cal Poly brigade to Honduras (Summer 2023). Through descriptive analysis of pre-post questionnaire responses to the informational session, the student identified ways the session experience could be improved upon and the extent to which project goals were met. This section discusses the findings of the present study, before presenting suggestions on ways to improve future iterations of the informational session, including through future research.

Project specific learning objectives were met through the implementation of this experiential senior project. Generally, post-questionnaire responses evidenced participant knowledge gains about the goals of the student group, its parent organization, and the state of healthcare in Honduras. Feedback concerning the style and clarity of the presentation showed that the slide content was designed *and* delivered effectively. Participants perceived the informational session as informative, clear, and stimulating. While there was no question directly measuring effectiveness of the registration demonstration, 15 volunteers were registered for the brigade by the sign-up deadline, and this number has not changed days before volunteers are scheduled to start their travel to Honduras as of this writing. Over half of these volunteers are going on their first brigade (i.e., 9/15, 60%). It is worth noting that the number would likely have been 16 if one attendee did not have a schedule conflict preventing their participation in the brigade for 2023. Cal Poly Global Brigades student group will be embarking on their third in-person brigade to Honduras in June of 2023. This is the largest *in-person* brigade that the club has had to date (the last in-person brigade had 7 volunteers in 2022, whereas the virtual tele-brigade in 2021 had 15 volunteers). The info sessions may have helped with the increase in registered participants by the sing-up deadline, given the very positive receptions from prospective new members to the informational session. The background knowledge gained from the student's informational session should aid new members embarking on their first brigade. The informational session provided pertinent context on the community that the student group

will interact with and assist in providing healthcare to. This knowledge, along with vicarious expectations to their upcoming brigade, should allow volunteers to be more prepared and conscientious with their work (Ataman & Ibey, 2022; Kamp & Thomas, 2022; Ross & Thomas, 2022).

The post-session questionnaire gave opportunity to collect feedback on how to improve future iterations of the informational session. As reported in Table 6, these areas include: (a) using more videos, (b) distributing a handout with a summary of information, and (c) including more information on the holistic and sustainable nature of Global Brigades' work. Including videos of volunteers' experiences in Honduras that showcase different aspects of the trip such as travel, lodging facilities, and clinic experience would contribute to education on what to expect from the trip. Distributing a handout can be considered for future presentations; however, the slide deck was shared with attendees after the meeting, and therefore, a handout may be unnecessary. If an outline is shared at the session, the following is advised: (a) the outline is shared after the pre-questionnaire is distributed and collected, (b) the outline contains a generic list of topics covered in the session, to avoid inadvertently influencing responses to pre-post questionnaires to assess session efficacy or effectiveness, and (c) participants are instructed to answer post-questionnaire prompts without the aid of their notes to obtain a direct assessment of their learning (i.e., from memory; Williams et al., 2011). Moreover, another area for improvement is to include an item within the pre-and-post questionnaires measuring knowledge of the brigade registration process itself.

Additionally, a few participants suggested additional information would enhance the presentation, such as on how Global Brigades ensures their work is sustainable and holistic. This request should probably be met in a session follow-up rather within the presentation itself, due to the time constraints of the informational session (i.e., 50-minute meeting inclusive of a registration demo). Specifically, additional information may be included in a follow-up email or newsletter (Brenes & Higgins, 2021). This notion for follow-up communication soon after the informational session could be a great opportunity to examine the effect of a post session newsletter, created using a multi-media design (e.g., images, videos; McNamara & Shaw, 2022). Some programs for creating electronic or online documents, like *Microsoft Word* and *Adobe Reader/Acrobat*, can now allow audio-visual media to be embedded into, or played through, the application (Adobe, 2023; Kwiecinski, 2019; Microsoft, n.d.). These features may enhance the interactive dynamic of the resource material beyond still images, supporting greater learning and motivation to engage in future club activities (including the next brigade;

McNamara & Shaw, 2022). Future adaptations of this informational session can incorporate feedback on suggested areas of improvement shown in Table 6.

Personal learning objectives of the first author were also met during the completion of this experiential senior project. Leadership and effective communication skills were utilized and refined, and the student also developed a nuanced understanding of the public health state of Honduras through constructing and delivering the informational session presentation. The leadership skills required in advertising for and facilitating the two informational sessions were modeled after similar efforts of a previous senior project (Hockert, 2022). These leadership and communication skills will be valuable in the first author's pursuit of higher education in the medical field and future career as a physician. Not only did the first author disseminate this project to faculty of the Department of Kinesiology and Public Health per senior project requirements (Smith, 2023), but she has also shared this project with Cal Poly peers and faculty at the 2023 Bailey College of Science and Mathematics Student Research Conference (Smith & Thomas, 2023). Future efforts to continue building up this, and like, student groups are strongly encouraged. These efforts will be aided by the informational presentation's template shared with Cal Poly Global Brigades leadership, as well as by this manuscript detailing how new member recruitment was conducted. Moreover, future research based on the findings and limitations of the present study is warranted. For example, future studies could (a) analyze paired anonymous responses, (b) further investigate learning outcomes, (c) test response to follow-up communications, (d) replicate the study to investigate the effect of info sessions on brigade registration, and (e) analyze participant impression of how well the info session prepared them for their first brigade upon return.

Conclusion

The purpose of this experiential senior project was to assess the efficacy of one informational session to promote membership to the Cal Poly Global Brigades student group. The info session and its related promotional materials were designed in collaboration with the leadership team to Cal Poly Global Brigades student group. Through completion of the present experiential senior project, the senior project student (first author) met the established project expectations and student learning objectives, demonstrated competency in the Public Health Program Objectives for the Bachelor of Science degree in Public Health, and demonstrated achievement of the University learning objectives for senior project. The student delivered two 50-minute informational sessions to a total of 16 people, 10 of which were not affiliated with Global

Brigades in the past. A review of pre- and post-presentation questionnaire responses showed that the presentation was successful in meeting its measured learning objectives. Future iterations of this informational session can include more videos of brigade experiences and a follow-up email with resources on where students can find more information on Global Brigades. Additionally, discussion of the project findings concluded with recommendations for future research, which were based on the results and limitations of the present study.

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Appendix A. Informational Presentation Flier

Appendix B. Instagram Recruitment Posts

Appendix C. Pre-Workshop Questionnaire

Global Brigades Student Group Informational Presentation

Date: _____

What is at least one objective of Global Brigades? If you are unsure, please put unsure.

What is at least one thing you know about the state of healthcare in Honduras? If you are unsure, please put unsure.

Appendix D. Post-Workshop Questionnaire

Global Brigades Student Group Informational Presentation

Date: _____

What was one thing you found to be effective about this presentation?

What is one area of this presentation that needs work or could be improved?

Based on what you learned from this presentation, what is at least one objective of Global Brigades?

Based on what you learned from this presentation, what is at least one thing you know about the state of healthcare in Honduras?

What is at least one topic you would like more information about?

Appendix E. Experiential Senior Project Contract

Student Information:

Full Name: Caroline N. Smith

Cal Poly Email Address: csmit247@calpoly.edu

Faculty Supervisor Information:

Faculty Name: Dr. Jafra D. Thomas

Cal Poly Email Address: jthoma84@calpoly.edu

Enrollment Information:

Select: HLTH 460

Number of units: 1 Unit

Quarter of enrollment: Winter 2023

Project Description:

This project entails creating material for a presentation on Global Brigades nonprofit and the public health state of Honduras. Members will be recruited and two 50-minute interactive presentations will be given. This senior project will also include evaluation of the presentation's efficacy to elicit learning specified under the presentation's list of learning objectives. A questionnaire survey of attendees will be used. Additional components of this senior project include the following:, providing leadership to other club members (e.g., consultation on presentation activities, promotional material, and scheduled activities that are a follow-up to the presentation), regular check-in meetings with all involved parties (e.g., Senior Project Faculty Advisor, Global Brigade leadership team), and planning for future club activities. Towards the end of the quarter of enrollment for this senior project, the student will present on their experience (a reflection), personal and project milestones, and any research perspectives generated thus far through the project to KPH faculty, staff, and students (this presentation logistics and promotion will be managed by the student with consultation with the faculty supervisor). Within the quarter of enrollment, the student will complete a reflection write-up of their planned presentation to senior project experience The reflective write-up will contain, at minimum, 1,000-words, for the main text, abide by professional standards of the most recent set of publication guidelines from the American Psychological Association and contain a cover page detailing required/suggested detail for senior project written submissions from the Cal Poly Library. The student will obtain all necessary reference material and guidance from the faculty supervisor in advance.

Start Date: *January 8th, 2023*

End Date: *March 24th, 2023*

Total hours to be completed during the enrollment quarter: *30 hours*

University Senior Project Requirements

      A. commence when, or after, a student has earned senior standing, though completion of preparatory courses and/or research may precede senior standing;

      B. serve as a bridge from the college experience to professional/postgraduate readiness;

      C. include clearly defined student learning outcomes that are aligned with program learning objectives;

      D. have faculty oversight with scheduled meetings for which specific timelines/outcomes are defined;

      E. include a formal proposal and/or statement of intent to be submitted to the faculty advisor;

      F. involve inquiry, analysis, evaluation, and creation;

      G. demonstrate core competencies in critical thinking, written and/or oral communication, information literacy, and quantitative and/or qualitative reasoning;

      H. require a process/production and culminate in a final product as defined at the program level;

      I. include an explicit element of self-reflection;

      J. adhere to discipline-specific norms of academic integrity and ethical practices;

      K. be individually and formally assessed;

      L. include a minimum count of 3 units, or 90 hours of work (1 unit and 30 hours per HLTH 460 requirements), with no maximum;

      M. take no more than three quarters to complete;

      N. be assigned grades consistent with Cal Poly's grading policy.

This timeline is subject to change due to scheduling and unexpected obstacles

Project Timeline

Milestones, Checkpoints & Reminders	Dates
● Dr. Thomas away at conference Jan	Winter Quarter Week 0 (1/1 - 1/7)

4-7	
- Finalize learning objectives for senior project presentation - Reach out to club board members to schedule initial meeting to brainstorm recruiting techniques for new members - Schedule week 10 meeting with Katie Hyland (ask Dr. Thomas to provide times that will accommodate his schedule) - Meet with Dr. Thomas 1/13 - Note: Caroline taking MCAT exam 1/14	Winter Quarter Week 1 (1/8 - 1/14)
- Meet with club board members and develop recruitment methods, schedule club-wide presentation dates (wks 6 and 7), and create a list of classes to give recruitment speech in. - Create GroupMe QR code for new club members - Create sign up sheet for 2 presentations - Create other recruitment material (brief powerpoint to present in classes) - Meet with Dr. Thomas 1/20	Winter Quarter Week 2 (1/15 - 1/21)
- Begin researching Honduras public health state - Organize slides for presentation, begin filling in slides	Winter Quarter Week 3 (1/22 - 1/28)

- Finalize date and time of presentation, reserve space for presentation - Club members (including Caroline) recruit in large classes / other clubs - Meet with Dr. Thomas 1/27	
- Finish up research - Rough draft of slides (feedback from Dr. Thomas and club members) - Create questionnaire survey - Ask Dr. Thomas for help with printing survey - Club members (including Caroline) recruit for meeting - Meet with Dr. Thomas 2/3	Winter Quarter Week 4 (1/29 - 2/4)
- Final draft of slides - Practice presenting slides - Meet with Dr. Thomas 2/10	Winter Quarter Week 5 (2/5 - 2/11)
- Send out final reminders to club members for 2 meeting times / dates - Give presentation to club - Meet with Dr. Thomas 2/17	Winter Quarter Week 6 (2/12 - 2/18)
- Meet with Dr. Thomas 2/24 - Give presentation to club	Winter Quarter Week 7 (2/19 - 2/25)
- Outline senior project reflection - Begin announcing and inviting people to attend Week 10 presentation - Meet with Dr. Thomas 3/3	Winter Quarter Week 8 (2/26 - 3/4)
- Draft of senior project reflection - Write APA style structured abstract focused on COSAM research	Winter Quarter Week 9 (3/5 - 3/11)

conference and potentially WSKW 2023 ● Meet with Dr. Thomas 3/10	
● Finalize reflection of senior project and send to Dr. Thomas ● Take care of any final things that need to be done ● Brief slideshow presentation to KPH faculty, students, and friends ● Final meeting and evaluation	Winter Quarter Week 10 (3/12 - 3/18)
● Finalize write-up ● Celebrate and relax	Winter Quarter Week 11 (finals week, 3/19 - 3/25)

Presentation Outline

Topic/Activity	Skill Worked on by Senior Project Student	Learning Objective of Presentation for Audience	Length (minutes)	Resources needed for Topic or Activity
Intro	Leadership skills		5	n/a
Icebreaker (maybe fun experience over break, or tailor to service project - what's your skill or interest area + how could it help us serve the community) -> who are you,	Leadership skills, community building, facilitation	Create sense of community, build connections	5 min activity + brief discussion	-consult with club members

describe yourself in 1 work, skill/interest area				
Informational Presentation: -Introduce the organization (mission statement, etc.) -recap last year's brigade (what our role is as volunteers) -briefly touch on plans for fundraising, cost of trip, outline of rest of school year -give profile of Honduras (most of this section, include prevalence data and social determinants, touch on healthcare system)	Effective communication	Develop effective visual presentation with data clearly communicated following best practices. Give at least one informational presentation on the health of Honduran citizens and the factors that shape Honduran public health using best practices for health communication. Include oral, written, and visual forms of communication.	20	-Global brigades website: https://www.globalbrigades.org/ -WHO database: https://www.who.int/data/gho/data/countries/country-details/GHO/honduras?countryProfileId=6d243c47-2ce0-47c0-8b7d-f9dea6e149e5
Skill: Registering with the club, navigating the	Skill teaching	Develop leadership skills through clearly	10	https://www.globalbrigades.org/vrs/

volunteer hub		communicating with club members about tasks and meeting schedule.		
Evaluation Survey	Assessment	Critically assess presentation in terms of efficacy and areas of improvement.	5	Paper Survey in Week 4
Conclusion / Thank You	Leadership skills		5	n/a

Learning Objectives

Table presenting learning objectives and faculty evaluation

Student-Identified Learning Objectives	KPH Department BS Public Health Learning Objectives	University Specific Senior Project Learning Objectives	Project Component	Faculty Supervisor Evaluation of Learning Objective Attainment*
Demonstrate an understanding of the ethical, structural, and economic dimensions of health care and policy, and the role of different	6. Describe the legal, ethical, structural, and economic dimensions of health care and policy, and the role of different governmental	1. Think critically and creatively.	This project includes collecting data on the current public health state of Honduras, and potential social and	

governmental entities in public health as they exist in Honduras.	entities in public health.		environmental factors contributing to this state.	
Give at least one informational presentation on the health of Honduran citizens and the factors that shape Honduran public health using best practices for health communication. Include oral, written, and visual forms of communication.	5. Communicate public health information in oral, written, and visual forms through a variety of media. 2. Analyze factors that affect human health and contribute to health disparities including socio-economic, behavioral, biological, environmental, and systemic factors.	2. Communicate effectively.	This project includes delivering two 50 - minute interactive slideshow presentations to the Global Brigades club members on the general public health of Honduras, the Global Brigades organization, and skill development.	
Develop effective visual	5. Communicate public health	2. Communicate effectively.	The interactive presentations	

presentation with data clearly communicated following best practices. Apply leadership skills when giving presentations.	information in oral, written, and visual forms through a variety of media.		will include a PowerPoint slide deck with data clearly and effectively conveyed.	

*This section may be completed by the faculty supervisor at the end of the quarter of enrollment.

Expectations for Communication & Conduct

General Expectations:
- Faculty oversight with regular weekly check-ins on progress, questions, and any issues. Planned beforehand and any scheduling changes are communicated
- Regular communication through multiple forms, such as emails, text messages, zoom meetings, and face to face meetings.
- Materials are shared regularly and kept in places where they can be easily accessed

Mentor Specific Expectations:
- Share relevant academic and professional growth opportunities
- Provide resources and guidance to the student to clarify tasks and streamline processes
- Be aware of senior project requirements and make the student aware of specific requirements and their timeline.
- Share presentation information with other faculty and students to help grow attendance.

Mentee Specific Expectations:

- Record time spent on project (minimum of 30 hours of work per unit of enrollment).
- Keep all materials created organized and in easily accessible places.
-
- Create and give an oral presentation on the experience of the senior project to faculty and peers.
- Submit the final product to the advisor to be added to the KPH Senior Project Repository
- After completion of project, write, a minimum 1,000-word (main text) reflection on the experience working on the project and its milestones and what is learned through assessment of the presentations.
- Fulfill the agreed-upon requirements of the project as discussed between the student and advisor.
- Stay mindful of accessibility, inclusion, and diversity when creating materials, talking to students and faculty, and writing the manuscript

Evaluation

In accordance with the Cal Poly University Senior Project Requirements, an evaluation will be consistent with Cal Poly's grading policy.

Full completion of all the above tasks by their respective due dates or discussion of changing due dates due to unexpected circumstances: A

Completion of all of the above tasks past due dates without informing advisor or some incomplete assignments: B

Partial completion of tasks: C

Partial completion of tasks and poor performance: D

No work: F

Signatures affirming agreement to the terms of this contract

For this submission, signatures to this contract were removed as a security measure. Signed copies of this contract are retained by student and faculty member.