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Communicating the Need for Continued Funding to Non-Profit Stakeholders: The Impact of Education on School-Aged Girls in Senegal

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Communicating the Need for Continued Funding to Non-Profit Stakeholders:

The Impact of Education on School-Aged Girls in Senegal

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St. Catherine University

Capstone Project completed in partial fulfillment of the

Doctor of Occupational Therapy Degree

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Contents

Abstract	1
Introduction	2
Purpose	5
Approach	6
Outcomes.....	9
Implications	12
References	14
Appendix A: The Impact of Education on Girls Residing in Low-Income Countries: A Scoping Review	17
Appendix B: Doctoral Project Needs Assessment.....	18
Appendix C: Student Survey	44
Appendix D: Sister Survey.....	46
Appendix E: Informed Consent Document	48
Appendix F: Internal Review Board (IRB) Approval	50
Appendix G: Sisters Rising Worldwide Donor Survey	51
Appendix H: Student Survey Word Clouds.....	53
Appendix I: Sisters Rising Worldwide Senegal Presentation.....	54

Abstract

Where would you be without an education? A safe place to call home? Or rather, where do you want your education to take you? These questions were asked to female students in Tambacounda, Senegal upon receiving funding for a newly built hostel wall and classroom resources. This portfolio describes the development of a Senegal program presentation that reflects the impact that Sisters Rising Worldwide (SRW) funding has on vulnerable communities and further the need for continued funding from donors to support these programs. This also includes the creation of student and Sister surveys as well as a SRW donor survey. The Senegal presentation includes a glimpse of the positive impact before and after funding occurred, two articulated main themes of safety and education, and compelling contributions from 11 students in Tambacounda. This project suggests the importance of advocacy to address areas of injustice and serve in-need communities. Implications of this project include opportunities for advocacy at the community and patient level.

Introduction

Sisters Rising Worldwide (SRW) is a global nonprofit organization that supports Sisters doing impactful mission work to address injustice around the world (SRW, 2022a). A Sister, in the world of ministry, is a religious woman who identifies as a member of a specific congregation and upholds their vow to live an apostolic life (Saunders, 2003). With over 650,000 Sisters and counting, the SRW platform has allowed a network of Sisters to overcome geographical, linguistic, and cultural barriers to further develop programs in 190 countries globally. To date, funded and implemented SRW programs have focused on addressing areas of injustice including the death penalty, domestic violence, education, empowering women, health, human trafficking, immigration, job training, religious harmony, and war victims (SRW, 2022c). In 2022 alone, SRW raised over \$1.2 million to fund 39 global programs, including that of the ongoing Ukraine crisis (SRW, 2022d). Each year the SRW platform strives to reach new audiences and expand their movement to address root causes of injustice and to tell the story of those impacted.

Background Literature

While SRW has many ongoing programs that are continuing to be developed and donated to, the nonprofit has an archive of programs that have been fully funded and completed. One of the many funded programs takes place in Senegal, Africa, where a congregation of Sisters provides housing and an educational program for an at-risk population of school-aged girls in the Tambacounda community. In an effort to gain knowledge and understanding of the underprivileged population being served, a scoping review was completed (See Appendix A). The scoping review aimed to identify both supports and barriers to accessing education for school-aged girls residing in low-income countries. The completion of the scoping review

provided a general background on the SRW nonprofit, the identified root problem in Tambacounda, Senegal, and the impact it has on educational attainment for school-aged girls.

Tambacounda, Senegal

Tambacounda is the largest of Senegal's 14 regions. In comparison to surrounding countries, Tambacounda is economically behind because the region falls below extreme poverty rates and as of 2022, over half of the population is illiterate (SRW, 2022e). Tambacounda is also home to the congregation of the Sisters of Saint Joseph of Annecy, who have been working in education since 1960. The Sisters lead a program that serves 40 underprivileged and disadvantaged girls and provides them with housing as well as a place to continue their studies without interruption (SRW, 2022e). The Sisters identified the problem in which young girls had difficulty accessing education and staying safe from the environmental risks outside the hostel, to which they reached out to SRW asking for funding. Through collaboration with SRW and the Sisters in Senegal, a program was developed (and later funded) with the overarching effort to decrease human trafficking and promote education for school-aged girls.

Barriers to Girls Accessing Education

Educational attainment for young girls residing in Senegal, as well as other countries in Africa, is lesser than that of their male counterparts (Curran et al., 2003). The literature surrounding educational attainment suggests four main barriers that hinder girls from attending and staying in school. Identified barriers include poverty rates, cultural and societal norms, fertility rates and arranged marriages, and forced labor rates. Poverty not only impacts a family's ability to pay for their child's schooling and required supplies, but limits what resources the school environment can provide for an enriching educational experience (Mulwa et al., 2021; Nieuwenhuis et al., 2021). Cultural and societal norms also play a significant role in the gender

inequity problem for schooling. Often in lower-income countries, boys attend school so that the girls and women of the house could stay at home, cook, clean, and take care of the family (Curran et al., 2003). Cultural norms may have a generational impact on parents who are uneducated and thus may not feel inclined to send their children to school (Daoud, 2021). Aspiring female students may not be able to continue their education because of increased fertility rates due to arranged marriages and subsequent early sexual experiences and pregnancy (Mulwa et al., 2021). The last barrier ties into the family's or community's cultural and societal norms. One example of this includes forced labor, which is prioritized over educational attainment so that children, mainly girls, can work to support their families (Fuller et al., 1995; Gordon et al., 2019).

Supports to Girls Accessing Education

With many negative barriers hindering young girls from accessing an educational experience, it may seem impossible to overcome. A review of the literature states that a family's economy, prior education, school environment, and female reproductive awareness/education can support young girl's educational attainment and success. The family economy consists of enhanced family support and increased financial status (Curran et al., 2003). With parental support along with financial security, girls are encouraged to attend school rather than stay home or begin working to support their families (Daoud, 2021). The likelihood of educational attainment for girls significantly increases when one or both parents have completed school themselves, as well as older siblings that are currently enrolled in school or have finished their education (Gordon et al., 2019). Other contributing factors include the physical school environment and what the school provides to school-aged girls. Educational attainment and school retention rates increase with one or more of the following: increased female staff, low

staff to student ratios, a safe school environment, as well as female-appropriate curriculum/resources (Elbla, 2011; Gordon et al., 2019). For example, when young girls are made aware of sex education, reproductive health and are provided with necessary menstruation and/or birth control options, they may be less likely to succumb to early sexual practices (Gordon et al., 2019).

Purpose

SRW currently funds the many global, Sister-led programs with gracious donations from sponsors and donors around the world. Donors, however, only see one side to the story. Donors are given information on the population and root problem they are funding though rarely provided any details on the follow through and completion of the funded program. The purpose of this project is to tell a compelling story based on narratives from the individuals and communities being positively impacted by nonprofit fundraising to ultimately encourage continued funding from current and new donor audiences. The story of the school-aged girls in Tambacounda, Senegal aims to show the direct impact of what funding can do to change the lives of those involved to further warrant increased funding for future projects to assist those in need. More specifically, the aims of the doctoral capstone project included gathering feedback from students about their perspectives of safety and education, gathering feedback from Sisters on how the Senegal program was created and implemented, and finally creating a program presentation and sharing its information with donors to seek feedback on SRW programs and the future outlook of the non-profit organization. This project was developed after completing a formal needs assessment which identified the project strategy of conducting easily translatable surveys to produce first-hand narratives from the students in Tambacounda (see Appendix B).

Approach

In preparation for this Doctoral Capstone project, a formal needs assessment was conducted (see Appendix B). After a thorough discussion with the President of SRW and the Senegal program director, a need for a Senegal-specific program presentation for donor stakeholders was identified.

Procedures

Prior to sharing the stakeholder presentation with possible SRW program donors, various objectives and action items were completed. Throughout a 14-week timeline, student and Sister surveys were developed, translated from English to French, administered to 30 Senegalese students and their on-site Sister, and subsequently translated back to English when completed and received. An informed consent document was also developed, translated from English to French, and attached to the surveys that were sent to the students and Sister. The informed consent document was created to ensure that all participants could understand the nature of the research project and maintain their privacy if they decided to contribute individual responses to the above-mentioned surveys. Please see Appendix C, Appendix D, and Appendix E for the student survey, Sister survey, and informed consent document, respectively. Approval of the St. Catherine University Internal Review Board (IRB) was requested. This project was approved by St. Catherine University's IRB as a quality improvement project (See Appendix F).

The student survey was created after thorough discussion with the SRW President, Senegal program director, and thoughtful consideration of the culturally sensitive material that was to be asked of the students. Literacy rates within Senegal were researched and cultural competency courses were completed to create survey questions. These questions were aimed to be both culturally and linguistically appropriate to the Senegalese students. The survey questions

were also revised to reflect a Grade 8 rating or lower on the Flesch-Kincaid grade level index (Friedman & Hoffman-Goetz, 2006). The aim of the survey was to gain insight into the student's educational background, the school environment before and after the implemented SRW program, perceptions of modern technology, and their anticipated plans after school. The English and French-translated student surveys can be found in Appendix C.

The Sister survey was created after reviewing the funded Senegal program (SRW, 2022e) and an interview with the SRW President. Using an administrative approach as suggested by the SRW President, the aim of the survey differed from the content of the student survey. The Sister survey was intended to ask about the Senegal program and its identified areas of injustice, the total funding required to support the program needs, the expected program goals along with any barriers to achieving said goals, as well as the overall impact the program had on the students of Tambacounda. The English and French-translated Sister surveys can be found in Appendix D.

The Senegal program director facilitated the language translation process for all written material required for the capstone project, including the student survey, the informed consent document, as well as the initial request for volunteers to participate in the research project. French is the official spoken language in Senegal, so an additional step of translating was included in the doctoral capstone project procedures. Due to the language barrier and linguistic differences, the Senegal program director translated these documents from English to French to ensure the context of the questions would be translated as anticipated.

Participants

Survey participants included eleven female students, ages ranging from 13 to 18 years old, who live at the hostel in Senegal. Participants reside in Tambacounda though have traveled between 45 and 460 km from their respective villages to attend school. Few students enrolled in

school due to their parents deciding for them, though many of the students relied on external support, including extended family members and Sisters, to afford to attend school.

Participants were recruited through an informative email detailing the purpose of the surveys and requesting volunteer participation in the SRW led research project. The Senegal program director corresponded with the teacher to ensure that the translated informed consent document and survey instructions were understood. Once the surveys were administered, students and Sisters were given a time frame of six weeks to finish the survey and were subsequently submitted in waves as they were completed. This project was deemed a quality improvement project by the St. Catherine University Institutional Review Board (IRB) and consent was obtained from participants prior to the completion of the surveys (See Appendix F).

Evaluation Methods

Feedback on the content of the Senegal program presentation was intended to be collected in the form of an anonymous survey. With input from the SRW President, the surveys were developed to assess the impact of the Senegal presentation on current and future donors that are affiliated with the SRW nonprofit organization. The survey included 10 questions, five multiple-choice and five open-ended questions. See Appendix F for the SRW Donor Survey. Consent would be obtained from the stakeholder participants prior to the completion of the surveys. Survey results were to be analyzed using descriptive statistical analysis and further compiled into common themes. Survey themes and any additional comments and suggestions from the survey would then be sent to the SRW President to disseminate among the non-profit's personal relations and social media teams for future use in program-related presentations. The SRW donor survey was not administered prior to the completion of the doctoral capstone project portfolio, however, anticipated survey responses would include a) information from the

presentation that encouraged one's desire to donate or learn more about the organization, b) information not listed or displayed that may promote one to donate, and c) questions or comments regarding current and future programs that are funded by SRW.

Outcomes

Due to the nature of the doctoral capstone project, stated outcomes will be categorized and described in terms of the student survey responses, the development of the Senegal presentation, as well as the SRW donor survey and organizational next steps for SRW.

Student Surveys

The development of the Senegal program presentation began with reviewing and identifying themes from the survey responses. Though 30 students received the survey questions, only 11 surveys were completed by the conclusion of the data collection period. No Sister surveys were returned during the data collection period and subsequently was not a contributing factor to the Senegal program presentation. Student themes were identified and divided into two categories: safety, and education. Themes were identified after careful revision of the student surveys, word frequency, and matching anticipated context of survey responses to the stated theme categories. Words categorized in the safety and education themes were gathered using all 11 student surveys and further compiled into tables listed by their respective frequencies. A total of 17 words were identified within the safety theme. (See the word frequency table for the safety theme in Figure 1). A total of 27 words were identified within the education theme. (See the word frequency table for the education theme in Figure 2).

Word	Frequency	Word	Frequency
Boys	3	Experience	6
Dream	3	Important	6
Intention	3	Possibility	6
Girls	4	Successful	7
Lucky	4	Safety	8
Chance	5	Support	8
Opportunity	5	Grateful	9
Security	5	Thankful	11
Care	6		

Figure 1. Frequency of words identified in the safety theme.

Word	Frequency	Word	Frequency	Word	Frequency
Accepted	3	Improve	5	Study	7
Discipline	3	Understand	5	Benefit	8
Innovation	3	Access	6	Help	8
Passion	3	Lesson	6	Results	8
Curiosity	4	Progress	6	Technology	8
Family	4	Research	6	Computer	9
Grow	4	Exam	7	Opportunity	9
Interesting	4	Friends	7	Success	10
Encouraged	5	Impact	7	Learn	11

Figure 2. Frequency of words identified in the education theme.

Safety and education themes were compiled into subsequent word clouds to allow for a visually stimulating way to share the analyzed survey responses with the stakeholder audience. With approval from the SRW President, the method of reporting data using word clouds was deemed appropriate to reveal an emotional connection between the students of Tambacounda and the donor stakeholders of SRW. (See Appendix H for Word Clouds).

Use of student quotes was also a major contributing factor in the development of the Senegal program presentation. A total of 16 student quotes were utilized within the Senegal program presentation with contribution from all 11 students at least once. In adherence to the exempt level IRB approval for the doctoral capstone project, student quotes were kept confidential, and initials were altered. Confidentiality further allowed the students to voice their survey responses with confidence and authenticity.

SRW Senegal Presentation

The content of the presentation was revised by the SRW President and the Senegal program director prior to the presentation being shared with stakeholders. Numerous cultural, societal, and personal themes were identified from the student narratives to support the creation of the Senegal presentation for the anticipated audience of SRW donor stakeholders. The Senegal presentation was developed with the intention that the student's voices would speak to the reality of their educational experience before and after the impactful donations were funded by SRW. The Senegal presentation underwent multiple revisions throughout the draft process which was facilitated with constructive feedback provided by both the SRW President and Senegal program director. The final product resulted in a 24-page slide-show presentation with content including program-specific information regarding the SRW program objectives and anticipated outcomes, translated student surveys, summarized student responses in the context of safety and education, before and after pictures of the SRW program site in Tambacounda, Senegal, as well as background information on the SRW nonprofit organization. See Appendix I for the SRW Senegal Presentation. The Senegal program presentation was not delivered to the anticipated donor audience prior to the completion of the doctoral capstone project portfolio, though has been set to launch in September 2023 during SRW's movement to mitigate human trafficking.

Donor Survey

The donor survey and Senegal presentation were both intended to be sent out to the respective donor-affiliate list for review and survey completion. However, once the Senegal presentation was reviewed, SRW's personal relations and social media teams decided that this presentation and subsequent donor survey would best be utilized within SRW's larger movement to end human trafficking. With heavy global discussion on the prominence of human trafficking, SRW has been asked to interview for local and national TV and radio stations on their organization and how their funded programs mitigate human trafficking. With these interviews in mind, SRW has interest in sending out the Senegal presentation and donor survey to their stakeholder audience after these interviews have been recorded and shared with the larger listening audience.

Implications

Although the surveys were administered to 30 students, only 11 completed surveys were received at the end of the data collection period. No Sister surveys were received at the conclusion of the capstone project. This limited sample size collected may not fully reflect the whole student body in Tambacounda, the community of students in Senegal, nor in the surrounding low-resourced countries. In future collaborations with SRW programs, it would be suggested that a larger sample size be collected to portray a more accurate description of the population participating in the research.

Within the proposal of the anticipated SRW project and desired products, goals and objectives required to fulfill research outcomes for the population, and the culmination of gathered descriptive data developed into a presentation, requires a high-level of administrative skills and actions. This translates to the administrative level needed within occupational therapy

practice and research. The implications for occupational therapy also contribute to the advocacy for community services and patient safety, both of which were addressed by SRW funding. The first priority within patient care is personal safety and well-being, for when this step is considered, the provision of therapeutic services can then follow. Lastly, utilizing an activity analysis within the capstone project ensured that the SRW funds were being contributed to the areas that the student and teacher population in Tambacounda identified. Within occupational therapy, the importance of an activity analysis can provide insight to the practitioner to aim goals to enhance areas of improvement and maintain areas of strength.

Recommendations for partnering with SRW for this capstone project include the need for translators, for along with the geographic barrier there was also a language barrier separating the researcher and students from directly communicating. With assistance from the Senegal program director, written material was able to be translated into French and reviewed for appropriate context to ensure survey response validity. This translation process occurred upon receiving completed surveys as well. This needs to be considered for future projects with SRW for professional communication and administering/receiving surveys would not have been possible without a skilled translator.

Recommendations for future projects with SRW also include the need for and importance of donors. This being the main objective of the Senegal presentation suggests that there is always room for an increase in funding and overall donors to SRW programs. With the increasing number of programs that SRW funds each year, the drive for more donors continues. The impact from the non-profit sector and its donors can encourage policy-level change to occur to prevent further injustice from negatively impacting in-need communities and populations around the world.

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Appendix A: The Impact of Education on Girls Residing in Low-Income Countries: A Scoping Review

Special Acknowledgement to Scoping Review Faculty Advisor:
Kristen Maisano OTD, MAEd, OTR/L



The Impact of Education on Girls Residing in Low-Income Countries

Allie Roehl OTD student
Faculty Advisor: Kristen Maisano OTD, MAEd, OTR/L
St. Catherine University

Introduction

Findings

Discussion

Introduction

Education is a major developmental problem that affects school-aged children residing in low-income countries.³ Due to societal norms and negative attitudes, boys' education is often prioritized over girls.^{3,6} Along with societal challenges, **barriers to accessing education** and school attainment for girls include poverty, forced marriages, and early childbirth.⁹ Literature states that **poverty** is one of the main **barriers to education**, which impacts families' abilities to pay for schooling and the cost of supplies, as well as low-resources schools with little to no school materials.⁶

Background

- Sisters Rising Worldwide
 - Global nonprofit organization based in St. Paul, MN⁸
 - Tambacounda, Senegal
 - Poverty, forced labor, arranged marriages and early pregnancies¹¹
 - Educational inequity is not solely represented in Senegal
 - Low-income countries

Methods

Research Question

What is the nature of the evidence on the impact of education on girls who reside in low-income countries?

Search Terms

"Supports and barriers to education in low-income countries"
"Educational attainment on girls in low-income countries"
"Access to education for girls who experience poverty"

Databases	Inclusion/Exclusion Criteria
• EBSCOhost	Peer-reviewed journals
• PubMed	Full-access journal articles
• CINAHL plus	Publication date 2010 – present
• Google Scholar	English
• Independent reference search	

Supports and Barriers to Education

SUPPORTS



Family Economy
-Large family size
-Family support



Education
-Parent and sibling education



School Environment
-Female staff
-Staff/student ratio



Awareness
-Education on sex and birth control

BARRIERS



Poverty
-Inability to pay for school
-Low-resourced schools



Social Norms
-Gender discrimination
-Lack of family support



Fertility Rates
-Forced marriages
-Early pregnancies



Forced Labor
-Need to support family and self

Discussion

Supports

Family economy, education, school environment, awareness

Barriers

Poverty, social norms, fertility rates, forced labor

Poverty is the key factor that is preventing girls from attending & staying in school. In order to deter this diminishing factor, efforts must go towards providing learning spaces, school supplies, and sponsoring girls so they are able to meet their educational goals.

Conclusion

Barriers such as poverty, social norms, fertility rates, and forced labor have a direct negative impact on the education of girls who reside in low-income countries.

Research Question

What are the best strategies for communicating the impact and need for funding and donations to stakeholders related to non-profit organizations?

Approach

Educate stakeholders on the need for funding and donations
Advocate the importance of what these funds can provide to populations such as young girls in Tambacounda, Senegal.

Next steps

Use the communication method of storytelling to educate stakeholders on program needs and the importance of their involvement and subsequent funding.

References

References available upon request.

Appendix B: Doctoral Project Needs Assessment

Student Name	Allison Roehl
Primary Area of In-Depth Exposure	Advocacy
Secondary Area of In-Depth Exposure	Education
Working Title of Doctoral Capstone Project	Communicating the impact and need for continued funding to stakeholders based on the impact of education of school-aged girls residing in Senegal.
Capstone Mentor name and credential	Sister Jaqueline Bianquinch & Sister Irene O'Neill
Capstone Mentor role and expertise	S. Jackie: General Councilor for the Sisters of St. Joseph of Annecy, member of Sisters Rising Worldwide. S. Irene: President and founder of Sisters Rising Worldwide, a non-profit organization led by Sisters in over 190 countries.
Capstone Site	Sisters Rising Worldwide
Capstone Faculty Advisor	Dr. Kristen Maisano, OTR/L
Date	<u>4/26/2023</u>

Part 1: Description of the Organization or Community

Sisters Rising Worldwide (SRW), a global non-profit organization that is based in St. Paul, MN, began over 400 years ago to ultimately resolve the causes of injustice within vulnerable communities and populations around the world. With 650,000 Sisters and counting conducting volunteer work in 190 countries worldwide, the non-profit platform of SRW allows others to support these sister-led projects by donations from individuals like us that are eager to join the movement to make a difference in the lives of those in need. In the past two years, SRW has funded over 30 programs and currently has nine more programs in the process of being funded.

The mission of Sisters Rising Worldwide is to provide an innovative technology platform to connect hundreds of thousands of Sisters to each other and to resources, allowing them to better address

critical key issues of injustice throughout the world. SRW's vision is to empower Sisters worldwide to connect with one another, work closely together and inspire others to cast a significant web over social injustice. The strategic plan to support SRW's mission and vision is to educate stakeholders on the impact of their investment and promote them into becoming ambassadors and lifelong investors for current and future SRW projects.

The strategic plan to promote SRW's mission and vision statement is to 1) identify areas of injustice and vulnerable communities around the world 2) gain sponsors and investors for Sister-led programs 3) address root cause of injustice with accumulated resources and funds, and lastly 4) spread the word of the sister's impactful work and inherit lifelong investors and donors for future programs.

Leaders within SRW staff include its founder and president, vice president, secretary, along with four elected board members. Additionally, each project addressed by SRW is led by Sisters and assisted with a collective group within the designated community. Each Sister is a leader within their own project or within their scope of advocating for SRW investors, donors, and ambassadors.

Primary stakeholders of Sisters Rising Worldwide include the various populations and communities that are directly impacted by the resources and donations advocated for by SRW. Secondary stakeholders include seven current board members, over 650,000 Sisters, and an unidentified number of SRW ambassadors and donors/sponsors.

Tambacounda, Senegal is one of the areas of injustice that was identified by SRW, specifically within the population of school-aged girls living in a hostel. With the overall effort to promote education and decrease the risk of human trafficking, the Senegal program was created to build a portion of the school property and provide necessary classroom equipment for the girls to study. With help from donors around the world, over \$17,000 was raised to purchase classroom equipment, computers, a printer, a photocopier, and other new-age technology as well as reconstruct a wall that serves to protect the girls at the hostel. Tambacounda, Senegal is just one of many projects that have been funded by Sisters Rising Worldwide with dozens more being currently funded. With help from established donors, lifelong

investors, and upcoming SRW ambassadors, Sisters may continue to support and further impact vulnerable communities and populations around the globe.

Primary Goal: Communicate the continued need for funding for current and future non-profit projects within Sisters Rising Worldwide.

Strategy: Articulate the impact of funding on the school-aged girls residing in Tambacounda, Senegal from the resources and equipment they received at their school/hostel. Conduct easily translatable interview questions for the school-aged girls as well as the Sisters and members of the community that were impacted by the funded project. Accumulate before and after pictures of the school and its resources for the stakeholders to physically see the drastic change that their donations have made.

Part 2: Preliminary Information and Resources for Learning about a Priority/Need

Internal Information and Resources

Name of Information or Resource	Description of Information or Resource	Brief Summary of Key Learning
Sisters Rising Worldwide website https://srw.org/ https://srw.org/programs/provide-safe-environment-where-girls-can-study-and-prepare-for-the-future/	SRW website including an overview of the non-profit and its history, current programs and previously funded programs, as well as information on how to join the SRW movement.	Program specific information for Tambacounda, Senegal including the program purpose, amount of funds needed to complete the project, and what the funds will be utilized for.
Meetings with Capstone Site mentors, Sister Irene and Sister Jackie	Discussions on purpose of Senegal program, updates on completion of project (photos included), expectations for final presentation for stakeholder audience.	Though impact cannot be objectively measured, stories from SRW programs can have a direct effect on investors.
Informational interview/Q&A with Sister Jackie and Sisters/students in Senegal.	Sister/Student testimonials about their school experience before and after implementation of resources.	Sister and student testimonials may offer insight into how the resources and equipment have impacted their education and the community.

External Information

Name of Information or Resource	Description of Information or Resource	Brief Summary of Key Learning
Global Sisters Report: National Catholic Reporter	Independent non-profit news source for Catholic sisters	Journalist reports about life and impactful work, Sisters

https://www.globalsistersreport.org	and populations in which they serve.	comment on their perspective from their mission work.
DonorBox Blog The Ultimate Guide to Non-profit Storytelling https://donorbox.org/nonprofit-blog/nonprofit-storytelling-guide	Blog describes the purpose of storytelling and provides tutorials and examples of non-profit storytelling to meet funding goals to respective stakeholder audiences.	Storytelling creates context, motivates people to act, forms connections. Engage all senses, include a beginning, middle, and end, use visuals, and communicate donor impact.
Virtuous Blog Ethical Nonprofit Storytelling 101: How to Collect and Craft Powerful Impact Stories https://virtuous.org/blog/ethical-nonprofit-storytelling-101-how-to-collect-and-craft-powerful-impact-stories/	Blog describes ethical storytelling and “individual impact stories”. Emphasis on first-person narrative and journalistic integrity.	Triad of best practice; agency, journalistic integrity, and follow-through. Power dynamic over the population you are representing. Informed consent.

Gaps in Learning:

- Population demographics of students in Tambacounda, Senegal
- Data on prior school experience and completion for Tambacounda students/community
- Demographics of stakeholder audience that SRW will reach out to

Part 3: Informational Interviews

Summary of Interview Guide

Student: Tambacounda, Senegal

1. *Were you enrolled in school before the SRW program was implemented?*
2. *Describe your school experience before the addition and provided resources:*
3. *Describe your school experience currently with the provided resources:*
4. *How do these school resources influence your future within the Tambacounda community?*
 - a. *What job/occupations do these resources allow you to study?*
5. *Describe the future of education for young girls like yourself within your community:*

Sisters of SRW assisting with Senegal program:

1. *Describe the school environment in Tambacounda before SRW funding took place:*
2. *How did the students and teachers react to the accumulation of funds to rebuild the school wall and provide school resources?*
3. *Describe how it felt to support the community of Tambacounda, Senegal and the future of girls' education:*
4. *How has this program impacted school-aged girls and their education in Senegal?*
 - a. *How is change measured for this SRW program?*
5. *Describe the impact SRW had on the school community of Tambacounda, Senegal to current and future donors, investors, and ambassadors:*

Part 4: Public Records and Organizational/Community Resources

Meeting with Sister Jackie: Point of contact with Sisters and students in Tambacounda, Senegal

This resource, although not published for the public to view, includes both before and after pictures of the school site and its newly acquired equipment as well as a message from a local teacher in Tambacounda.

Before the girls were able to independently use the computers provided, they were first given an informational presentation on the advantages and disadvantages of the internet, as well as basic internet search terms to facilitate their research and general use of the computer. After the introduction to the computers, it was noted that girls' math, biology, history, and geography knowledge had increased. A bulletin board application allows girls to message one another and their teachers regarding questions they may have on their school subjects. The teacher stated, "to educate a girl is to educate a nation", for the girls within the hostel have already made strides to break the stereotypes of which women should be at home with children.

Global Sisters Report: A Project of National Catholic Reporter

This resource includes news and information from non-profit organizations about impactful work done by Sisters around the world to address critical issues and areas of injustice. The Global Sisters Report network of journalists gather commentary and personal narratives from Sisters and their mission work, including those from Sisters Rising Worldwide. Shared documentation of other non-profit work being implemented across the globe can be utilized within a storytelling presentation by identifying common themes and ways of communicating the sisters' impact (i.e. use of narrative, timelines, testimonials, etc.).

Part 5: Organization or Community Assets

Sister Marie Pierre, Teacher at the hostel in Tambacounda, Senegal

Sister Marie Pierre is a community asset for she has been working directly with the students, staff members, and Sisters at the SRW site in Tambacounda. Sister Marie Pierre has updated involved

stakeholders of the SRW Senegal site of the use of computers among other technologies that were funded. Sister Marie Pierre will be a valuable resource as she can physically see and further describe the change that has occurred since the program was implemented. Sister Marie Pierre may be able to assist with gaining insight and additional perspectives from other staff members to then share with the creation of the stakeholder presentation to get a more in-depth description of the project details.

Sr. Patty Johnson, CSJ, Vice President at SRW

Sr. Patty Johnson is an organizational asset for SRW due to her assistance with defining the non-profit's mission and vision statements but also developing strategic goals to follow-through and meet these funding demands for areas of injustice addressed around the world. Sr. Patty Johnson has a direct relation to the fundraising aspect of SRW and oversees the community of Sisters to achieve optimal outcomes for daily operations within the context of each specific program. Sr. Patty Johnson will be a valuable resource as she has written and reviewed the SRW annual reports of non-profit growth, program success, and fundraising increases, all areas of strength for the SRW organization to continue to reflect its mission of connecting the community of Sisters and addressing the critical issues of injustice within our world.

Part 6: Proposed Methods to Collect Other Information During the Doctoral Capstone Experiences and Project

Internal Information and Resources

Name of Information or Resource	Description of Information or Resource	Brief Summary of Focus of Learning
Sisters Rising Worldwide Annual Report 2022	SRW annual report from 2022 documenting yearly highlights, program and funding statistics, program distribution, collaborators, financials, and next steps.	Statistics regarding funds raised, programs/crises funded, and pillars of mission work allow for a generous background of information to educate stakeholders on SRW program growth. 2021 to 2022 expenses description shows the impact of stakeholders on the SRW programs. Shared vision statement to get stakeholders to buy-in and look forward to the impactful years ahead.

<p>Sr. Joan Mumaw SRW program #72: Ten Scholarships for ten women (South Sudan)</p>	<p>Situation: Systemic issues of gender inequality, discrimination, and literacy in South Sudan. Response: Solidarity Teacher Training College (STTC) which gives access to teachers to a bachelor’s degree program. Impact: Women often are limited regarding accessing and completing their education. Scholarships allow women to advance within their profession and rise above injustice.</p>	<p>The system impact of limited educational opportunities relates to the students in Tambacounda, Senegal. This ongoing project in South Sudan may act as a realistic “next steps” for the school-aged girls once they complete school and have the option of continuing onto higher education or entering the workforce. Stakeholders can be informed of the two projects and their different responses to achieve a similar outcome, education and empowering women.</p>
<p>SRW Board Members Sr. Patty Johnson, CSJ Sr. Mary Amanda Nwagbo, IHM Sr. Mary Kay Brooks https://srw.org/about-us/</p>	<p>Brief biography on the current SRW Board Members and their areas of strength and expertise.</p>	<p>Combined, Sr. Patty, Mary, and Mary Kay have expertise with women-led leadership, empowerment, and a pursuit to achieve SRW’s mission. Incorporating experiences and wisdom from these elected board members will be beneficial within aspects of storytelling to gain buy-in from donors and sponsors.</p>

External Information

Name of Information or Resource	Description of Information or Resource	Brief Summary of Focus of Learning
<p>Global Partnership for Education: Senegal</p>	<p>Global Fund that aims to transform education within low socio-economic countries. Stakeholders include low-income countries, donors, international organizations, youth/teacher organizations, as well as private foundations.</p>	<p>Education in Senegal: Access to documents of GPE policies, guidelines, reports, factsheets, and grant documents.</p>
<p>United States Agency for International Development Fact Sheet: Senegal</p>	<p>Government factsheet for improving education in Senegal. How to improve enrollment, increase access to schools, improve reading performance, and translation into higher education.</p>	<p>Factsheet describes what quality education should entail in Senegal. Comparison of government expectations vs. program outcomes with SRW.</p>
<p>Community Tool Box Identifying and Analyzing Stakeholders and Their Interests</p>	<p>Guideline to assist with identifying and analyzing stakeholders to improve stakeholder management.</p>	<p>Stakeholder management, how to gain support and “buy-in”. After identifying each stakeholder as high/low interest and high/low influence, knowing what audience members should have more emphasis and priority over than</p>

		other stakeholders. Tips for each subset of stakeholder (latent, promoter, defender, or apathetic) and how to keep them invested in the community project.
The value of storytelling in community stakeholder feedback for clinical and translational research. <i>Journal of Clinical and Translational Science</i> , 2(Suppl 1), 75. DOI & Managing multi-stakeholder relationships in nonprofit organizations through multiple channels: A systematic review and research agenda for enhancing stakeholder relationship marketing. <i>Public Relations Review</i> , 47(4), 1-17. DOI	Co-authors of storytelling/stakeholder articles from Part 8 of Needs Assessment/Initial Appraisals. Schedule a meeting or conduct an interview for co-authors to be a part of.	Gain additional information, strategies, and feedback for capstone project related to stakeholder engagement in the nonprofit sector.

Part 7: SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats

Internal		External	
Strengths	Weaknesses	Opportunities	Threats
Strong social media presence (Facebook) to reach a greater audience of stakeholders (donors, sponsors, ambassadors).	International site, unable to physically see the before and after change from funds/resources.	Other existing global non-profits with similar mission/visions.	Sex-trafficking, child marriages, and child labor will still occur in other countries.
Strong global community of Sisters for increased program initiation.	Unable to directly communicate with primary stakeholders in Tambacounda, Senegal due to language barrier and need for an interpreter/translator	Potential for additional community partnerships for in-need communities.	Presentation and social media can only reach a certain audience.
SRW has increasing programs at varying phases of funding that are focused on education and empowering women.	Stakeholders may not align with the mission and vision of SRW programs.	Awareness and response to sex/human trafficking has increased.	Larger crises around the world have taken precedence over smaller scale funded projects.
History of successful programs and growth within funding from year to year.	Stakeholders' interests don't align with the specific program change or impact.	Donating money as well as spreading/sharing funding information	Lack of awareness of many non-profit organizations and their impact.

		can benefit outside programs.	
SRW's community partnership with St. Catherine University			

Part 8: Preliminary Evidence Review on Populations, Interventions, and Programs of the Organization/Community

1	Overview of Article
Type of article	Overall Type: Research Report Specific Type:
APA Reference	Bourne, L. (2016). Targeted Communication: The Key to Effective Stakeholder Engagement. Proceedings of the 29th IPMA World Congress WC2015 (28-30 September – 1 October, Panama), 226, 431–438. https://doi.org/10.1016/j.sbspro.2016.06.208
Abstract	“Just as each project is unique, so are its stakeholders! Whether as individuals, groups or organizations, every stakeholder, and every stakeholder community has a unique and evolving set of cultures, expectations and perceptions. To engage with, and influence, this diverse community the traditional approach to project communications of regular reports and other ‘one size fits all’ strategies need to be replaced. Effective communication strategies take into account the complexity of the people who work with, or benefit from, the outcomes of the project; and manages the constantly changing group of people whose support and involvement are essential to project success. The conceptual paper is based on the widely used Stakeholder Circle methodology, and defines a structured but flexible approach to identifying and engaging a project’s stakeholders throughout the lifecycle of the project. The methodology describes ways to identify and prioritize stakeholders, understand their needs and expectations, develop targeted communication strategies to influence attitudes and behavior, and then to measure the effectiveness of the overall strategy in maintaining support from the key positive stakeholders and reducing opposition from negative stakeholders” (p. 431)
Author	Credentials: Lydia Bourne, PhD Position and Institution: Managing Director of Stakeholder Management Pty Ltd, Melbourne, Australia Publication History in Peer-Reviewed Journals: 19 publications, over 1,400 citations
Publication	Type of publication: Scholarly Peer Reviewed Journal, Elsevier Publisher: Procedia Social and Behavioral Sciences Other:
Date and Citation History	Date of publication: July 14 th , 2016 Cited By: 68
Stated Purpose or Research Question	“This conceptual paper will be organized as follows: the first section is a description of the Stakeholder Circle methodology and its relevance for the development of effective communication strategies. The second section is a discussion of the elements that make each one of us unique – personality, ‘reality’, culture, gender and age: these elements will need to be

	considered for communication beyond regular reporting, when the project team identifies stakeholders who are not sufficiently engaged and who will require additional information to improve that situation. The final section merges the discussions of the first two sections to focus on how to develop targeted communication directed at improving engagement of these stakeholders.” (p. 432)
Author’s Conclusion	“People make projects possible: they are done by people for the benefit of other people. Therefore effective relationships built and maintained through effective communication are essential for project success. Communication competence is recognizing that the project team must develop and implement communication strategies based on understanding the unique characteristics of their stakeholders and planning to factor these differences into any directed or targeted messages to engage their stakeholders more effectively.” (p. 438)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Good Rationale: This article will be beneficial for my capstone project for it describes stakeholder values, communication strategies and types of stakeholder communication, the purpose of the message and how to personalize it to your catered audience. Directed communication will be crucial because I need to involve stakeholders and their networks with intention to get the articulated message across for the impact of funding and their pertinent role as donors.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: Though communication strategies are elaborated on within the study, there are limited examples to further display the nature of the strategies within a contextual sentence or statement. The message personalization piece may be a topic that I look further into as I conduct initial appraisals that are related to the capstone project.
Your Focused Question and Clinical Bottom Line	<i>Question: How to best communicate with stakeholders the impact of non-profit funding?</i> <i>Clinical Bottom Line: “WIFM, what is in it for me” (p. 437), align the context of the story and presentation with the interests and expectations of the audience of donors.</i>
Your Lay Summary	Each story is so unique to the storyteller and the audience in which it is presented to. In order to connect and relate to a story, there must be pieces that are important to the listener either now or in their past. This study describes how to personalize a message that targets multiple people’s areas of interest. For a listener to connect with a story, they need to see, hear, and wish to act upon the change that is described within a story. A clear purpose should be included within the story to allow listeners to understand the message throughout the presentation. The story should relate to the listener both physically and emotionally to allow for greater impact and understanding. Providing clear and easy to understand examples is also needed to allow listeners to imagine the story as it is being told. Meaningful stories can build and strengthen relationships and connections with team members.
Your Professional Summary	Communication competence is described by identifying the stakeholder and their expectations as well as compiling priority information to share for stakeholders to get the optimal message from the story presented. The study first describes stakeholders and what is at “stake”, including their interests, moral rights, ownership, knowledge, and overall contribution. Engagement and expectations of stakeholders are then explained to secure investment within the presentation for maximum follow-through and involvement. Understanding and abiding by stakeholder expectations is crucial for gaining insight into these stakes. The “stakeholder circle methodology” is applicable to the specific audience or community of stakeholders you may be presenting to. Identify stakeholders, prioritize which stakeholders are long-term vs. short-term (power, proximity, and urgency), engage the stakeholder with effective and articulate communication, as well as monitor future engagement for optimal results and outcomes of the presentation implications. Strengths of communication with stakeholders is the ability to deliver the intended message with creativity and uniqueness to cater to the demands of stakeholders. Being mindful of contextual pieces such as culture, generational culture, and gender, to explain social contexts founded in inclusivity. Types of stakeholder communication (reports, project

	relations, and direct communication) play a role in how the purpose of the presentation can be emphasized for the target audience. Projects and presentations are completed to benefit populations and groups of individuals besides the presenter, so establishing connections with stakeholder groups is pertinent for maintaining implementation of change and anticipated outcomes.
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2	Overview of Article
Type of article	Overall Type: Research Article Specific Type: Randomized, controlled methodological study.
APA Reference	Novak, L. L., George, S., Wallston, K., Vaughn, Y., Israel, T., Joosten, Y., Williams, N., Wilkins, C., & Richmond, A. (2018). 2215 The value of storytelling in community stakeholder feedback for clinical and translational research. <i>Journal of Clinical and Translational Science</i> , 2(Suppl 1), 75. https://doi.org/10.1017/cts.2018.266
Abstract	“Community stakeholder engagement along the translational spectrum of biomedical research has been identified as a potentially crucial factor for encouraging participation among underrepresented groups, improving research relevance, and adoption of evidence into practice. Although we have developed various methods to improve communication between researchers and community stakeholders, we have not focused much attention on the manner by which community stakeholders choose to communicate with researchers in scientific feedback settings. In our PCORI-funded study using Community Engagement Studios to elicit feedback on research from community stakeholders, we found that feedback from participants was frequently provided in the form of stories. This presentation aims to describe these narratives, examine their function in the feedback process and consider how a focus on these narratives enhances our understanding of community engagement for clinical and translational research” (p. 75).
Author	Credentials: Laurie L. Novak, PhD, MHSA Position and Institution: Associate Professor at Biomedical Informatics in the School of Medicine at Vanderbilt University; Director of the Center of Excellence in Applied AI in the Department of Biomedical Informatics. Publication History in Peer-Reviewed Journals: 58 publications, moderate
Publication	Type of publication: Peer Reviewed Journal Publisher: Cambridge University Press Other:
Date and Citation History	Date of publication: 2018 Cited By: N/A
Stated Purpose or Research Question	“This presentation aims to describe these narratives, examine their function in the feedback process and consider how a focus on these narratives enhances our understanding of community engagement for clinical and translational research.” (p. 75)
Author’s Conclusion	“Participants relied on storytelling as an important means to communicate their lived experiences. Their stories were often key to communicating the complex contexts of their experiences.” (p.75)
Overall Relevance to	Overall Relevance of Article: Moderate

your Doctoral Capstone Project	Rationale: Five key storytelling themes were identified from the study which will all be beneficial in creating my capstone presentation. Characterize the story meaning, identify priorities that align with non-profit, insight into increase engagement, and yield future engagement.
Overall Quality of Article	Overall Quality of Article: Poor Rationale: Very short research article with limited examples of results and discussion to relate towards my capstone topic.
Your Focused Question and Clinical Bottom Line	<i>Question: How to best communicate with stakeholders the impact of non-profit funding?</i> <i>Clinical Bottom Line: A graduate student will research and present information differently than stakeholders with varying backgrounds and experiences. Storytelling can put those shared experiences on a more relatable level than purely explaining information.</i>
Your Lay Summary	To increase participation from audience members of a presentation, relatable examples are required to improve connections in the present time and future. To better communicate between the one presenting and the listeners in the audience, one common theme was found within the research study. Storytelling. First hand stories allow listeners to better understand the presentation topic and important details and make it more likely for the audience to act upon the knowledge that was taught and explained to them within a story narrative. Audience members of differing backgrounds and experiences will be able to each understand a story even if the topic is of something not relatable to their work or life experiences for the story revealed realization, destination, and a resolution. Describing a similar understanding of a story for all audience members to understand increases the chances of them remembering the story and its moral teaching. Stories allow difficult conversations to occur without making them too complex for the listener to relate to, including emotional aspects to keep listeners invested in the presented material.
Your Professional Summary	In order to foster the engagement of primary stakeholders within a select population, active participation in the presentation is required to establish buy-in from the audience. Emphasizing relevance within storytelling narratives enhances the investment and overall comprehension of the research and presented evidence. Narrative storytelling also encourages the process of feedback in a less intimidating way for more relatable content can be shared with conversation-based replies rather than statistical data and evidence not everyone may understand. 153 stakeholders participated in the study to provide transcripts that were eventually coded for repeated themes, in which 3 were identified. The narratives included an actor, an action or purpose that is described in length over time, as well as the response or resolution to the story. Along with common themes, 5 narrative functions were identified including accentuating the context and story meaning that the stakeholders are invested in, identifying priority evidence that is intertwined within the narrative plot, gaining insight on fostering engagement within the current audience of stakeholders, and lastly developing ideas for future engagement with potential stakeholders as the story evolves. The weakness of the study includes that there were no examples of narrative sections that fall into the above-mentioned themes and functions and a relatively small sample size. Implications are related to the generational change of shared and lived experiences that may alter the narrative content and context.

3	Overview of Article
Type of article	Overall Type: Research article Specific Type: Literature Review
APA Reference	Siegel, A. (2017). Nonprofit Storytelling: Framing the Message for Compelling Communication. <i>Steeplechase: An ORCA Student Journal</i> , 1(1) 1-22. https://digitalcommons.murraystate.edu/steeplechase/vol1/iss1/13

Abstract	<p>“Communication in both the for-profit and nonprofit sectors exists to facilitate exchanges with constituencies (Gainer, 2010, p. 325). In the nonprofit sector, communication pertains to an array of audiences, including clients, donors, funders, partners, and volunteers (Gainer, 2010, p. 301). As communication should be framed to meet the needs of the audience, it becomes difficult to create messages that are effective for all constituents and stakeholders. Additionally, nonprofit organizations use communication for a variety of purposes within the organization, making it difficult to find one technique that is both effective and compelling to fulfill these roles. Storytelling has become a popular technique within nonprofit communication. It has been praised as “the key to relevant fundraising” (Barden, 2015), and when done well can be more powerful than statistics, demonstrating that “one is more than many” (Chung, 2014). Despite this, Kanani (2014), for example, emphasizes that storytelling cannot stand alone as a measure of success. Rather, it should be coupled with relevant data measurements of organizational impact. In this literature review, I examine the role of nonprofit communication followed by an analysis of the roles storytelling can have within the organization. The chapter concludes with best practices for the use of storytelling in the nonprofit sector” (p. 2).</p>
Author	<p>Credentials: Graduate student</p> <p>Position and Institution: Graduate student at Murray State University with a Nonprofit Leadership Studies and Public Relations double major, minor in Organizational Communication.</p> <p>Publication History in Peer-Reviewed Journals: Over 1,500 downloads</p>
Publication	<p>Type of publication: Peer-reviewed Student Journal</p> <p>Publisher: Steeplechase: An ORCA Student Journal</p> <p>Other: Inaugural Issue</p>
Date and Citation History	<p>Date of publication: 2017</p> <p>Cited By: N/A</p>
Stated Purpose or Research Question	<p>“In this literature review, I examine the role of nonprofit communication followed by an analysis of the roles storytelling can have within the organization. The chapter concludes with best practices for the use of storytelling in the nonprofit sector.” (p. 2)</p>
Author’s Conclusion	<p>“Stories share wisdom and showcase culture based on an individual’s experience. A reader has the ability to peek into the world of the storyteller and gain insight from their perspective that may be different than their own based on the differences in storyteller and audience demographics. As storytelling is a universal experience, it mends a divide between cultures.” (p.14)</p>
Overall Relevance to your Doctoral Capstone Project	<p>Overall Relevance of Article: Good</p> <p>Rationale: The literature includes measuring nonprofit impact, and the means of using storytelling as a communication technique, to brand a nonprofit, develop empathy, for fundraising and to raise nonprofit awareness, which are all components of my capstone presentation for my nonprofit site.</p>
Overall Quality of Article	<p>Overall Quality of Article: Moderate</p> <p>Rationale: Though a student journal, the author has an extensive reference list that suggests the literature review is in-depth and substantial for the written material.</p>
Your Focused Question and Clinical Bottom Line	<p><i>Question: What are best practices for non-profit storytelling?</i></p> <p><i>How to best communicate with stakeholders the impact of non-profit funding?</i></p>

	<i>Clinical Bottom Line: Being ethical, not framing the NPO as the savior, creating an emotional stake, display narratives from protagonists, interview like a journalist, humanize the story, create a call to action, structure and organize the story, and include compelling visuals.</i>
Your Lay Summary	Communication can be difficult to frame to an extended audience for not all messages will be understandable or effective in describing the main takeaways. Nonprofit organizations use communication for many purposes; these ways of communication are the best fit for some roles but not others, making it hard for leaders to stick to one technique throughout. Telling stories has been found to be the most impactful way of using communication to reach all audience members and increase nonprofit fundraising. Communication is more than just branding of the organization; it includes the connections between the non-profit and its audience of donors and sponsors. Communication allows the missions, fundraising statistics, impact, and change highlights to be displayed for all to see and hear. In order to use storytelling effectively, you must frame the message as either founding, focus, impact, strength, future, or a combination of the ones stated above. This way, communication can be used as a way of raising awareness or as a means for fostering fundraising efforts.
Your Professional Summary	Communication is a pertinent piece of nonprofit organizations and how they interact with stakeholders. Storytelling has been deemed an efficient and relevant method for exchanging fundraising efforts within a nonprofit organization and can have a lasting impact compared to simply sharing statistics. The main objective of a nonprofit is to inform stakeholders of the change that has been made in a compelling and intentional way. In recent years the performance measurement has been an increasing expectation for stakeholders of nonprofit organizations to hold accountability on the change that has occurred and the change that is yet to come. Measuring change involves disseminating the effectiveness of organizational services and the program growth from previous success and failures learned from. Literature states that both anecdotal and statistical data may be used within a story to present evidence that will in-turn translate into long-term success and investment from stakeholders. A story can be created and modified to not only emphasize the connection and data of change, but also the human value and lived experiences that bring the story to life for the audience to be encompassed by. A story can be interpreted how the audience imagines it to be and allows for a deeper understanding to conceptualize the message that is being shown to them. A story can describe the creation of an organization, why the organization is still successful today, what overall impact the nonprofit has had on others, the strengths of the organization, as well as the vision of the organization and what is in store with anticipated growth and success.

4	Overview of Article
Type of article	Overall Type: Qualitative Research Report Specific Type: Writing Protocol
APA Reference	Jacob, S & Furgerson, S. (2015). Writing Interview Protocols and Conducting Interviews: Tips for Students New to the Field of Qualitative Research. <i>The Qualitative Report</i> . https://doi.org/10.46743/2160-3715/2012.1718
Abstract	“Students new to doing qualitative research in the ethnographic and oral traditions, often have difficulty creating successful interview protocols. This article offers practical suggestions for students new to qualitative research for both writing interview protocol that elicit useful data and for conducting the interview. This piece was originally developed as a classroom tool and can be used by professors teaching qualitative research in conjunction with academic readings about qualitative interviewing. Keywords: Qualitative Interviewing, Interviewing Tips, New Researchers, Students, Professors. “(p. 1)
Author	Credentials: Stacy A. Jacob; Ph.D.

	<p>Position and Institution: Professor, Slipper Rock University, Pennsylvania</p> <p>Publication History in Peer-Reviewed Journals: Limited</p>
Publication	<p>Type of publication: Peer-reviewed Journal</p> <p>Publisher: The Qualitative Report</p> <p>Other:</p>
Date and Citation History	<p>Date of publication: 1/20/2015</p> <p>Cited By: 2,715</p>
Stated Purpose or Research Question	<p>“The following advice is adapted from both lectures and our work with students as we guide them through both writing dynamic interview protocols and conducting interviews.” (p. 2)</p>
Author’s Conclusion	<p>“Conducting qualitative research can be exciting for both the seasoned researcher and the new researcher alike. When others open their lives for us to investigate, it is a gift for both the speaker who is heard and for the listener who learns something from the investigation. As qualitative researchers who conduct interviews, we are privileged to be able to do research by talking to others, and we hope that our tips help students new to the method conduct interviews that are interesting and lead to new understanding about the human condition.” (p. 9)</p>
Overall Relevance to your Doctoral Capstone Project	<p>Overall Relevance of Article: Moderate</p> <p>Rationale: Not only are writing protocols introduced and described, but interview methods are also discussed to ensure optimal interview responses from the targeted audience. Some protocols and methods will be modified and adapted for the virtual component of sending interview questions via email to the primary stakeholders.</p>
Overall Quality of Article	<p>Overall Quality of Article: Moderate</p> <p>Rationale: This research article presents itself in lay terms which is easy to understand as a graduate student with limited experience in research.</p>
Your Focused Question and Clinical Bottom Line	<p><i>Question: How to best communicate with stakeholders the impact of non-profit funding?</i></p> <p><i>Clinical Bottom Line: Using qualitative information to tell a compelling story of the human experience.</i></p>
Your Lay Summary	<p>Qualitative data, which represents information that cannot be described by numbers, can be collected in many ways. This information often is found by asking people questions, watching behavior, hearing and seeing concepts at the same time, as well as written material. Skilled interviews can gain humanized insight with oral narratives that give a sense of storytelling to tell one another information. Lived experiences can often only be shared by verbally expressing the information, which also gives breadth into the emotion and context that the story elicits from the author. The article supplies guidelines for first-time interviewers and necessary steps in order to make the process as smooth as possible for the interviewer and interviewee. This guide suggests making a script, creating open ended questions, allow for a natural progression of difficulty and complexity with each question, among other notes. This interview guide is made for in-person interviews, though can be modified for interviews that may be over the phone or other media.</p>
Your Professional Summary	<p>Qualitative research data can be collected in numerous ways, through interviews/questionnaires/surveys, observations, audio-visual material, as well as written documents. A procedural method of administering an interview entails more than simply asking a stakeholder questions, clear though and rationale must be considered to ensure the researcher is asking questions that will logically explain the question they are looking into. Developing interview questions and further having them reviewed and edited by someone else will enhance</p>

	<p>the strength of the questions being asked with professional language and transitions from question to question. There is an emphasis that research should guide the creation of questions, for the literature should present themes and gaps within the topic and allow the question frame to narrow for ease of writing an efficient but thorough interview script. The research article also discusses the need for consulting with the university's Institutional Review Board to ensure that human subjects are being researched ethically and approved of by the school. This leads to another step prior to engaging in an interview, gaining consent. This should be the first part of an interview to allow confidence in what the interviewee may respond to and to ask for permission to record or take notes of anything that was brought up within the interview conversation. Lastly, in order to gain any insight from the population being interviewed, you must be an active listener and thoroughly pay attention to the detail and emotion that are shared within the crafted responses.</p>
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5	Overview of Article
Type of article	Overall Type: Research article Specific Type: Systematic Review
APA Reference	Mato-Santiso, V., Rey-García, M., & Sanzo-Pérez, M. J. (2021). Managing multi-stakeholder relationships in nonprofit organizations through multiple channels: A systematic review and research agenda for enhancing stakeholder relationship marketing. <i>Public Relations Review</i> , 47(4), 1-17. https://doi.org/10.1016/j.pubrev.2021.102074
Abstract	“Nonprofit organizations (NPOs) need to maintain effective relationships with a growing multiplicity of stakeholders with potentially divergent interests. In parallel, today’s digital transformation is changing the ways in which these interactions take place through multiple channels, fomenting interconnectivity and interdependence. However, the advantages, purposes, and mix of digital channels used by NPOs when nurturing their relationships with key stakeholders remain under-researched. The objective of this article is to pave the way for future research on nonprofit-stakeholder relationship marketing, incorporating insights on how nonprofits connect and interact with their multiple target audiences through various channels. To this end, we carry out a systematic review of nonprofit literature on stakeholder management, examining 169 articles from 2007 to 2019. This enables us to analyze the extant knowledge base and suggest the addition of four main topics to the future research agenda on nonprofit-stakeholder relationship marketing: 1) a broad stakeholder view; 2) enhanced two-way interactions with stakeholders; 3) the opportunities and challenges of using online resources in combination with offline channels/tools to interact with stakeholders, and 4) new theoretical developments and methodological approaches” (p. 1).
Author	Credentials: Vanessa Mato-Santiso, PhD Position and Institution: Professor at University of A Coruña, School of Humanities and Documentation Publication History in Peer-Reviewed Journals: Limited
Publication	Type of publication: Peer-reviewed Journal Publisher: Elsevier Other: Public Relations Review
Date and Citation History	Date of publication: 2021 Cited By: 150

Stated Purpose or Research Question	“s. First, we describe the methodology and systematic procedure we used to select articles, detailing our search strategy and data analysis of the extant knowledge base. Second, we describe the profile of the extant knowledge base and the main findings of our thematic analysis divided into four clusters. Third, we discuss the connection between the research questions addressed in this paper and the four clusters identified. And finally, we propose relevant methods and topics for a future research agenda on nonprofit stakeholder relationship marketing, encompassing both marketing research and practice perspectives.” (p. 2)
Author’s Conclusion	” The need to create and enhance two-way interactions with stakeholders. NPOs tend to use online channels, especially social media, for one-way communication, without taking advantage of interactive digital channels. 2 The need to encompass a broader stakeholder view. Nonprofit marketing research focuses mainly on communication and accountability efforts for donors and for-profit partners over other key stakeholders.” (p. 9)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Moderate Rationale: The rationale of non-profit communication broken down into clusters of advocacies, fundraising, stakeholder engagement, and social media use to establish and implement best communication practices for NPO investment.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: Systematic review provides breakdown of NPO platform use for different stakeholder groups such as donors, volunteers, members, beneficiaries/recipients, etc. Cluster 2 suggests giving a voice for the minority groups involved and addressing the societal injustice that causes the situation to arise, which is precisely what the capstone presentation will allude to the audience.
Your Focused Question and Clinical Bottom Line	<i>Question: How to best communicate with stakeholders the impact of non-profit funding?</i> <i>Clinical Bottom Line: social media, building an online community, compelling campaigns, creating dialogue to increase stakeholder engagement.</i>
Your Lay Summary	Nonprofit organizations are known for developing and maintaining many social relationships, such as board members, donors, volunteers, etc. These stakeholders are often the target audience for mission statements and acting upon funding projects. Communicating with stakeholders has transformed from purely verbal communication to the modern world of digital and electronic delivery methods which makes it easier for nonprofits to send their message to a larger audience population. This research article discusses the pros and cons of virtual platforms compared to offline forms of communication, as well as what platforms impact heavier than others when looking at specific stakeholder audiences. The systematic literature review identified commonly used online and offline forms of communications within nonprofit organizations out of a combined 169 research papers. An easy-to-read table was formatted to describe all online/offline formats as well as what stakeholders they typically aligned with. Four subsections were identified of social media, advocacy, fundraising, and stakeholder engagement for the reoccurring themes of online/offline communication methods.
Your Professional Summary	This research article disseminates the process in which nonprofit organizations maintain already established social relationships and connections with targeted stakeholders that are involved or have a stake within the nonprofits mission. The systematic literature review suggests increasingly modern methods of communicating with stakeholders that are not only just as effective, but more efficient as well. Insights are given for the various nonprofits to use more than one communicative channel to send their message across based on their target audience. Evidence to support this enhanced method of stakeholder engagement includes a broad stakeholder perspective, multifaceted dual-way interactions with stakeholders, combinations of stated online and offline channels, as well as future approaches for stakeholder engagement that fosters involvement and funding for the nonprofit. The evidence found within the systematic literature review suggests gaps of knowledge that need further research, these include the need for two-way interactions with the target audience, encompassing a broader stakeholder

	perspective, utilizing joint offline and online communication formats, as well as new theoretical developments for communication approaches. With limited research in this area prior to the literature review, 4 clusters were concluded as social media, advocacy, fundraising, and stakeholder engagement, all topics that have a direct impact on nonprofit organization communication methods.
6	Overview of Article
Type of article	Overall Type: Research Article Specific type:
APA Reference	Lewis, L. K. (2007). An organizational stakeholder model of change implementation communication. <i>Communication Theory</i> (1050-3293), 17(2), 176–204. https://doi.org/10.1111/j.1468-2885.2007.00291.x
Abstract	“Despite a growing interest in the communicative dimensions of planned change processes in organizations, a comprehensive theoretical treatment of change implementation communication has not yet emerged in the literature. This essay offers a beginning remedy by presenting a model situated within stakeholder theory. The model connects implementers’ selection of communication strategies, stakeholders’ concerns, assessments, and interactions with 3 critical features of the observable system after implementation has begun (fidelity, uniformity, and authenticity). Model linkages are supported by current and recent scholarship in communication and change, and propositions and hypotheses are generated to provide heuristic value” (p. 176).
Author	Credentials: Laurie K. Lewis, PhD, MHA Position and Institution: Professor of Communication and Associate Vice Provost at the University of Texas, San Antonio Publication History in Peer-Reviewed Journals: Moderate
Publication	Type of publication: Peer-reviewed Journal Publisher: Communication Theory Other: Model of Change
Date and Citation History	Date of publication: 2007 Cited By: 211
Stated Purpose or Research Question	“To connect the increasingly rich and varied literatures concerning the introduction of change, communication processes, and critical outcomes of change efforts. This theoretical foundation is offered as a step toward connecting important scholarship into a more comprehensive portrait of change implementation communication than so far has been available.” (p. 177)
Author’s Conclusion	“Provision of adequate rewards, removal of obstacles, and creating support and infrastructure for change all have real consequences both for how stakeholders will interact regarding the change program and how the change communication strategy will be received.” (p.199)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Moderate Rationale: Four dimensions of communication will be implemented from this article into my capstone presentation, including the difference of positive and balanced messages, dissemination focus vs. input focus, targeted messages vs blanket messages, as well as

	motivational focus or efficacy focus. Finding the right balance within the presented message to the target audience of stakeholders will help guide the storytelling frame.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: Extensive reference list suggests literature review has in-depth proposals for stakeholder communication strategies including stakeholder status, perceptions, willingness of stakeholder involvement, fidelity, lived experiences, as well as efficacy of the organization.
Your Focused Question and Clinical Bottom Line	<i>Question: How to best communicate with stakeholders the impact of non-profit funding?</i> <i>Clinical Bottom Line: Structure the communication method to include key values, organizational history, and growth, continued need for change, while encouraging involvement and maintaining authenticity.</i>
Your Lay Summary	Communication is a critical piece within expressing change from an implemented program. Communication with stakeholders can elaborate on topics such as the history of the organization, the implementation and response of a program, and the modifications that will be adopted in the future. This research article explains the theoretical highlights of current literature and the gaps in literature for change within program implementation. The first step is identifying the stakeholder's perspective on why change matters, for they need to have a connection with the anticipated change outcome. A new model of communication describes what items are needed before communication can begin, the strategy and method of communication, the stakeholders concern and objective, as well as how change is measured. The literature also found four themes of developing a message, which is all relative based on the target audience. These include persuasiveness (positive vs. neutral), sharing or selling information, custom or broad messages for the audience, and lastly, time vs. urgency.
Your Professional Summary	The objective of the research article is to compare historic and current literature and models for communication and the implementation of change. Communication is a required component to achieve change within organizations for the process of inventing, developing, and creating change that is expected. Without putting communication into action, the idea is just potential without a future of being utilized. Another discussed topic is the outcomes in which result after change has been implemented, for a model has now been developed to start the cycle over again, though with growth and organizational success within the next change that occurs. Stakeholders are classified into categories based on their stakes and overall investment for change, including power and status, legitimacy and realistic, along with urgency and pressing demand. An enhanced model of implementation change is compared to a former model which shows the findings within the literature of antecedents to change and institutional factors, stakeholder perceptions (values, history, need for change), among other communicative and assessment strategies. Addressing stakeholder concerns accompanies the relationship between change and implementation, for evaluating standards and expectations of proposed change allow the outcomes of change to be disseminated and collaborated upon. Anticipated outcomes differ than results because are the unintended aftermath of change (whether desirable or not) are still integrated into the organization and can be adapted and modified into something profitable.

7	Overview of Article
Type of article	Overall Type: Research article Specific Type:
APA Reference	Hass, M.R. & Abdou, A.S. (2019). Culturally responsive interviewing practices. <i>Contemporary School Psychology</i> , 23, 47-56. https://doi.org/10.1007/s40688-018-0204-z
Abstract	“As communities and school populations continue to become more culturally, economically, and linguistically diverse, the need for comprehensive training and explicit guidelines for culturally responsive school mental health practices also grows. School psychologists are both expected and ethically responsible to competently assess and serve diverse student and family

	populations, regardless of potential language or cultural barriers. The current article is focused on describing background and rationale for culturally responsive interviewing practices as they pertain to the roles and responsibilities of school psychologists. Building on the guidelines and principles of the Cultural Formulation Interview (CFI), developed by the American Psychiatric Association, authors describe the potential applicability of the interviewing format for use with culturally and linguistically diverse students and families. Practical implications for use of culturally responsive interviewing strategies and culturally competent communication skills are discussed.” (p. 2)
Author	Credentials: Michael Hass, Ph.D., Position and Institution: Professor Emeritus of Scholarly Practice at Chapman University, CA Publication History in Peer-Reviewed Journals: Moderate/limited
Publication	Type of publication: Peer-reviewed journal Publisher: Chapman University Digital Commons Other:
Date and Citation History	Date of publication: 9/28/2018 Cited By:8
Stated Purpose or Research Question	“The current article is focused in describing background and rationale for culturally responsive interviewing practices as they pertain to the roles and responsibilities of school psychologists.” (p. 2)
Author’s Conclusion	““Reciprocity” is defined as the intentional balancing of power within these interactions in order to place equal value on the experiences, interactions, and contributions of children and families in the typically imbalanced power dynamic of expert versus non-expert... “responsiveness” is similar to the concept of tolerance for ambiguity in which School Psychologists treat their personal assumptions as hypotheses rather than fact and understand a person as more than a label or cultural category.” (p. 18)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Poor/Moderate Rationale: The research article presents great cultural considerations for an interview and evaluation assessment, though mainly focused within the professional area of clinical mental health practitioners. Relates to the use of translators which will be necessary for the capstone project.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: Well written document with an extensive reference list. The stated purpose is backed by evidence-based research. Terminology is defined for increased comprehension for the reader. Authors are reputable professors.
Your Focused Question and Clinical Bottom Line	<i>Question: How to best communicate with stakeholders the impact of non-profit funding?</i> <i>Clinical Bottom Line: Interpreting things from the world with cultural practice can show true meaning of the shared experiences that are meaningful for all parties involved.</i>
Your Lay Summary	Interviewing is an easy and effective way of gathering information from a diverse population. Interviews can allow a better understanding of social and cultural contexts, identify the concerns of stakeholders, and assist with responding and making a solution to the issue at hand. Interviews and an under-used tool to collect information for researchers use surveys and scales to quickly gain insight whereas narratives are a lot longer of a process to read through and identify themes. To ask interview questions to those that have a different background than the researcher (race, ethnicity, gender, age, economic factors), it is important to first understand the

	cultural and language differences. As the researcher, imagining yourself in a place of genuine discovery and curiosity will diminish assumptions and allow for greater depth of interview responses. Culture is defined as a way of life which should influence the interview process for the researcher is learning to interpret new information from someone else's lived experiences and lifestyle.
Your Professional Summary	With increased diversity within populations of varying cultural, economic, and linguistic means, there is a demand for responding with cultural competence and awareness. This research article provides rationale for background knowledge that should be gathered prior to administering an interview and suggests practical methods of implementing culturally responsive interviewing skills to gain optimal responses. Interpersonal skills of the diverse populations must also be considered for their social and emotional context could vary the approach to interviewing. It is critical to avoid generalizations and assumptions when writing interview questions and conducting interviews. Nomothetic vs. idiographic data is explained to avoid these properties. Nomothetic data pertains to common traits and themes within a group and idiographic data is a person's individualized character traits, which if the researcher has an open-minded and genuine curiosity these items won't be asked upon with pre-dispositioned bias. For interviewees who do not speak the native language of the interviewer/researcher, the process of becoming knowledgeable of their practices and beliefs begins before the interview starts, for language and language skills are required when forming interview questions for the respondents to fully understand and be able to respond to. A translator is required with non-English speaking populations to ensure the interview has been completed thoroughly and comprehensively. If a non-trained translator is used, miscommunication could occur. Taking into consideration the cultural and social context of those who are being interviewed shows that the researcher respects and is aware of the culturally diverse language and lived experiences that will be exchanged throughout the interview.

8	Overview of Article
Type of article	Overall Type: Research Article Specific Type: Review Article
APA Reference	Kodjo, C. (2009). Cultural competence in clinician communication. <i>Pediatrics in Review / American Academy of Pediatrics</i> , 30(2), 57–64. https://doi.org/10.1542/pir.30-2-57
Abstract	“Objectives 1. To define cultural competence. 2. To understand the need for cultural competence. 3. To understand the changing child demographics of the United States. 4. To understand the process of becoming a more culturally competent clinician. 5. To learn tools and techniques that help achieve cultural competence.” (p. 57)
Author	Credentials: Cheryl Kodjo, M.D., M.P.H. Position and Institution: Pediatrician at Strong Memorial Hospital, University of Rochester, NY Publication History in Peer-Reviewed Journals Limited
Publication	Type of publication: Peer-reviewed journal Publisher: American Academy of Pediatrics

	Other:
Date and Citation History	Date of publication: 2009 Cited By: 78
Stated Purpose or Research Question	“The take home message of this review article is that skills can be acquired, practiced, and honed on the journey of becoming a more culturally competent clinician. I will review the evolution and benefits of cultural competence in pediatric practice, as well as provide examples of questions that can be asked to provide more comprehensive care to the patient and their family.” (p. 58)
Author’s Conclusion	“Indeed undergoing the process of becoming a culturally competent clinician is to have the fundamental attitudes of empathy, curiosity, and respect that are constantly being reshaped by self-reflection. Clinicians can develop their skills in cultural competence by incorporating questions regarding the meaning of illness, social context “review of systems”, and negotiating explanatory models and treatment options into their interviews with patients. We can further solidify our commitment to culturally competent practice by diversifying our staff and ensuring that our office environment and protocols are inclusive and respectful of other cultures.” (p.60)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Good Rationale: Cultural competence is necessary for appropriate communication with linguistically diverse populations. Cultural competence also includes understanding customs, values, and beliefs of the group or population. Cultural competence is more than doing the right thing.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: Only had access to the unpublished version, so edits and revisions may still have been made to the document. Being a culturally competent clinician can translate to being a culturally competent communicator as well.
Your Focused Question and Clinical Bottom Line	<i>Question: How to best communicate with stakeholders the impact of non-profit funding?</i> <i>Clinical Bottom Line: Sharing the value of diversity within the narratives of minority populations. Delivering a message that expresses the cultural context of those with different shared and lived experiences.</i>
Your Lay Summary	This article introduces the steps into becoming an effective communicator with others who come from diverse backgrounds. Necessary skills can be taught and used and refined over time to practice as a respectful and aware clinician. A few ways to gain information on a diverse patient is to observe them as well as to use surveys and interviews to gain real time data. Culture is defined as themes of behavior that are grouped by religion, race, ethnicity, or social status to name a few. However, this information can still differ from person to person based on their family dynamic, education, and where they live. Being aware of these cultural differences and using them within medical practice allows the clinician to adapt to the specific person’s needs that may be unique to their culture. Other terms for cultural awareness can include aspects of respect and empathy which align with the genuine curiosity and appreciation for a patient. In order to put these principles into action, the clinician should be aware, accept differences, and understand the differences before treating the patient.
Your Professional Summary	This research article aims to explain what cultural competence is and how to better understand the need for it to be implemented into healthcare as clinicians. The subject of cultural competence should be held to a high standard within healthcare because every patient deserves respect for their unique cultural differences and health demands. Cultural competence skills will be reviewed and described within examples to allow the reader a full comprehension of the evolution of competence and awareness. Culture is a set of behaviors that are part of a racial, ethnic, or social group, consisting of language, beliefs, values, and customs. Cultural competence is examining and further incorporating these cross-cultural components within medical services and treatment. This area of healthcare has slowly but increasingly evolved over the years as the literature suggests, from simply awareness to cultural sensitivity to cultural

	competence. Despite the various terms used to describe this phenomenon, the main principles follow empathetic and respectful traits. Implementing cultural competence into practice is more than simply doing the right thing, for it ensures the patient feels safe and valued within healthcare practice. In order to bridge the gap between cultural norms of diverse patients and western medicine, clinicians need to see beyond the disease and look into the human value and context they grew from.
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9	Overview of Article
Type of article	Overall Type: Qualitative research study Specific Type: Case Study
APA Reference	Hamilton, J., & Woodward-Kron, R. (2010). Developing cultural awareness and intercultural communication through multimedia: A case study from medicine and the health sciences. <i>System</i> , 38(4), 560–568. https://doi.org/10.1016/j.system.2010.09.015
Abstract	“Awareness of how different cultural beliefs may influence one’s own and others’ linguistic choices is fundamental to successful spoken communication, particularly in intercultural professional settings such as contemporary healthcare. The aim of this paper is to outline how this sensitivity can be enhanced through teaching that develops reflectiveness as practice for analyzing and understanding the interrelationship of language, communication and culture. The setting is an intercultural ESP learning context supporting international students in undergraduate medical and health sciences education. A multimedia tool was developed as a trigger for the teacher to assist learners to explore, understand, and take into account the interrelationship between language, culture and communication in healthcare settings. The multimedia tool includes a series of ‘Vox pop’ style interviews with students to give voice to the students’ perceptions and experiences of their clinical experience in Australia. Simulated interactions of these ESP learners in clinical settings provide triggers for classroom discussion, build reflective practice skills, and develop the requisite language competence and clinical communication skills. The discussion includes strategies for implementation and evaluation of the multimedia supported methodology.” (p. 560)
Author	Credentials: Jan Hamilton, MSD Position and Institution: Faculty of Medicine, Dentistry and Health Sciences Publication History in Peer-Reviewed Journals: Limited
Publication	Type of publication: Peer-reviewed Journal Publisher: System Other: Case Study
Date and Citation History	Date of publication: 1/12/2010 Cited By: 49
Stated Purpose or Research Question	“How to best explicate the context surrounding language choice, that is, the interpersonal expectations, intentions, and beliefs which underpin daily exchanges between interactants in communication.” (p.561)
Author’s Conclusion	“The complex intertwining of language, communication and culture has implications for the teaching of language in an ESP context. The notion of ‘interculturality’ as a pedagogical approach has relevance and salience for both teachers and learners of additional languages as it recognizes and values the notion of cultural plurality.” (p. 567)

Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Moderate Rationale: The article discusses the positive or negative response that intercultural communication can produce if not done effectively. Elaborates on choices of language, beliefs, expectations, and interactions of the person being spoken to.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: Extensive reference list. Reputable authors. Well executed case study. Inclusion of media formats for communication.
Your Focused Question and Clinical Bottom Line	<i>Question: How to best communicate with stakeholders the impact of non-profit funding?</i> <i>Clinical Bottom Line: Yield effective communication when coming from an intercultural context.</i>
Your Lay Summary	Deciding how to initially communicate with someone from a different culture than yourself includes choosing appropriate language skills that they will be able to understand. This case study reflects on real life experiences that can assist with developing communication and language skills. Misunderstanding may occur when intercultural communication is not approached effectively, for there are many differences in culture, language, and context that must be considered during the communication process. An issue that has arisen is the difficulty of learning various culturally appropriate principles when working with a diverse population, such as teachers and health care workers. Not only communication but teaching appropriate and respectful interactions and etiquette are also aspects of communication that need to be learned. The case study includes a health care context where clinicians or students receive feedback and helpful responses from their patients to assist with revising the overall approach to communication within a session. There is still need for research on approaches for intercultural communication principles across the globe.
Your Professional Summary	It is pertinent to understand the dynamic and complexities of a culture prior to engaging in professional communication with a patient, for cultural differences and the gaps in knowledge may lead to miscommunication that can be detrimental to an evaluation of a patient. The presented case study describes strategies to facilitate the implementation of a methodological approach for intercultural learning. With the dynamic layers of culture to unfold and comprehend, it is important for the clinician to act on the relationship between language, communication, and culture, for this influence one's language and skill choices used within conversation. Successful communication is measured by how effective responses are given to questions or prompts provided, so it is crucial to understand the linguistic differences and cross-cultural context that plays a role in how communicating the message is delivered. When this is done appropriately and respectfully towards the diverse patient, cultural competency has been addressed and implemented. The case study provides a health sciences context where cultural competence is related and compared to traditional western medicine and norms within the healthcare realm. This literature revealed that patient-driven care was heavily prioritized over clinician-driven care, for the healthcare outcomes rely on contextual clues to address and resolve the patient healthcare demands. Main themes of competent communication were identified from the case study which revealed that healthcare approach/setting, relationship of the clinician and the patient, specific and unique aspects of culture, and the dynamic language skills required to communicate.

10	Overview of Article
Type of article	Overall Type: Research article Specific Type: Case Study
APA Reference	Sibbald, R., Loiseau, B., Darren, B., Raman, S. A., Dimaras, H., & Loh, L. C. (2016). Maintaining Research Integrity While Balancing Cultural Sensitivity: A Case Study and

	Lessons From the Field. <i>Developing World Bioethics</i> , 16(1), 55–60. https://doi.org/10.1111/dewb.12089
Abstract	“Contemporary emphasis on creating culturally relevant and context specific knowledge increasingly drives researchers to conduct their work in settings outside their home country. This often requires researchers to build relationships with various stakeholders who may have a vested interest in the research. This case study examines the tension between relationship development with stakeholders and maintaining study integrity, in the context of potential harms, data credibility and cultural sensitivity. We describe an ethical breach in the conduct of global health research by arising from the ad-hoc participation of a community stakeholder external to the visiting research group. A framework for reflection is developed from a careful examination of underlying factors and presented with a discussion of consequences and mitigation measures. This framework aims to present lessons learned for researchers working abroad who might face similar situations in their work.” (p. 55)
Author	Credentials: Rebekah Sibbald, M.D. Position and Institution: Medical Student at University of Toronto Publication History in Peer-Reviewed Journals: Limited
Publication	Type of publication: Peer-reviewed journal Publisher: Developing World Bioethics Other: Case Study
Date and Citation History	Date of publication: 2016 Cited By: 5
Stated Purpose or Research Question	“This report presents a case study wherein this balance was not immediately achieved, resulting in a breach in research ethics arising from the inappropriate involvement of an ad-hoc participant in a research investigation abroad. This paper presents a detailed analysis of the situational elements that contributed to this scenario, and from this analysis, a framework of strategies that can be employed to avoid similar issues in global health research and practice.” (p. 56)
Author’s Conclusion	“Comprehensive examination of situational and cultural underpinnings of the decision-making process is essential for researchers in similar positions abroad to better navigate the balance between effective community engagement and adherence to ethical guidelines.” (p. 60)
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Good Rationale: Researchers need to be considerate of culturally relevant context when navigating outside of the country. Importance of building relationships with stakeholders that are invested within the research outcomes. Cultural sensitivity and maintaining ethical protocols are highlighted within the case study.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: No attached reference list, though written by graduate students as well as faculty professors. Funding description is described.
Your Focused Question and Clinical Bottom Line	<i>Question: How to best communicate with stakeholders the impact of non-profit funding?</i> <i>Clinical Bottom Line: Conduct research with ethical integrity cultural sensitivity, and engagement of the stakeholders.</i>
Your Lay Summary	There is a need for culturally appropriate research within the health sciences field. This process requires careful and thorough consideration of human and cultural contexts for the population

	<p>to be investigated. One step to gaining acceptance within the culture is building meaningful relationships with the research members and gaining information on their race, ethnicity, and social values. Without cultural consideration, researchers are doing a disservice to the population being worked with and not getting the anticipated research outcomes effectively. Cultural sensitivity is more than simply a process to check off the list, it's an experience that will change one's approach to ethical and respectful communication between diverse stakeholders. Beyond understanding the culture, itself, the researcher must be able to see through that cultural lens to get rid of assumptions based on bias. Applying these strategies into future research will maximize the qualitative research collected and ensure that ethical and cultural context has been applied.</p>
Your Professional Summary	<p>The literature suggests a strong emphasis on conducting culturally relevant and sensitive research when working with human subjects that are outside the norm of traditional western medicine. The case study within the journal article describes researchers building rapport within their relationships with stakeholders while maintaining integrity during the research protocol. Without adhering to culturally sensitive practices and research there would be an unjust power dynamic and a broach of human rights. The quality of research conducted has also been correlated to the implementation of culturally sensitive practice. While conducting research on a cross-cultural community, there are three principles that need to be abided by, including informed consent, avoiding harm to participants and researchers, as well as having credible data supported with integrity. A framework was created after the case study and alluded to the procedural steps of stakeholder engagement, potential harms to the community and participants, potential harms to the researchers, credibility, as well as how culturally sensitive strategies can be applied. The above framework should guide researchers for ethical and integral data collecting and allow thoughtful reflection on decisions that are made with cultural sensitivity and awareness in mind. Using these strategies, researchers can confidently engage the community of stakeholders within research contexts while maintaining adherence to ethical guidelines.</p>

Appendix C: Student Survey

Student Survey Questions

1. Were you a student before the Sisters Rising Worldwide program helped your school? If yes, how many years have you been in school?
2. Are you the first in your family to attend school? If yes, what led you to attending school?
3. Describe your school environment and learning experience before the program:
4. Describe your school environment and learning experience with new technology and resources:
5. What does the newly built school wall mean to you?
6. How has the new technology positively impacted your school performance?
7. What are your plans after you finish school? (Higher education, work/employment, other)
8. What do these new technologies and resources mean to the future of young girls and students like yourself?
9. Other thoughts and ideas you would like to share about the program:

Questions du sondage auprès des étudiants

1. Étiez-vous étudiant avant que le programme Sisters Rising Worldwide n'aide votre école ? Si oui, depuis combien d'années êtes-vous à l'école ?
2. Êtes-vous le premier de votre famille à aller à l'école ? Si oui, qu'est-ce qui vous a amené à fréquenter l'école ?
3. Décrivez votre environnement scolaire et votre expérience d'apprentissage avant le programme :
4. Décrivez votre environnement scolaire et votre expérience d'apprentissage avec les nouvelles technologies et ressources :
5. Que signifie pour vous le nouveau mur de l'école ?
6. Comment la nouvelle technologie a-t-elle eu un impact positif sur les performances de votre école ?
7. Quels sont vos plans après avoir terminé l'école? (Enseignement supérieur, travail/emploi, autre)
8. Que signifient ces nouvelles technologies et ressources pour l'avenir des jeunes filles et des étudiantes comme vous ?
9. Autres réflexions et idées que vous aimeriez partager sur le programme :

Appendix D: Sister Survey

Sister Survey Questions

1. What problem areas did this program address?
2. How much funding was raised to support this program? How were these funds used?
3. Describe specific program goals and if there were any challenges meeting these goals:
4. Describe how it felt to support the community of Tambacounda, Senegal and the future of girls' education:
5. How has this program impacted school-aged girls and their education in Tambacounda?
6. Describe the impact this program had on the school community of Tambacounda, Senegal to current and future donors, investors, and ambassadors:
7. Using 5 words or less, describe the impact this program had on the students and the larger Tambacounda community:

Questions d'enquête sœurs

1. Quels domaines problématiques ce programme a-t-il résolus ?
2. Combien de fonds ont été collectés pour soutenir ce programme ? Comment ces fonds ont-ils été utilisés ?
3. Décrivez les objectifs spécifiques du programme et s'il y a eu des difficultés à atteindre ces objectifs :
4. Décrivez ce que vous avez ressenti en soutenant la communauté de Tambacounda, au Sénégal, et l'avenir de l'éducation des filles :
5. Quel impact ce programme a-t-il eu sur les filles d'âge scolaire et leur éducation à Tambacounda ?
6. Décrivez l'impact de ce programme sur la communauté scolaire de Tambacounda, au Sénégal, aux donateurs, investisseurs et ambassadeurs actuels et futurs :
7. En utilisant 5 mots ou moins, décrivez l'impact que ce programme a eu sur les étudiants et la communauté de Tambacounda au sens large :

Appendix E: Informed Consent Document

Survey Consent Form

Project: Sisters Rising Worldwide & Program Impact

Project Description: Sisters Rising Worldwide and their programs leave a lasting impact on all those involved. To continue to support other communities in need, sponsors must be educated on the positive impact and overall program change that occurs from donations and funding. This research project aims to tell the story of students from Tambacounda, Senegal and how funding provided new technology and school resources that have changed their educational experience.

Researcher: Allie Roehl, OTDS

Participant initials:

Age:

Date:

- I understand that my answers to survey questions are voluntary.
- I understand that my answers will be used as data for the research project stated above.
- I understand that I can decline to answer any survey questions and stop at any time.
- I understand that I will not be getting paid for my participation in this research survey.
- I understand that all answers will be kept confidential and anonymous and that if asked, answers can be deleted at any time.
- I understand that the researcher may present and publish documents that contain direct answers by me, the participant.
- I have read and understand the explained consent form provided to me.

By checking this box, I agree to the terms listed above.

Participant's Initials:

Researcher's Signature: Allie Roehl, OTDS

Date:

Date:

Formulaire de consentement à l'entrevue

Projet : Sisters Rising Worldwide et impact du programme

Description du projet : Sisters Rising Worldwide et leurs programmes laissent un impact durable sur toutes les personnes impliquées. Pour continuer à soutenir d'autres communautés dans le besoin, les sponsors doivent être informés de l'impact positif et du changement global du programme qui se produit à partir des dons et du financement. Ce projet de recherche vise à raconter l'histoire d'élèves de Tambacounda, au Sénégal, et comment le financement a fourni de nouvelles technologies et ressources scolaires qui ont changé leur expérience éducative.

Chercheur : Allie Roehl, OTDS

Initiales des participants :

Âge:

Date:

- Je comprends que mes réponses aux questions d'entrevue sont volontaires.
- Je comprends que mes réponses seront utilisées comme données pour le projet de recherche mentionné ci-dessus.
- Je comprends que je peux refuser de répondre à toute question d'entrevue et m'arrêter à tout moment.
- Je comprends que je ne serai pas payé pour ma participation à cette entrevue de recherche.
- Je comprends que toutes les réponses resteront confidentielles et anonymes et que si elles sont demandées, les réponses peuvent être supprimées à tout moment.
- Je comprends que le chercheur peut présenter et publier des documents contenant des réponses directes de ma part, le participant.
- J'ai lu et compris le formulaire de consentement expliqué qui m'a été fourni.

En cochant cette case, j'accepte les conditions énumérées ci-dessus.

Initiales du participant :

Signature du chercheur : Allie Roehl, OTDS

Date :

Date :

Appendix F: Internal Review Board (IRB) Approval

St. Catherine University IRB

Protocol Exemption Notification

To: Allie Roehl
From: John Schmitt, IRB Chair
Subject: Protocol #1924
Date: 07/13/2023

Thank you for submitting your research proposal to the St. Catherine University Institutional Review Board (IRB). The primary purpose of the IRB is to safeguard and respect the rights and welfare of human subjects in scientific research. In addition, IRB review serves to promote quality research and to protect the researcher, the advisor, and the university. By submitting an IRB application to the IRB Committee you are agreeing to adhere to the [St. Catherine University Research Involving Human Subjects Policy](#).

On behalf of the IRB, I am responding to your request for Exempt level approval to use human subjects in your research. The application # **1924: Communicating the Need for Continued Funding to Non-Profit Stakeholders: The Impact of Education on School-Aged Girls in Senegal** has been verified by the St. Catherine University Institutional Review Board as Exempt according to 45CFR46.101(b)(2): (2) Tests, Surveys, Interviews on 07/13/2023. The project was **approved** as submitted. You may begin your research at any time.

Appendix G: Sisters Rising Worldwide Donor Survey

Sisters Rising Worldwide Donor Survey

Note: By responding to the following survey questions, the participant consents to their responses being used within a Doctoral Capstone research project.

1. How did you first hear about Sisters Rising Worldwide (SRW)?
 - a) Social Media (Instagram, Facebook, LinkedIn, YouTube)
 - b) Email
 - c) Word of mouth
 - d) Other: _____

2. Please review the SRW Mission Statement:

“Sisters Rising Worldwide provides an innovative technology platform to connect hundreds of thousands of Sisters to each other and to resources, allowing them to better address critical key issues of injustice throughout the world so that all may flourish.”

How important to you is the SRW mission statement?

- a) Strongly agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly disagree
3. Please review the SRW Vision statement:

“Sisters Rising Worldwide is a global movement of Sisters addressing the root causes of social injustices to create systemic change in the world”

How important to you is the SRW vision statement?

 - a) Strongly agree
 - b) Agree
 - c) Neutral
 - d) Disagree
 - e) Strongly disagree
4. Before the presentation, had you heard of SRW’s funded program in Senegal?
 - a) Yes
 - b) No

5. What information from the Senegal presentation benefited you as a potential donor?
6. What information would you like to see included in a funded program Impact presentation as a potential donor?
7. Have you donated to SRW before?
 - a) Yes
 - Unrestricted
 - Restricted Type of Program to which gift was restricted _____
 - b. No
8. Did the Senegal presentation entice you to donate to SRW in the future? Why or why not?
9. Comments and questions about the Senegal presentation:
10. Comments and questions about Sisters Rising Worldwide:

Appendix H: Student Survey Word Clouds



Appendix I: Sisters Rising Worldwide Senegal Presentation

The Impact of Education:

The Lived & Shared Experiences of School-Aged Girls in Senegal



(SRW, 2022)

Presented by:
Allison Roehl, OTDS
St. Catherine University

Acknowledgements:
Sr. Irene O'Neill &
Sr. Jacqueline Bianquinch

The following slides depict the voices of female students of Senegal and their responses to the St. Catherine University & Sisters Rising Worldwide partnered research project.

Where would you be without an education?

"in an arranged marriage" - R.D

"homeless...again" - S.D

"unhappily married with children" -A.T

"pregnant at the age of 18" -A.E.F

"living the life my father chose for me" -A.D

"living in an unsafe community" -M.A.D



Tambacounda, Senegal

Student Safety

- Unsafe community outside of the wall
- Outside distraction to young girls
- Deserving of a safe space to focus on studies

Educational Resources

- Enroll and keep students in school
- Provide computers to facilitate school success
- Better chance for students to work after school

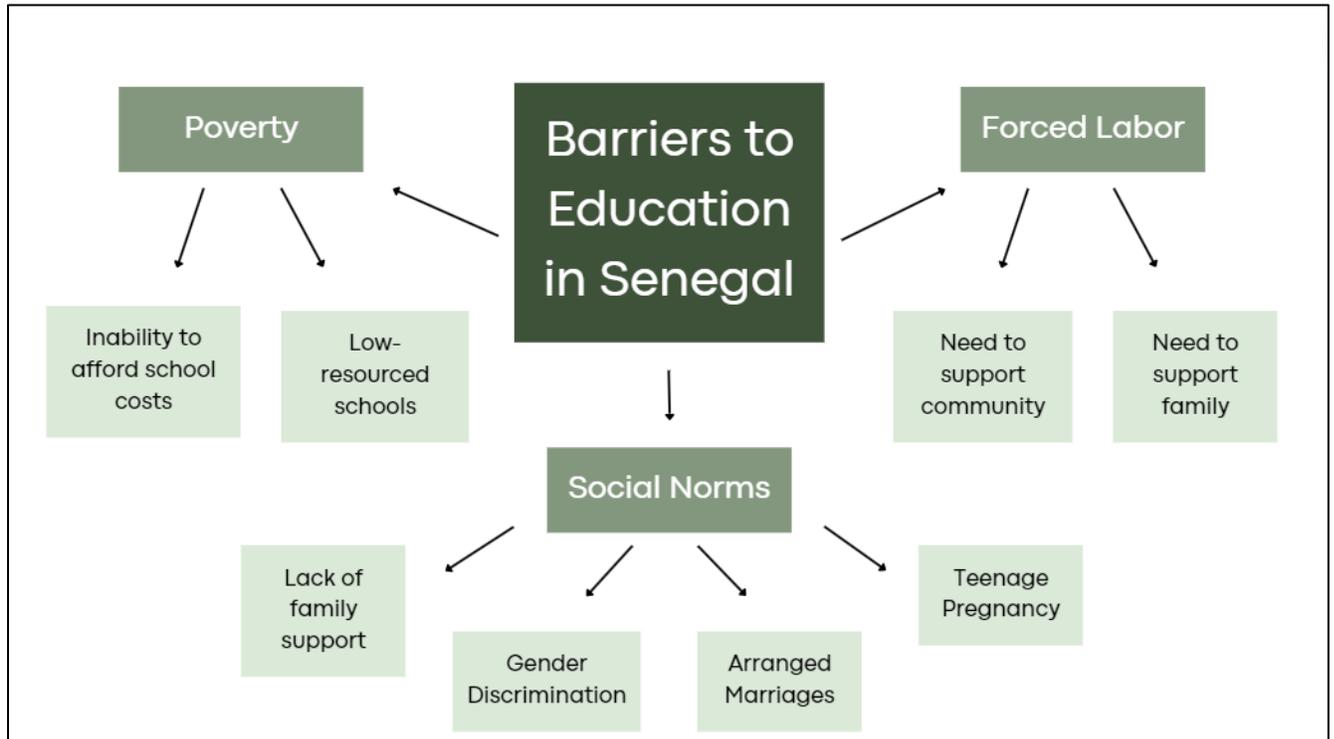
(SRW, 2022e)



Before Hostel
Wall Reconstruction



Before Classroom Resources



Addressing Injustice

Area of Injustice:

School-aged girls in Senegal face barriers to accessing education

Addressing the Problem:

Reconstruct the hostel wall and provide school resources for students

Program Implementation:

Sisters Rising Worldwide spreads awareness of program to gain funding

(SRW, 2022e)

Senegal Project Timeline

2021	2022	2023
<ul style="list-style-type: none"> • Identified area of injustice in Tambacounda, Senegal • Sisters of Senegal develop relationship with SRW, submit impact form, and create Senegal program budget 	<ul style="list-style-type: none"> • Tambacounda program is fully funded by SRW • Hostel wall is rebuilt and students are provided with computers & additional school supplies 	<ul style="list-style-type: none"> • Students received computer training to use internet safely • Student test results have improved with access to computers

Step 1: Regain Sense of Security

Rebuild the Hostel Wall



Budget & Material Costs

- Total cost to repair the wall: \$8,000 funded by SRW
- The wall provides a secure barrier between the students and their studies with the surrounding neighborhood that may expose them to poverty, uncontrolled substance use, as well as early and/or unsafe sexual practices and pregnancies

(SRW, 2022e)



Girls Share Their Thoughts on Safety



Step 2: Set Students Up for Success

Provide School Resources



Budget & Material Costs

- Total cost for school resources: \$9,270 funded by SRW
- Students were provided with computers, a printer, tables & chairs, and a photocopier among other school supplies
- Students were taught safe ways to use and access the internet during class and study time

(SRW, 2022e)



Girls Share Their Thoughts on School Resources



Innovation
Exam Research Improve
Friends
Curiosity Family
Impact Opportunity Interesting
Learn Technology Results
Progress Grow Success
Study Computer Accepted
Benefit Help Passion Effort
Understand
Lesson Discipline
Encouraged
Access

Where do you want your education to take you?

"Go to University and study French or English, then become a teacher" -B.C.

"I think I'd like to study financial management" - L.B.

"Attend University and study Agriculture" -A.R.

"I dream of being a doctor, I know I have to work hard" -T.E.

"I'd like to study history and geography" - C.M.

"I want to be a flight attendant or an actress" -A.E.

"I dream of studying computer engineering...or architecture" - N.T.

"I'd like to be a lawyer and help defend the poor" - A.M.

"There's a chance I'd study literature" -E.G.

"I want to be a nurse" -T.C.

What did
these
Students gain
from added
Safety and
Technology?



Imagination



Connections with the World



A start to a lifelong journey



Creativity



Collaboration



The Ability to Dream



Connections with Others



Autonomy

But Most
Importantly...



Gratitude

Thank You!

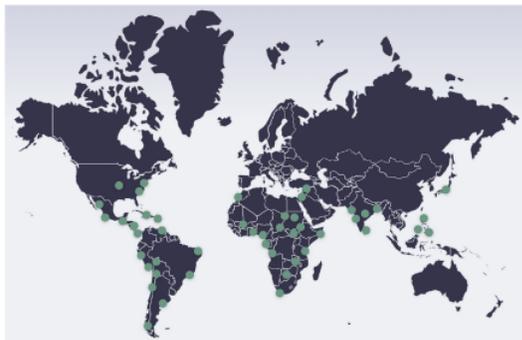


Merci!

**We're Not Done Yet...
Though Where To Begin?**



Sisters Rising Worldwide



(SRW, 2022g)

- Global nonprofit organization led by Sisters who identify root causes of injustice and do impactful work to serve in-need communities in 190 countries and counting
- **Mission:** "SRW provides an innovative technology platform to connect hundreds of thousands of Sisters to each other and to resources, allowing them to better address critical key issues of injustice throughout the world so that all may flourish" (SRW, 2022a).
- SRW strives to share its mission with others to gain donations for increased support to the Sisters living and working in impoverished communities around the world (SRW, 2022b)



**Sisters
Rising
Worldwide**

**More Work
To Be Done
& Injustice
To Solve**

CRISIS Haiti: Health

Rebuild and support youth and community after deadly flooding

Tanzania: Health

Supply a clinic to improve rural healthcare for women in labor

Nigeria: Education

Provide education to vulnerable youth due to financial instability

U.S.: Immigration

Start campaign to educate on dangers of S. American migration

India: Empower Women

Create program to allow poor women to rise from poverty

Kenya: Education

Sponsor boarding scholarships for girls to escape human trafficking

Gambia: Education

Renovate school nursery and sponsor youth living in poverty

Nigeria: War Victims

Educate youth to build trust and peace across tribal relationships

And More To Come!

(SRW, 2022c)

Your Gift Makes A Difference



[Donate Now!](#)



Company

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Saint Paul, MN 55105

Email

srw@srw.org

Facebook

@SistersRisingWorldwide

Call us

651-245-3493

Special Thanks



We thank the students of Tambacounda, Senegal for their willingness to participate within the research project. Their thoughtful and unique responses to interview questions allowed the creation of this presentation to occur. Thank you & Merci!

References



St. Catherine University Doctoral Capstone Project

Doctor of Occupational Therapy Program: 2023

Thank you for following along the Sisters Rising Worldwide presentation. Please consider contributing to my ongoing research project by completing a short, 5 minute survey below.

Your input is greatly appreciated!

Survey Link

Or copy this link and paste into your browser:

<https://s.surveypal.com/jbucuzqw>



Allison Roehl

Doctor of Occupational
Therapy Student

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