

Recorded Oral Presentation

Ongoing

VIRTUAL VIRTUAL 005

Interactive Historical Redlining Mapping Analysis

Presenter: Lauryn Davis

Mentors: Bradford Dykes, Tamara Shreiner

Interactive mapping is a key component in adequately representing historical trends and segmentation. This research used a website development platform called, “Shiny for R studio” to create a comprehensive analysis of historical redlining data. Traditional data-mining practices aligning with the knowledge discovery process were adhered to. Furthermore, the primary component of the website contains layered shape files that correspond to the Home Owners’ Loan Corporation (HOLC) grades given within communities throughout the 1930s. Economic and demographic segmentations were compared in conjunction with the HOLC grades. Statistical analysis and data visualization were performed to aid in providing noteworthy conclusions relating to this subject matter. This work will provide a foundation for where society is now in consideration of the potential impact the redlining policies/practices had within communities.

VIRTUAL VIRTUAL 006

Developing LGBTQ- Centered Teacher Training Programs in K-12 Public Schools

Presenter: Kali Blick

Mentor: Leifa Mayers

LGBTQ+ youth are at higher risk of depression, anxiety, and suicide compared to their cisgender and heterosexual peers. Facing discrimination and harassment in hostile and exclusionary school environments can exacerbate mental health struggles even more. Research indicates the need to better equip and educate K-12 teachers and staff on the struggles of LGBTQ+ youth and the importance of the roles they play in diversity, equity, and inclusion of LGBTQ+ youth in their schools. This project uses discourse analysis with a critical queer and trans theoretical framework to understand K-12 school policies and practices. Preliminary findings suggest the lack of DEI programs, specifically DEI programs covering topics related to LGBTQ+ identities, the lack of protective policies for LGBTQ+ youth, and the lack of guidance for school leaders around implementing policies meant to protect LGBTQ+ youth against bullying and harassment. Analysis of the data will inform the implementation of a training workshop aimed at offering more inclusive training and guidance around the LGBTQ+ community; this workshop is intended to better equip K-12 school leaders with the knowledge to best support LGBTQ+ youth and intervene in the persistence of hostile school environments.

VIRTUAL VIRTUAL 007

Graduate Student Experience in an Online Curriculum: An Evaluation using the Community of Inquiry Framework

Presenter: La'Tisa Wible

Mentor: Marie VanderKooi

As the world of healthcare is ever-changing, so is the atmosphere of learning for graduate nurses. Innovation and technology use for collegiate education have grown significantly since the COVID-19 pandemic, and online curricula for Graduate Students have become more popular. Grand Valley State University’s College of Nursing (KCON) recognizes and acknowledges the growing need for more options of online curricula and courses to accommodate students looking for expansion as graduate-prepared nurses in healthcare. KCON redesigned the Graduate program’s delivery methods from traditional in-person education to hybrid, and soon after from hybrid to completely online (apart from a few days for on-campus simulations and labs). Using the Community of Inquiry framework as part of a quality

improvement initiative, an evidence-based survey will be used to collect information from KCON Graduate nursing students from the Class of 2023 about their opinions and experiences of the newly redesigned curriculum. Future graduates of 2024 and 2025 will also be asked to complete the same questionnaire for KCON to evaluate if the new curriculum meets the needs of today's graduate nurses and program expectations. These results will help continue to guide the future design of the Graduate Nursing curriculum at Grand Valley State University.

VIRTUAL VIRTUAL 008

First-Person Narratives of Reproductive Health Encounters

Presenter: Grace Scholten

Mentor: Leifa Mayers

It is not uncommon for women struggling with reproductive disease to have adverse experiences with healthcare providers when seeking diagnosis or treatment. This research project applies discourse analysis to first-person narratives about people's encounters with health care professionals in their attempts to receive a diagnosis or treatment. Data was collected through first-person narratives shared on various social media platforms. Preliminary findings include dismissive or condescending behaviors from a doctor, incorrect diagnosis or treatment from a doctor, and exceptional feelings of distress from patients. These findings may reflect insufficient standards of care for people regarding reproductive and menstrual health care, which is consistent with the small amount of literature that exists on the subject. This data could potentially point to a larger issue within the healthcare system, which is a lack of understanding and sympathy for women's pain.