| **Bringing Theory to Practice** |
| *Psychosocial Well-Being Grant Final Report Guidelines* |

Please address each of the following items. However, please limit your report to a total of no more than three pages. You may add any descriptive materials that you have developed as appendices.

1. Name of institution.
   a. Tidewater Community College
2. Name and contact information for person at the institution directing the implementation of your initiative and the BTtoP grant.
   a. Laura Soulsby, Associate Director of Intercultural Learning: Lsoulsby@tcc.edu and 757-822-7310
3. Please offer a short synthesis/description of your initiative, targeted outcomes related to students' psychosocial well-being, and relevance of the initiative to your institution's mission or strategic planning.
   a. Tidewater Community College's BTtoP project's goal is to bring its AAC&U RoadMap Project's plan, new academic initiative on intercultural learning, mission, and strategic plan's vision to practice to support students' psychosocial development. By focusing on the Virginia Community College System general education learning outcome on Social and Cultural Understanding, we are aiming to deepen the learning experience across the college. This learning outcome serves as an institutional definition for addressing the psycho-social development of our students. Our project provided faculty development workshops on best practices in pedagogy and practical teaching strategies for content infusion of Cultural and Social Understanding. Additionally, this project is engaging students in high-impact co-curricular programs, including an experiential learning opportunity and keynote speaker, to extend their development beyond-the-classroom.
4. Please briefly describe any substantive changes you have made to date regarding your project goals or objectives or changes in the project's implementation.
   a. We are still determining the most efficient way to disseminate support on developing and accessing this learning outcome to faculty-at-large. We have been presenting our research at various faculty professional development workshops on campus and have provided support to the General Education Assessment team in aligning assignments to rubrics. We are working with this team to find ways to provide more examples of aligned assignments. We are also looking for ways to expand our idea to the learning outcome on Personal Development.
5. Please describe whether, and in what forms, your project has been infused into ongoing aspects, opportunities or experiences at your institution.
   a. Based on the success of the faculty development workshop, the Office for Intercultural Learning is planning to conduct four faculty development opportunities next year on inclusive pedagogy. We will focus at least one of these sessions on the psychosocial well-being of our students. The standardized patient program may include aspects that we can develop on campus for students to infuse an experiential learning opportunity that "promotes learning through the

transformation of experiences" (Kolb, 1984). We are currently proposing a standardized patient program for late spring 2016.

6. Please describe, as succinctly as possible, major lessons or learning to date from your project. For example:

    a. How do you know your project has been successful in accomplishing particular goals? Where has it fallen short of intended outcomes or goals?

        i. The overarching purpose of this project was to support the psychosocial well-being of students at Tidewater Community College through promotion of Social and Cultural Understanding, a core general education learning outcome. The initiative sought to impact student learning across the college through supporting a learning environment that provides students with knowledge, skills, and attitudes necessary to be aware, understand, appreciate and respond to the interconnectedness of the social and cultural dimensions. A two-tiered approach to this purpose included faculty development, as well as engaged learning for students. Analysis of survey results indicates attainment of specific project outcomes, including engagement of faculty and students beyond the classroom, and students increased their awareness and psycho-social well-being through Social and Cultural Understanding knowledge and skills. Intended outcomes not fully realized were increased faculty confidence in infusing content related to Social and Cultural Understanding into their teaching, and development of assignments that align with the college's Social and Cultural Understanding rubric, adapted from AAC&U. Through collaborative college –wide efforts, steady progress toward attainment of the outcomes continues and strategies are on-going.

            According to the Cultural & Social Understanding Value Rubric adapted from AAC&U, student self-awareness of ethical systems and social institutions is characterized as "knowledge". In this project, the social institution identified was that of the healthcare system. The adapted rubric also characterizes the students' ability to "demonstrate understanding and awareness of social, economic, geo-political and cultural systems" as skills to be attained. This project introduced students to an experiential learning scenario using simulated patients with specific socio-cultural needs within the healthcare system. Debriefing sessions at key points during and after the experience fostered students' awareness of their own cultural beliefs and value systems related to healthcare practices and preferences. This insight created the context for promoting students' ability to assess and respond to the unique needs of the simulated patients for which they were caring. As defined by the adapted rubric, the participants' self- awareness, and demonstrated understanding reflected enhanced knowledge and skills. The Virginia Community College System defines social and cultural competence as "…an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national and global communities." The project team linked the qualities of awareness, understanding and appreciation to specific characteristics of psychosocial well-being, identified by AAC &U, specifically "personal growth, social development, empathy, perspective taking, and mindfulness."

b. What have you learned about institutional capacity to address psychosocial well-being on campus?

   i. The capacity of TCC to address psychosocial well-being on campus was evidenced in several ways through this project. The interdisciplinary design highlighted available resources, expertise, and commitment across college, and reflected the institution's "One College, One Voice" initiative to impact student learning and success. The result was a series of opportunities for students to identify and demonstrate characteristics of psychosocial well-being defined by AAC&U, specifically, "mindfulness, empathy, perspective-taking, and social development." The active engagement of faculty students and staff in the *Bringing Theory to Practice* initiative allowed the project team to learn that psychosocial well-being is highly valued within the institution and is closely related to Social and Cultural Understanding which includes a feeling of inclusion within the learning environment. While faculty attests to the importance of psychosocial well-being, Social & Cultural Understanding and inclusion, there remains a need to learn more about creating such a learning environment.

c. What have you learned about faculty, staff, and student understanding of the importance of psychosocial well-being and its connectedness to institutional goals since the project's inception?

   i. Students closely linked the concepts of psychosocial well-being, Social and Cultural understanding, and inclusion with promotion of a "Community of Learners" (Finley, 2013). In common with faculty, there is data to support that students associated these concepts with greater student success. This project advanced the college's RoadMap initiative by successfully infusing faculty development and high-impact learning opportunities for students. Further, there has been on-going faculty education related to assessment of General Education requirements, including Cultural & Social Understanding, using the college rubric adapted from AAC&U. The *Bringing Theory to Practice* project at Tidewater Community College is informed by survey data collected from students and faculty at sentinel points throughout the initiative. Students completed surveys pre and post participation in the experiential co-curricular activity, as well as pre and post the didactic/engaged learning session provided by an invited speaker. Faculty who observed students during the experiential activity completed post-surveys.

d. What evidence have you gathered related to students' psychosocial well-being that is helping to inform the work of the project?

   i. Both student and faculty surveys included an item aimed at assessing the extent to which participants agree with the following statement, "Development of social and cultural understanding among students supports their psycho-social well-being, which improves social interactions and contributes to building a community of learners "(Finley, 2013). Among students participating in the experiential learning exercise, 79% strongly agreed pre-participation, compared to 81% post participation. This exercise involved a healthcare simulation scenario utilizing standardized patients. The scenario included a number of social

and cultural variables to be considered in the care of the simulated patient. Students from three different health professions programs worked together in teams as the "patient" progressed through phases of illness in the healthcare setting. They remained in their teams through de-briefing and interactive post-simulation learning activities. The increase in students' extent of agreement may be reflective of their opportunity to work in teams, or a "community of learners" in the care of this patient. Of the faculty observing students' participation in this exercise, 83% strongly agree that the development of Social and Cultural Understanding supports students' psychosocial well-being. Of the students who participated in the interactive didactic learning session provided by a keynote speaker, 69% strongly agreed prior to participation, compared with 85% post participation.

7. Please provide a timeline of next steps and key milestones for sustaining the work of the project beyond the grant period.
   a. The Office for Intercultural Learning is planning to develop a standardized patient program for April 2016. We are also developing a plan for allied health and nursing faculty and student development programs around the Social and Cultural Understanding learning outcome for the AY 2016-2017. We are also working to expand our programming to address the learning outcome on Personal Development.

8. Please provide a budget narrative for the allocation of project resources:
   a. Please describe specific expenditure categories and amounts for the use of your BTtoP grant.
      i. Curriculum expert: $▮▮▮▮▮▮
      ii. Keynote presentation: $▮▮▮▮▮
   b. Please describe specific expenditure categories and amounts for the required matching funds from your institution.
      i. Keynote Presentation- $▮▮▮▮ was requested to cover the cost of a keynote presentation. This cost provides a full-day presentation with one or two facilitators, facilitator travel, and the effort for the facilitators to build a presentation that is uniquely applicable to Tidewater Community College.
      ii. Curriculum Expert- $▮▮▮▮ was requested to pay a curriculum expert who will work with TCC faculty to infuse social and cultural understanding into their coursework.
      iii. Materials and Supplies-We allocated $▮▮▮▮ or materials and supplies that will be needed to complete the project.
      iv. Standardized Patient- We requested $▮▮▮▮ toward the cost of hiring Standardized Patient actors for our project. The total cost for Standardized Patients is $▮▮▮▮. TCC provided the remaining funds.
      v. Indirect Costs- Tidewater Community College has a DHHS negotiated indirect cost rate of 28.2% of modified total direct costs. However, for this proposal indirect costs have not been charged per solicitation guidelines.
   c. Please describe any in-kind (in addition to matching cash) commitments made by your institution.
      i. Faculty development workshop lunch: $▮▮▮▮▮
      ii. Standardized patient program: $▮▮▮▮▮
      iii. Student Keynote presentation lunch: $▮▮▮▮▮

d. Please describe current balances in all resource categories and how you intend to expend them.
   i. Keynote presentation: $██████
   ii. Materials and supplies: $██████

Please submit an electronic copy of your report through BTtoP.org's [Submit Grant Report](#) feature **and** mail a hard copy of your report with your electronic submission email receipt to Bringing Theory to Practice Project, 1818 R St. NW, Washington, DC 20009.

Please contact info@bttop.org with any questions.

Thank you; we are most appreciative of your work and encouragement.