Self-Designed Experience Proposal

**Guidelines**

* **Timeline**: Submit proposals and revisions to the UHP database by the 5th of each month. Proposals should be submitted one month prior to the expected start date of the experience. International travel experiences require at least two months’ notice.
* **Format**: Maintain the proposal format (e.g. headers, layout). Do not delete boxes.
* **Submission process**: Access the UHP Database (<https://webapps.uc.edu/uchonorsstudent>). Add a new record in the “Tracking Project” tab and upload your proposal document as an attachment (Word documents only – no PDFs).

***Note regarding Financial Aid and Honors Grants****: All proposals with a grant request are reviewed in collaboration with the Office of Student Financial Aid. There is no guarantee of grant funding nor of a specific grant amount. Honors grant awards are typically 20% or less of the approved budget. The quality of your proposal can also impact a grant award. Honors grants are posted to students' accounts as scholarships and can affect an individual student’s financial aid. Some students may not be eligible to receive a grant due to their financial aid status. If awarded an honors grant, students acknowledge full awareness of possible financial aid implications.*

**Independent International Travel**

If you are proposing travel independent of UC faculty, staff or a UC student group, you must submit your self-designed proposal by the following deadlines:

* October 5 – winter break experiences
* January 5 – spring break experiences
* March 5 – May/June experiences
* April 5 – July/August experiences
* June 5 – fall experiences

All independent, international honors experiences require a completed Worldwide Honors Experience application through UC International. UC International will verify successful completion of the application before an experience can be approved. Additionally, the [Student Travel Policy](https://www.uc.edu/content/dam/uc/af/financialpolicies/Docs/Student%20Travel%20Policy.pdf) restricts UC-sponsored travel to countries under a [U.S. Department of State Travel Advisory](http://travel.state.gov/content/passports/english/alertswarnings.html). Those who wish to visit a country or area within a country with a **Level 3 or higher Travel Advisory Level** must seek an [exemption](http://www.uc.edu/international/study-abroad/applying-to-study-abroad/travel-restrictions---exemptions.html) through UC International. Students traveling without a faculty or staff leader must individually request an exemption. ***We cannot allow you to count this travel as an honors experience nor can we give you a grant without an approved exemption.*** See more information on the UHP [international travel](https://www.uc.edu/honors/students/experiences/internationaltravel.html) page.

**ACKNOWLEDGEMENT AND ASSUMPTION OF RISK**

*Assumption of Risks: The honors experience and related experiential learning as described below may contain certain inherent risks that cannot not be eliminated. Aware of the risks, dangers, and hazards known and unknown to me, I agree individually, and on behalf of my heirs, successors, assigns and personal representatives, to* ***ASSUME AND ACCEPT ALL THE RISKS, DANGERS, HAZARDS, AND RESPONSIBILITIES*** *resulting in or arising from my participation in the experience.*

*Your e-signature, which will be completed in the UHP database prior to proposal submission, confirms that you acknowledge that you have read the entire proposal, that you understand its terms, that you have had the time and opportunity to read and ask questions regarding the proposal, you are fully aware of possible financial aid and tuition implications, and that you have signed it knowingly and voluntarily.*

**Basic Information**

Full Name: Adam Elzarka

Title of Experience: Refugee Health Literacy Study

[Competency/Competencies](https://www.uc.edu/honors/about/competencies.html): Research; Community Engagement

Expected Start Date: 09/16/2020

Expected End Date: 11/16/2020

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| **Personal Connection**  **Section must include:**   * Explanation of why this experience matters to you * Explanation of how this experience will help you progress toward becoming a [global citizen scholar](https://www.uc.edu/honors/about/vision.html)   *Enter your personal connection text in this space.*  In recent years, the refugee crisis has been a recurring global issue. After watching *The White Helmets*, a documentary about volunteer rescue workers aiding Syrian refugees, I gained a better understanding of the difficulties that some refugees overcame. Basic necessities such as medical care, shelter, and food are not a guarantee when living in an oppressive regime. Upon resettlement into the United States, incoming refugees face a spectrum of issues which range from the language barrier to social and cultural navigation. Aside from pre-existing health conditions, these issues play a major role in affecting the mental health of these individuals. The goal of this honors experience is to address the health literacy barrier by evaluating the current rate of health literacy amongst the refugee student population in Cincinnati, specifically at Aiken High School.  I grew up around the same time as the Arab Spring. Coming from an Egyptian background, most of my relative lived in Egypt, and I was barred from visiting them during those years for safety. Instead, I would routinely watch updates of these protests with my family, seeing atrocities committed by the domineering government on the people. Not only were these atrocities visibly horrifying, but it felt as if the world was watching as the death toll increased by thousands every day. I have always wanted to be part of the solution, but never encountered an opportunity where I could directly help refugees. As I began my journey in college, I joined Refuge-UC which is a student organization focused on addressing educational barriers to refugee students through mentorship. As a Refugee mentor, I not only gained an insight into the hardships that refugees encounter in their education, but also learned how extremely motivated they are to learn.  My passion for medicine also plays a factor in creating this project. In working towards becoming a global citizen scholar, I hope to understand the extent that which a lack of health literacy is evident within the refugee student population. This play into my future career because I hope to practice medicine abroad by serving refugee population. This study introduces to me the importance of health literacy and a better means to improve it through our curriculum.  Advisor Revisions/Feedback |

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| Abstract  Section must include:   * Brief description of the experience and explanation of how you will reach the 75+ hours requirement * Description of risks (if any) inherent in this experience and safety precautions you will take * Itinerary, including locations and dates, for any travel experience   *Enter your abstract text in this space.*  The experience has 3 objectives in mind. The first being: To evaluate the current health literacy among the refugee student population in Cincinnati. The second being: To educate refugee students in the Cincinnati Public School district on health topics through an interactive set of modules. The third being: To analyze efficacy of modules in improving health literacy. The structure of the study is to have a pre/post survey as well as an 8-week curriculum consisting of essential health topics. The pre-survey evaluates the current rate of health literacy while the post-survey is meant to show the change of the rate of health literacy after our proposed curriculum. The 8-week curriculum has the following topics: Intro/What is Health, Lifestyle, Prescription, Mental Health, Healthcare System, Resources, Preventative Care, and Ethics. It is important to note that the format of the modules is supposed to be discussion based and refugee oriented. There will also be an interactive activity accompanied with each module. The modules were split individually between Sonali and me. These modules will be reviewed by an adolescent medicinal doctor to obtain the assurance that these modules include correct content. After the pre/post survey and curriculum are created, an IRB proposal will be submitted to the University of Cincinnati Institutional Review Board in hopes of getting the study published. There is a lack of literature about the health literacy in refugee populations, elevating the necessity of our project. A brief layout of how Sonali and I reach the 75+ hours requirement is shown below:   * 40 hours – Curriculum Creation   + Time Allotted per Module:   + 1 hour – Initial Powerpoint Created   + 1 hour – Review with Sonali   + 1 hour – Editing + Adding New Content   + 1 hour – Creating Interactive Activity   + 1 hour – Formatting * 3 hours – Creating/Formatting Surveys * 8 hours – Teaching Curriculum at Aiken High School   + 1 hour each week over a 2-month span * 8 hours – Reflecting after each session * 3 hours – Meeting with Adolescent Doctor * 25 hours – Creating/Editing IRB * 25 hours – Writing Publication/Analyzing Results   Total: 112 hours Each  This study is expected to be completed within the COVID-19 Pandemic. We have adjusted the project to be completely virtual, and plan on working with our sponsor at Aiken High School to set a confirmed start date within the fall semester.  Advisor Revisions/Feedback: |

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| **Advisor**  **Section must include:**   * Experience advisor name and contact information * Description of why advisor was selected * Specific plans to engage with advisor   *Note: Advisor(s) should have knowledge or expertise in an area related to the experience and be able to help you craft your experience goals. Honors advisors, undergraduate students, and family members cannot be experience advisors.*  *Enter your advisor information in this space.*  Our advisor for this project is Mentalla Ismail. Mentalla is the current advisor for the organization Refuge-UC and she has been a great guide throughout the creation of this project. She is extremely familiar with the topic of health literacy and has completed a Master’s Thesis on the subject.    Currently, we’ve been having weekly calls with Mentalla to discuss our progress and we plan to do the same throughout the project. The calls consist of progress updates, discussing the next steps, and reviewing our content (modules). As the semester goes by we also plan to reflect on our sessions with Mentalla, analyzing our teaching style and what the students seem to be enjoying so we can make improvements in the curriculum.    Contact Info-  Phone number: 937-321-0777  Email: [ismailms@mail.uc.edu](mailto:ismailms@mail.uc.edu)  Advisor Revisions/Feedback: |

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| **Goals Related to Competency/Competencies:**  **Section must include:**   * Two specific and measurable **experience** goals related to chosen [competency/competencies](https://www.uc.edu/honors/about/competencies.html) outlining the intended results/outcomes/achievements * Two specific **personal** goals related to chosen [competency/competencies](https://www.uc.edu/honors/about/competencies.html) outlining how you hope to grow as a result of this experience * Examples of activities and explanation of how each will assist in the progress toward the goals   *Enter your goals related to competency/competencies in this space.*  Experience Goals:   * Create a health literacy survey that effectively measures the rates of health literacy within our target population   The health literacy survey created will be based on a prior study looking at the refugee health literacy rate in Sweden. We have obtained permission from the research to mimic his surveys. The academic resource is posted in the section below.   * Create a curriculum that improves the rate of health literacy within our target population   This goal is evaluated through our post-survey where we will be able to see any growth in health literacy which can be attributed through our curriculum.  Personal Goals:   * Overcome the difficulties in teaching on a virtual format   The role of the interactive activities is to address the lack of in-person instruction and see whether the students are able to comprehend the information presented. Because of the virtual format, it will be more difficult in retaining the students’ attention, meaning that it is necessary to follow tips on the changing to a virtual format and creating interactive activities.   * Learn more about the necessity of early health education   I have always believed that the best way to combat infectious diseases and maladies is by spreading and practicing correct public health procedures. During COVID-19, it is clear that public health isn’t a priority in the United States as the country closed down too late and reopened too early. I hope this study is able to exemplify the importance of health education for these students, so that they can apply this information in their own lives.  Advisor Revisions/Feedback: |

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| **Academic Resources Connected to the Goals**  **Section must include:**   * Two to three academic resources connected to your goals * Title and author of each resource * Description of how resources will help make progress toward the goals   *Note: Academic resources are professional/academic works that can be used to assist your understanding of the topic. Some examples are books, research journals, documentaries, or videos.*  *Enter your academic resources in this space.*  The first academic resource connected to our goal is a research study examining the health literacy amongst refugees in Sweden. We used the authors’ survey as a model in creating the surveys for our own study. The citation for the publication is listed below:  Wangdahl J, et al. “Health literacy among refugees in Sweden – a cross-sectional study.” (2014). *BioMed Central****.*** 14:1030  The second academic resource connected to my personal goal of effectively maintaining a virtual format is found in the article which explains four teachers tips and experiences when transitioning to a virtual format. An applicable tip that could be used in this study is to have interactive activities where they could use materials surrounding them. In order to follow this idea, Sonali and I plan to take advantage of Zoom features such as whiteboard and draw, but as well as online games where we can exemplify the content in an interesting way. The citation for the article is shown below:  Cornelius S. “Best Practices for Teachers Making the Switch to Virtual Instruction: Q&A with Online Education Experts.” (2020) *edmentum.com*  Advisor Revisions/Feedback: |

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| **On-going Reflection**  **Section must include:**   * Method for ongoing reflection * List questions you plan to ask yourself to gauge your growth related to your goals as well as understanding of the selected competency/competencies   *The on-going reflection should help you process the experience and progress toward the goals you have identified.*  *Note: A variety of methods can be used for reflection. Some examples are videos, drawings, blogs, songs, and journals.*  *Enter your on-going reflection text in this space.*  The main method of on-going reflection will be an hour reflection after each session where Sonali and I assess what went well and where we can improve. The medium used will be a document where we show the growth of our curriculum and also where it is evidently lacking. Some questions asked are seen in the following:   * How did today’s session go? * Where can we improve for our next session? * Are there any key elements missing in our presentation? * Did the session go as planned?   Advisor Revisions/Feedback: |

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| **Sharing Your Learning**  **Section must include:**   * At least one method to actively share what you learned focused on growth connected to competency/competencies * A specific audience and why the audience was selected   *While social media can be an effective platform for sharing, only posting on your learning portfolio or social media account(s) does not reach a targeted audience.*  *Enter sharing your learning text in this space.*  Sonali and I plan on actively sharing this experience by publishing it through the University of Cincinnati. There is currently very little literature on the health literacy within the refugee population. By doing this study, we hope to provide literature that other could use as a basis for their own research. Another long-term goal that we hope to have is to integrate this curriculum across all Cincinnati Public Schools rather than solely Aiken High School which would allow us to increase the rates of health literacy on a grandeur scheme.  Advisor Revisions/Feedback: |

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| **Budget (if applicable)**  **Section must include:**   * Itemized budget of expenditures with sources to justify estimates (review information on [Honors Grants](http://www.uc.edu/honors/students/grants.html))   *The UHP no longer provides honors grants for unpaid research or internships. You can still complete these as honors experiences, but cannot receive a grant.*  *Enter budget information in this space.*  The budget will mainly consist of items to be given to participating students at the end of our curriculum. These items were chosen based upon their relation to our curriculum.   * Individual wrapped 36 pc floss: [$23.85](https://www.amazon.com/Glide-Oral-B-Pro-Health-Original-meters/dp/B07G3HXS6H/ref=sr_1_7?dchild=1&keywords=floss+bulk&qid=1596491816&sr=8-7) * Printer Cost for 200 pages (UC Printing Rate): $14.00 * Self-Care Face Mask 39 pc: [$19.99](https://www.amazon.com/DERMAL-Collagen-Essence-Facial-Sheet/dp/B0797V8QZP/ref=sr_1_30?dchild=1&keywords=self+care+mask&qid=1596492088&sr=8-30) * Poster paper (2pc): [$5.40](https://www.walmart.com/ip/2-Pack-UCreate-Poster-Board-11-x-14-White-Poster-Paper-5-Sheets/653714246) * Crayola Markers (2 pack): [$2.00](https://www.walmart.com/grocery/ip/Crayola-Marker-Set-10-Colors/16904604?wmlspartner=wlpa&selectedSellerId=0&wl13=2309&adid=2222222242031942770&wmlspartner=wmtlabs&wl0=&wl1=g&wl2=c&wl3=452502159276&wl4=pla-933167358395&wl5=9015632&wl6=&wl7=&wl8=&wl9=pla&wl10=120643079&wl11=local&wl12=16904604&wl13=2309&veh=sem_LIA&gclid=Cj0KCQjw6575BRCQARIsAMp-ksPmnu8OlFZ9w8dc3qxp1K249pR2q-KjLN7y4XLvYIBoZoctpST17WQaAppTEALw_wcB&gclsrc=aw.ds) * Dry erase Markers (2 pack): [$7.74](https://www.amazon.com/AmazonBasics-Markers-Chisel-Assorted-37151AZB/dp/B00T3ROM9G/ref=sr_1_1_sspa?dchild=1&keywords=dry+erase+markers&qid=1596493392&sr=8-1-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEzRVA2WUdRMElTWjhNJmVuY3J5cHRlZElkPUEwNDY4ODA5MjNTSUkwWFhQT1FNNiZlbmNyeXB0ZWRBZElkPUEwOTg5OTM5MjZMTkVJQllHQU9QQSZ3aWRnZXROYW1lPXNwX2F0ZiZhY3Rpb249Y2xpY2tSZWRpcmVjdCZkb05vdExvZ0NsaWNrPXRydWU=) * Index Cards (3 pack): [$8.46](https://www.amazon.com/AmazonBasics-Heavy-Weight-Ruled-100-Count/dp/B06XSRLP51/ref=sr_1_1_sspa?dchild=1&keywords=index+cards&qid=1596493500&sr=8-1-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEyNVNINlBDV1I2MU1KJmVuY3J5cHRlZElkPUEwNzE4MzcwMjFHQkVXVTRQU1M1OSZlbmNyeXB0ZWRBZElkPUEwMDczNDI5MlM1REpJRFlKM0ZZUCZ3aWRnZXROYW1lPXNwX2F0ZiZhY3Rpb249Y2xpY2tSZWRpcmVjdCZkb05vdExvZ0NsaWNrPXRydWU=) * Hand-held dry erase boards (4 pc): [$21.96](https://www.amazon.com/Brands-Contempo-Magnetic-Erase-Inches/dp/B00PRYQA4E/ref=sr_1_4?dchild=1&keywords=3+mini+dry+erase+boards&qid=1596493647&sr=8-4) * Total: $103.40 * UHP Grant = 20% = $20.68   Advisor Revisions/Feedback: |