

Session 2C: Working Together for Good Health and Education

Friday 4:00 PM Riviera

Session Chair: Karen Rice, Millersville University

Nurse Educators and Mental Health: Stigmas Associated with Mental Health Issues

Dr. Sarah Davidson, DNP, RN, CNE, Dr. Cheryl Knight, DSW, LCSW, Arkansas State University

Nurse educators develop and execute curriculum designed to train students who will one day become members of the profession. Nurse educators may have varying levels of experience in the field, but all of them bring real life experiences to the classroom and student clinical settings. These real-life experiences impact nurse educators in ways they may not be consciously aware. Regardless of their professionalism, nurses are not immune to the potential of developing mental health issues that may require clinical treatment. The care that nurses provide to patients can lead to compassion fatigue and even secondary trauma. Unfortunately, obtaining needed mental health care for nurses may be problematic due to internal and external stigmatizing factors.

Nurse educators are in a unique position to reach would be nurses in their formative years of learning. If nurse educators consciously or unconsciously re-enforce mental health stigmas or are reluctant to discuss them, then they will perpetuate this problem in every cohort they graduate.

The purpose of this presentation is to discuss findings from a research project conducted by Davidson and Knight (2022) that explores nurse educators' perception of mental illness.

Session 2C: Working Together for Good Health and Education

Friday 4:00 PM Riviera

Session Chair: Karen Rice, Millersville University

Using Bottom-Up Evaluation to Advance the Sdgs: a Case Example from Kenya

Colleen. M. Fisher, Ritti Sangadji

University of Alabama at Birmingham

The Sustainable Development Goals (SDG) represent an “urgent call for action” in 17 areas of critical importance for humanity and the planet (United Nations, 2016). NGOs have long been considered a force for alleviating social problems such as poverty in the Global South (Despard et al., 2018; St. Leger, 2008) where the SDGs are most critically needed. Yet, the innovative interventions created by NGOs in response to community needs are rarely evaluated (Hawk, 2015; Mason et al., 2014; Miller & Shinn, 2005) so their impact on the SDGs and potential to be scaled-up for use in other settings remains largely unknown. Bottom-up evaluation (Chen, 2010) offers one strategy for addressing this problem. Bottom-up evaluation involves (a) identifying promising interventions already thriving in a community, (b) collaborating with community partners to evaluate intervention viability and effectiveness, and (c) disseminating findings to build knowledge of what works (or doesn’t) in the local context. This presentation will describe the bottom-up evaluation process using evaluation of an NGO-created intervention for women living with HIV/AIDS in Kenya as a case example to illustrate each step. Presenters will discuss how bottom-up evaluation can be used to highlight innovative community-driven interventions addressing the SDGs, center the lived experiences of vulnerable populations, and illuminate unintended intervention effects that would typically go unevaluated. Finally, the utility of bottom-up evaluation for strengthening scholars’ community-engaged research more broadly will be discussed.

Confidential, proprietary information

Session 2C: Working Together for Good Health and Education

Friday 4:00 PM Riviera

Session Chair: Karen Rice, Millersville University

Academic Resilience during Covid-19 School Closures among Children in Sub-Saharan Africa

Sherinah Saasa¹, S. Sandberg³, M. K. Mwakamui²

¹Brigham Young University; ²University of Lusaka, Zambia; ³Boston University

Background and Purpose: The COVID-19 pandemic disrupted children's development and education worldwide with disproportionate direct and indirect effects on children from disadvantaged backgrounds. Despite this imbalance, little is known about the educational experiences of impoverished children during COVID-19 related school closures in sub-Saharan Africa. This study examined the effects of material deprivation, caregiver involvement, attitudes toward school, and self-efficacy on academic resilience.

Methods: A cross-sectional survey data was collected from 5-7th grade school children in poor neighborhoods in Lusaka, Zambia ($N=270$). Five categorical outcomes of academic resilience were examined including whether the child 1) continued their education at home, 2) felt behind in school, 3) lost motivation for school, 4) developed worries about school, and 5) academic performance. Predictor variables include material deprivation ($\alpha = .71$), caregiver involvement in the child's education ($\alpha = .85$), attitude toward school ($\alpha = .72$), and self-efficacy ($\alpha = .82$). We controlled for age, gender, and grade. Regression paths were estimated using a probit model in Mplus.

Results: The sample consisted of 56% females, and 43% males, with an average age of 13 years ($SD=1.43$). Results revealed significant effects of caregiver involvement ($\beta=.272$; $p=.038$), material deprivation ($\beta=.142$; $p=.024$), child's attitudes toward school ($\beta=-.635$; $p<.001$) and self-efficacy ($\beta=.790$; $p=.001$) on academic resilience. Being female was associated with greater risk for loss of motivation ($\beta=.182$; $p=.015$).

Conclusions/Implications: Findings confirm the importance of family involvement towards enhancing children's academic resilience. Implications for research and practice include facilitation of family involvement in children's education, as well as emotional and behavioral supports to promote academic resilience among children in Zambia.

Session 2C: Working Together for Good Health and Education

Friday 4:00 PM Riviera

Session Chair: Karen Rice, Millersville University

The United Nations and Sports as a Tool in Achieving Sustainable Development Goals

Alexis Thompson

St. John's University

Adopted in 2015, in resolution 70/1 the General Assembly of the United Nations - titled “Transforming our world: the 2030 Agenda for sustainable development” - agreed on 17 Sustainable Development Goals (SDG) to be pursued over the next 15 years. The 2030 Agenda is a unique opportunity to inspire global action for development worldwide.

Sport has often been seen and described as the ‘great equalizer.’ A fair playing field where all participants have the same chance of winning. Over the years sport has also been proven to be a cost-effective and flexible tool for promoting peace and development. Studies show that at least 6 of the 17 SDGs are relying on sport as a tool in achieving their goals, However, the latest developments in the world of sport show some fraction in the well-established, long-term, and philosophical ideals of sport.

This paper analyzes these latest developments related to fair play in sport itself and argues that sport still faces many challenges to fulfill its true potential. Second, the paper poses some critical questions and offers some thoughts on the role and place of sport in achieving UN SDGs. Finally, the authors attempt to set a research agenda to continue to critically analyze the intersection of political and developmental goals in general and sport’s place and role in it in the forthcoming years.