



STUDENT NEWSLETTER

2020/21 NEWSLETTER



ISL Partner spotlight

We believe in the power universities have, to positively impact the world. Participating with ISL in the IDS 305 course, Nexos gladly witnessed the use of that power. During a pandemic, through its commitment for a better world and to the education of their students, St. Francis Xavier University generated positive impact on our community partners in the High-Andes of Peru, their students, our organization, and their own university as well.


Nexos has seen on different occasions, that university students learn based on how their institution relates to the community partners and the host organization. When the University plays a role of a mere organizer and funder, the lessons learned by the students depend, mainly on their individual goals. Students do not often yearn to learn more than what suits them. However, with this course, our partners at StFX were deeply involved in the process. This participation took us to more profound conversations and may generate other positive changes in the narratives, in ways to relate to other organizations and community partners in other parts of the world, and in our own countries as well.

We are convinced that knowledge is power. The better knowledge one has about the world combined with the practice of compassion; the impact of our actions can be better for the world. The opportunity to generate reciprocal connections between StFX and Nexos can realize a different type of knowledge. We hope we can help others to know better and more about indigenous communities, about poverty and its roots, and that our community partners could know better and more about the students and the University too.

The solution to problems such as the eradication of poverty are not in our hands. Through the years, however, we have recognized that our strength also relies on connecting humans and communities that would never have done so without our program. We believe that this strength could become a strength for universities as well. We go to universities to be educated. If the university provides the academic knowledge but also spurs a complementary and indispensable knowledge of the world, students would be educated not just to become good professionals, but also active socially rounded citizens. This is what our world needs more of.

We cannot thank enough our partners from St. Francis Xavier University for this wonderful opportunity, and we hope more students will learn from programs like the IDS course, not just about Peru but other countries in the world as well.

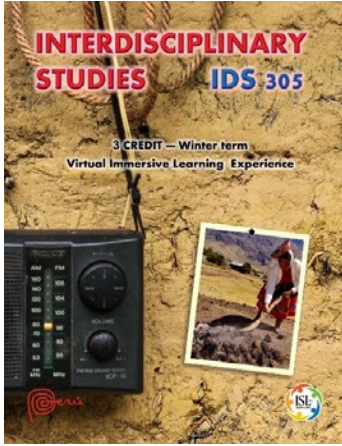
Maricarmen Valdivieso (Director, NEXOS COMUNITARIOS)



NEXOS COMUNITARIOS

NEXOS Comunitarios is a Peruvian non-profit committed to reducing poverty in isolated communities, particularly the high Andes; and in promoting a better understanding and true respect between different societies and cultures.

IMMERSION SERVICE LEARNING



ENROLLMENT IS OPEN FOR IDS 305 (3 CREDITS) WINTER TERM 2022

This course can be used a DEVS and CLEN requirement, or an elective in any program.



IDS 305 incorporates a virtual immersion experience with community partners in Peru – NEXOS COMINITARIOS. Students engage with a Peruvian non-profit civil association in partnership with the isolated communities they serve, to support and explore innovative adaptation strategies being used to mitigate inequity and create sustainable solutions.

CLIMATE CHANGE AND SUSTAINABILITY IN ITALY (VIRTUAL) READING WEEK FEB 2022

Connect with an Alpine province in North-East Italy. This mountain borderland rich in ancient trading routes has historically functioned as a bridge between Latin Southern European cultures and Germanic Northern European ones. It is a microcosm of climates and environments, which range from mild Mediterranean valley bottoms to highlands and glaciers. Community partners that promote the local heritage and experiment with innovative practices will facilitate this program, allowing students to learn, listen, and share discussion on cultural issues, development, politics, and importantly the shifting environment.

WATCH FOR FUTURE TRAVEL OPPORTUNITIES WITH ISL

Participating in an ISL experience is an excellent way to complement studies in any discipline, participate in reciprocal community service and develop leadership and networking skills.

Interested in **SOCIAL JUSTICE? ISL** partners in **GUATEMALA** work to support political, social, and economic justice in post genocide Mayan communities. Have a passion for **ENVIRONMENTAL CONSERVATION? ISL** partners in **ECUADORIAN** cloud forest communities work on and teach about agro ecological production and habitat restoration at an ecological reserve. Enrolled in **BUSINESS, HEALTH** or **DEVELOPMENT STUDIES? ISL** partners in **PERU** work collaboratively on sustainable development initiatives in rural and impoverished communities. Studying **HISTORY** or **POLITICS? ISL** partners in **GERMANY** and **POLAND**, promote awareness and education about the Holocaust. Are you a **BIOLOGY** or **EDUCATION** student? **ISL** partners in **BELIZE** teach about preservation of natural resources and the experiences of the Mayan people. Do you want to work in **COMMUNITY HEALTH? ISL** partners in the **L'Arche OTTAWA** community support the creative human potential of all people with an intellectual disability.

BURSARIES ARE AVAILABLE

SERVICE LEARNING AWARD WINNERS



Andrew Boyle

Community Engaged Scholar Award, Spring Convocation 2021

This prize recognizes a student who has completed one or more Service Learning experiences and has demonstrated a personal commitment to community development.

This year's 2020-2021 recipient of the Community Engaged Scholar is **Andrew Boyle**. Andrew lives in Afton, Nova Scotia. Graduated in May 2021 with BScHKIN.

Andrew has been actively involved in the community throughout his time at StFX. Andrew did placements with various community agencies including, StFX MAX Program; Antigonish Challenger Baseball Association; Antigonish Atom AA Bulldogs and with Antigonish Para Sledge Hockey.

Andrew had this to say about his experience with Service Learning:

“During my past 3.5 years attending StFX, I have been able to become involved with several different organizations within the town that have made a significant positive impact on my undergrad experience.

Being involved in this amazing community has also gifted me in being recognized nationally by Hockey Canada, as the Hockey Canada Champion, for community involvement and leadership this year.

Having the opportunities to work within Antigonish and meet so many great kids, parents, and friends, is one that I will never take for granted and the lessons I've learned, experiences I've had, and memories made will be ones that I continue to share. Antigonish is a top-notch community, where inclusion of all abilities is of utmost importance, accessibility is available and community members care about one another.

STUDENT RESEARCH DAY



Mairi McKinnon Bachelor of Business

LEADING WITH TWO EYES: LEADERSHIP FAILURES AND POSSIBILITIES IN THE MANAGEMENT OF A PULP MILL'S WICKED PROBLEM

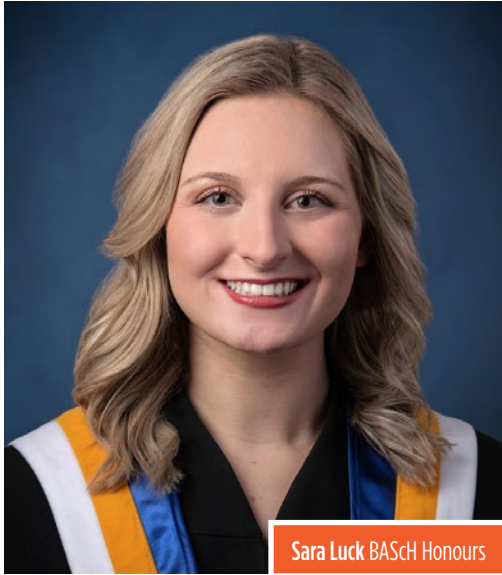
Background: My research focuses on the case study of Northern Pulp, a pulp and paper mill located in Pictou, County Nova Scotia. Over Northern Pulp's 53 years of operation, it was the subject of controversy in the region because it created significant employment opportunities while, at the same time, causing pollution and negative health impacts on the surrounding population. A significant problem associated with the mill was its release of effluent into Boat Harbour, which was previously enjoyed for livelihood and recreational purposes by the community of Pictou Landing First Nation. In 2014, an effluent leak initiated a blockade by the people of Pictou Landing First Nation, which was only dismantled once the provincial government promised to create the Boat Harbour Act, a piece of legislation that would prevent Northern Pulp from using Boat Harbour past the date of January 31, 2020. Although this legislation was long-awaited by the people of Pictou Landing First Nation, the situation created a wicked problem for Northern Pulp. My goal is to tell a story about leadership in the context of a wicked business problem while also offering some plausible ideas about "what could have been."

Methods: I conducted a qualitative content analysis of 182 public documents related to Northern Pulp's leadership approach that were published during the time period in which the Boat Harbour Act was active. After gathering these documents, I then imported them all into a coding software called NVivo where I carried out a thematic analysis of the documents using the process of inductive coding.

Findings: From the process of inductive coding, a total of 18 codes emerged to describe Northern Pulp's leadership, all of which suggested that Northern Pulp did not employ the type of collaborative leadership that was suggested in the literature as being necessary in the context of a wicked problem.

Conclusions: My research concluded that Northern Pulp failed to employ the type of collaborative leadership that is deemed necessary to tame a wicked problem. I suggest that if Northern Pulp had employed the Mi'kmaw concept of Two-Eyed Seeing to guide its leadership, Northern Pulp conceivably could have tamed its wicked problem and simultaneously engaged in a long overdue process of reconciliation with the people of Pictou Landing First Nation.

STUDENT RESEARCH DAY



Sara Luck BASch Honours

QUALITY OF CARE AND COVID-19: UNDERSTANDING CONTRIBUTORS AND IMPACTS FOR RESIDENTS LIVING IN LONG-TERM CARE

Background: In times of crisis, such as the COVID-19 pandemic, the delivery of care to residents living in long-term care (LTC) can be significantly impacted. LTC facilities are responsible for providing care so some of the most vulnerable groups in society, including the elderly and those with chronic medical conditions. The goal of this study was to investigate contributors to delivering quality of care for residents living in LTC, and how COVID-19 may influence this from the perspectives of long-term care staff.

Methods: A qualitative descriptive approach was used to conduct 6 semi-structured virtual interviews with care staff at KingsWay Care Centre in Quispamsis, New Brunswick. Interview guides were framed using a social ecological perspective. Thematic analysis was the data analysis approach used to identify, examine, and explore patterns within the data, as well as categorize and explain the data in detail.

Findings: Four themes emerged from the analysis that identified what most contributes to quality of care including: 1) person-centered care, 2) meaningful relationships, 3) organizational culture, and 4) community engagement. Participants reported COVID-19 created barriers across all four themes identified.

Conclusions: These findings suggest that resident care is impacted by both proximal and distal social influences. COVID-19 policy restrictions put in place to protect the most vulnerable paradoxically impacted quality of care delivery. These insights will improve the understanding of quality of care, as well as potential barriers and facilitators to care during times of crisis.

Did You Know that Service Learning has TWO awards?

COMMUNITY ENGAGED SCHOLAR AWARD

This prize recognizes a student who has completed one or more Service Learning experiences and has demonstrated a personal commitment to community development.

COMMUNITY BASED RESEARCH AWARD MARCH 2022

This prize is awarded annually to the best community-engaged research project presented at Student Research Day.



Care Package for the VON

HLTH 101 class did a service learning project that involved them putting together a care package and two letters for a senior in the community.

Service Learning and HLTH 101 class partnered to offer 75+ care packages to the home visitors at the VON, Antigonish to give out to members of the VON community.

The packages were mostly gender neutral with no food items with the exception of hot chocolate and tea.

This Service Learning project was completed in order for students to better understand the social isolation many seniors and vulnerable populations are experiencing because of the COVID-19 pandemic.



My Service Learning Experience

I am a Women's and Gender Studies student in my final year at St. Francis Xavier University. I have had extensive involvement with the service-learning program over the past five years, through placements as well as employment. I believe that service learning has enriched my undergraduate experience. During my time here in Antigonish, I have completed two course-based placements, and in my second year, I participated in an immersion trip to Guatemala. Each of these experiences supplemented by academic learning and afforded me real-world experience related to my coursework. In many ways, these experiences shaped my professional goals.

My first placement was with Kids First, during my first year. At Kids First, my role involved cleaning, preparing activities, and spending time with children at the drop-in program. My placement with Kids First challenged me to step outside of my comfort zone. This taught me the importance of positive discomfort and challenging myself. At Kids First, I gained valuable interpersonal skills, which I will carry with me throughout my professional life.

During my fourth year of studies at St. Francis Xavier University I did a service-learning placement with the Tearmann House, an organization which supports women victims and survivors of domestic violence. I spent my time at the shelter, addressing needs as they arose. This included assisting with childcare, administrative tasks, spending time with the women residing at the shelter, and general cleaning. This affirmed my professional goal of working in a women-centered field.

In addition to these SL experiences, I have spent two years working as a Service-Learning Student Leader. This position involved communicating with students and community partners to ensure that placements are running smoothly, as well as coordinating one-time events, attending community partner orientations, promoting immersion service learning to classes, and building relationships with community partners. While working as a student leader, I was able to connect with a number of organizations, including X-Project and the Breakfast Program. There was a lot of room for personal and professional growth within the SL position. Most importantly, the service-learning program fostered in me a desire to be an engaged citizen, by giving me the opportunity to build relationships with active members of the StFX community. I am really grateful for my many experiences with service-learning.

STUDENT LEADERS



Connor Laskoski is a 3rd year Health student from Calgary, Alberta. He began his service learning journey with a placement at **St. Martha's Regional Hospital** working in the Emergency department and has continued with his placement throughout his time here at StFX. With his connection to the **Nova Scotia Health Authority**, Connor became a member of the Antigonish Community Health Board where he works with a variety of volunteers across the county to improve health by focusing on issues like poverty, child development and food security. Connor is currently majoring in biomedicine at StFX and has completed a summer research internship at Alberta Children's Hospital to get experience in the medical field. He is passionate about health education and loves learning about individual and community health here at StFX, and plans on pursuing medical school after his undergraduate degree.



Samara Franzky is a 3rd year Health Science student from Calgary, Alberta. Samara is currently working on her honours on female athlete health beliefs. While at StFX, Samara has been involved with Visible@X as a student coordinator and a member of the ringette team and was a community advisor in O'Regan Hall. Samara's placements were with **Red Apple Children's Centre**, and with **KMC Blades, Learn to Skate** program at the StFX arena.



Liam Wilde is a 3rd year student from Calgary, Alberta. Liam is currently in the StFX athletic leadership academy playing varsity football and taking a joint major in Public Policy & Governance and Political Science. Liam did a Service Learning placement for his Developmental Studies class with the **Antigonish Badminton Club**. Liam learned a lot about himself from the unique sense of community that Antigonish holds. Liam's Service Learning experience compelled him to further involve himself in the community; Liam has partnered with the breakfast program on campus, read books to children at the local elementary school, and canvassed for the Nova Scotia Alzheimer's society with the football team.



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WHO WAS INVOLVED IN SERVICE LEARNING IN 2020-2021?

- **740** Student Experiences
- **45** Community Partners
- **20** Professors

COURSE INFORMATION

- **17%** 1st year
 - **8%** 2nd year
 - **33%** 3rd year
 - **42%** 4th year
-
- **86%** Mandatory
 - **14%** Optional
-
- **75%** Group Experiences
 - **25%** Individual Experiences
-
- **36** Courses
 - **31** Sections
 - **12** Disciplines
-
- **1%** BEd
 - **16%** BBA
 - **30%** BAScHealth
 - **24%** BA
 - **28%** BSc
 - **1%** Dip Eng

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