CURRICULAR DEVELOPMENT CHALLENGE FUND
ABSTRACTS OF PROJECTS AWARDED FUNDING IN 2010-2011

Noise in the Global City
Jason Stanyek, Assistant Professor
Department of Music, Faculty of Arts and Science

For residents of contemporary global cities, noise is an inescapable feature of everyday life. Noise impacts our physical and mental health, industrial and creative productivity, and environmental and social stability. It reveals the fault lines between the public and private, and shines a light on how class privilege can sometimes produce zones of enclosure that provide some with repose from the detrimental effects of clamorous urbanity. This request for support from the Office of Faculty Resources is to help create the infrastructure for a multi-sited, collaborative project named “Noise in the Global City” that will be launched in spring 2012 with an undergraduate seminar offered through the Department of Music (FAS) at NYU’s Washington Square campus. In its most fully realized form, “Noise in the Global City” will be a dynamic, transnational research collaboration between students and professors at NYU’s global network campuses aimed at collecting, analyzing, and circulating data and information about the noise politics of each city. The project would create an unprecedented forum for researching the sonic dimensions of urban life in a globalized world.

Technology Enhanced Interprofessional Education for Dental and Pediatric Nurse Practitioner Students to Provide Collaborative Oral-Systemic Healthcare to Children under Five Years Old
Donna Hallas, College of Nursing
Jill Fernandez, College of Dentistry

This proposed technology enhanced interprofessional education module will be added to the clinical portion of the Initial Clinical Experience (ICE) course for second-year dental students. Over the past four years, each Pediatric Nurse Practitioner (PNP) student has participated in the ICE course for a one to two day experience. This proposed module will provide the second year dental and PNP students the opportunity to collaboratively explore evidence-based approaches to oral-systemic health care for children under five years old over a six-week period. We are proposing to develop and implement a module that will use Podcasts to prepare all students for ICE and to use discussion board case-based learning to provide a forum for students to explore their interprofessional experiences during the 6-week rotation. Students will work collaboratively to examine evidence-based behavioral approaches and cultural influences that impact oral-systemic health care in young children.

The anticipated competency-based outcomes for this interprofessional education module include: 1) Collaboratively conduct a systematic assessment of challenging dental and medical pediatric cases that are encountered in the head start programs using discussion board technology; 2) Plan culturally sensitive interprofessional evidence-based interventions that promote parental behavioral changes to improve the oral health status of these high-risk
populations; 3) Provide age appropriate behavioral interventions to gain cooperation of young children during the oral health examination.

**Building Capacity for Social Work Field Curriculum in Grassroots Organizations (The GRO Project)**

Alison Aldrich, Clinical Assistant Professor
Martha A. Gabriel, Associate Professor
Mary Ann Jones, Associate Professor
Silver School of Social Work

This project will examine the feasibility of a new model for the direct delivery of field work curriculum to social work interns placed in field internships in community-based grassroots organizations that cannot afford to provide student supervision. Currently students are required to complete 600 hundred hours of field internships per academic year in agencies with a certified social work professional who serves as field instructor. The new model will provide off-site field curriculum delivery in a group modality to students (four to six) in their second year of graduate social work education. The field instructor will be certified in field instruction and have demonstrated expertise in group process and field curriculum.

Each year 25 to 30 community-based organizations are denied their requests for interns by the Silver School of Social Work because of a lack of certified on site field instructors. From this list two organizations will be selected to receive this new model of field curriculum delivery.

**An On-line Course in Teacher Training for Dental Students**

Maureen McAndrew, Clinical Associate Professor
Director, Clinical Faculty Education
College of Dentistry

Quality teaching is instrumental in student success. Students who teach their peers need to be well-informed about educational principles and teaching skills. Our objective is to create an interactive web-based program in basic teaching skills as part of our elective courses for pre-doctoral dental students: The Selective in Teaching Skills and the Practicum in Clinical Teaching. Currently, this instruction is conducted via traditional methods. The addition of a web-based modular program would customize learning, increase rigor, and promote a deeper and more active exploration of content during live sessions. This on-line program would also be used to train new faculty and residents and would have a potentially profound impact at both the college and institutional levels due to the universality of the subject matter.
Web-based French Writing Workshop
Aline Baehler, Senior Lecturer and Coordinator of Advanced Language Courses
John Moran, Clinical Assistant Professor and Director of the French Language Programs
Department of French, Faculty of Arts and Science

This project targets the creation of an interactive web-based writing workshop designed to provide NYU undergraduate students the opportunity to improve their French writing skills outside of the classroom setting. The students will access the program online, directly and at no cost, through a portal on the French departmental webpage. Since this program will be an open application, instructors will be able to update the site and its content. About 220 of our advanced-level language students will use this interactive site each semester. These students will work independently but will receive assignments and feedback on these assignments from their instructors. Examples of student work will be posted within this program to encourage collaborative projects.

Introducing Genetic Model Systems and Experimental Thought into the Principles of Biology Laboratory
Eric D. Brenner, Clinical Assistant Professor
Dave Fitch, Professor
Department of Biology, Faculty of Arts and Science

We propose to introduce, for the first time, a model genetic organism into the popular NYU Principles of Biology (POB) Laboratory course. The course, taken by over 800 students every fall term, is a prerequisite for future courses in Biology, for pre-med and other health programs, and many graduate programs in Biology. Understanding genetics is a fundamental component of introductory biology, but is a difficult topic for undergraduates to grasp in a merely conceptual way (e.g. from lectures/readings only). Model organisms are exquisitely amenable to genetic study and can help in revealing the hidden nonvisible mechanisms of genetic variation. Here we propose a three-lab modular addition to the POB lab curriculum using the genetic model Caenorhabditis elegans (nematode) to examine the genetic concepts of independent and linked segregation. C. elegans has become an exceedingly important model system in Biology. Once fully developed, this course addition is easily sustainable for future use, and will also prepare NYU students for successive at-the-bench courses that use model systems in Biology and other related departments.