“Acute Care General Hospital”: Development of a Virtual Hospital Learning Environment to Promote Excellence in Decision-Making

Mary Brennan, Clinical Assistant Professor and Coordinator, Acute Care Nurse Practitioner Program, College of Nursing
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Acute care nurse practitioners are educated to provide comprehensive advanced nursing care to patients with acute, critical, and chronic illness across the lifespan. The Institute of Medicine (2004) cites ineffective decision-making as a major cause of medical errors. Research reveals that newly graduated, nurse practitioners may experience decisional uncertainty. The purpose of this innovative proposal entitled, “Acute Care General Hospital”: Development of a Virtual Hospital Learning Environment to Promote Excellence in Decision-Making is to create a contextualized, virtual learning and collaboration “Acute Care General Hospital” environment to cultivate the art and science of effective decision-making for acute care nurse practitioners students. Using Sakai, the Advanced Teaching, Learning and Scholarship Network (ATLAS, Sakai) as a platform for electronic learning, a team of experts in acute care, advanced nursing practice, simulation science, and informatics will collaborate to develop a virtual hospital. Four virtual patients will be created using multi-media technology to depict individuals from different socioeconomic and cultural backgrounds who present with diverse medical and psychosocial problems. The Theory of Experiential Learning (Kolb, 1984) will be used to guide the development of the four virtual, patient profiles, replete with visual pictures, auditory sounds, and videos that capture the patient’s characteristics and their perceptions of the illness experience. This unique, virtual, online learning and collaboration environment will provide students with multiple opportunities to practice decision-making, decreasing decisional uncertainty upon graduation. Student learning outcomes include: (a) the ability to synthesize subjective and objective patient data for determining the best diagnostic and treatment decisions; and (b) to manage the medical and psychosocial problems associated with acute and critical illness.

Computational Models of Supply-Chain Economy

Bud Mishra, Professor of Mathematics and Computer Science, Courant Institute
David K. A. Mordecai, Visiting Scholar, Courant Institute

The proposed course entitled “Computational Models of Supply-Chain Economy” is aimed at advanced graduate students from computer and computational sciences as well as mathematics, economics, and IOMS (Information, Operations, Management Sciences) at both the Masters and Ph.D. level. Over the last couple of decades, there has been a merging of computational and social sciences, prompted by the emergence of social network analysis, computational modeling within finance and economics, and algorithmic game theory. In view of these developments, we propose a new course that will explore agent-based approaches to supply-chain economics, specifically coordination issues, describe the nature of the computational needs in these areas, provide hands-on training for software construction,
intelligent usage of existing tools (e.g., Java-Repast based PLAN-C combined with statistical and machine-learning tools in R) and understand how to exploit these ideas in some social network and macroeconomic applications.

**Curating Difficult Histories: The Guantánamo Public Memory Project @ NYU**

Haidy Geismar, Assistant Professor of Anthropology and Museum Studies, Faculty of Arts and Science
Liz Sevcenko, Director, Guantánamo Public Memory Project, Columbia University Institute for the Study of Human Rights

Curating Difficult Histories: the Guantánamo Public Memory Project @ NYU will develop an innovative model for classroom-based curation, to be taught on an ongoing basis at NYU (with the possibility of being used globally at multiple NYU sites) and also replicated at 7 universities across the country. Using the extensive collection of images, documents, film and oral history materials compiled by the Guantanamo Public Memory Project, Curating Difficult Histories will guide the production of:

- a course and curriculum designed by the Program in Museum Studies and the Public History and Archives Program on the 100-year history of the US Naval Base at Guantánamo Bay and the challenges of interpreting it for the public, to be offered at NYU and 7 other public history and museum studies programs around the country in the fall of 2012;
- a traveling exhibit and audio guide/podcast curated by students, opening in NYU’s Kimmel windows in December 2012 and traveling to university partner sites across the country;
- an international symposium in which students present and analyze their work; and
- a web-based research and teaching resource, making this curriculum and all materials accessible for use by additional universities across the country and internationally.

Together, these elements offer a multi-faceted, comprehensive learning experience critical to developing students’ intellectual and practical capacity as curators of exhibits that help diverse publics engage in dialogue regarding the most pressing questions of our time.

**Developing a Copyright App for Tisch Visual Arts Students Stage 1**

Rina Elster Pantalony, Adjunct Faculty, Moving Image and Archive Preservation Program (MIAP), Tisch School of the Arts

The proposed project is to develop an Application (“App”) that will enable Tisch visual arts students to better identify whether their artistic works may create potential copyright issues. It has become increasingly apparent to many faculty at Tisch that media used by students in their creative practices give rise to copyright issues. The graduate level copyright and policy course currently offered in the MIAP program is substantive, both in work load and credit allotment and it is not possible for many Tisch students, both undergraduate and graduate, to take the course. By creating the App, Tisch will offer an innovative way to stretch the curriculum of the current course and make its core offering available to all of its visual arts students in a very practical and real way. To be clear, the intention at this stage is not to develop the technology supporting the App, but instead, to survey the creative practices of Tisch students, and map out the students’ choices in their creative practices against basic copyright concepts. The intention at this stage of the project is to create detailed decision trees that can be automated and
integrated into an App. It is proposed that these decision trees will be used at a second stage in this project to develop the technology supporting the App devoted to intellectual property issue identification.

Developing an Interdisciplinary Curriculum in Public Health Leadership that Integrates Collaborative and Team-Oriented Processes and Strategies
Yumary Ruiz, Clinical Assistant Professor of Teaching and Learning, Steinhardt School of Culture, Education, and Human Development
John Gershman, Clinical Assistant Professor, Robert F Wagner Graduate School of Public Service

The current proposal seeks to further broaden and strengthen leadership education in three courses required by all NYU MPH students pursuing a concentration in Global Health Leadership (GHL). This multi-phased project will involve constituencies from across the NYU campus to develop a unique collaborative and team-oriented approach to education in interdisciplinary leadership. Specifically, we seek to develop an interdisciplinary leadership curriculum that tasks students with analyzing public health leadership challenges from multiple disciplinary perspectives in order to develop innovative solutions that will bridge varying public health sectors and systems. The curriculum will be delivered as modules and each module will be organized based on learning goals, specific leadership topics, course assignments, and interactive exercises related to the topic(s). The modules will be structured to allow for easy adaptation into existing curricula and will include a set of evaluation instruments to measure student learning. Furthermore, given the curriculum’s flexible modular design the modules could be combined and offered, at a later date, to students from varying concentrations and disciplines as a one-semester elective course on public health leadership.

Developing Omeka Customizations for the Archives and Public History Program and Museum Studies Program
Victoria Cain, Assistant Professor and Faculty Fellow of Museum Studies, Museum Studies Program, Faculty of Arts and Science
Cathy Moran Hajo, Adjunct, Archives and Public History Programs; Associate Editor, Margaret Sanger Papers, Department of History, Faculty of Arts and Science

The PI’s hope to hire students to serve as consulting programmers and web designers in order to (1) enhance the design and functionality of the existing Omeka-based Greenwich Village History Digital Archive housed in the Archives and Public History Program and (2) create new opportunities for students in the Archives and Public History and Museum Studies Programs to develop digital archives and curate online exhibitions.

Enhancing Undergraduate Curriculum and Furthering Positive Youth Development: A Project Designed for Mutual Participation in Service Learning
Peggy Morton, Clinical Associate Professor, Silver School of Social Work

This project will introduce a new curriculum component to an already existing undergraduate course entitled, “Service Learning Through Youth and Community Engagement.” Currently, students enrolled in this course are required to volunteer 2-4 hours weekly tutoring middle and high school youth at University Settlement’s STRIDE afterschool program. As a co-requisite they attend a weekly hour-long seminar, which is designed to add both academic content and opportunity for reflection to their service experiences. When time and interest allow for it,
some of the undergraduate students assist with additional recreational, arts and leadership/service activities at the site. The proposed enhanced course will offer the opportunity for a small group of students enrolled in the class to initiate a formalized service learning project with a group of youth at the afterschool program. Two undergraduate students who have already completed the course will be recruited to be responsible for leading the small group in: researching existing service project ideas geared toward middle/high school youth; soliciting youth interest in participation; in collaboration with youth, developing age-appropriate service learning curriculum; (i.e., academic content and reflection activities); implementing the service activity in the community and finally evaluating the outcomes for youth, college students, the program/agency and the Lower East Side community at large.

**Incorporating Adaptive Learning to an Upper-Level Biology Course (At the Bench: Experimental Physiology)**
Ignatius P. Tan, Clinical Associate Professor of Biology, College of Arts and Science

This project involves a practical method to introduce adaptive learning to an upper biology lab course that will not require an introductory course as its prerequisite. The method outlined will encompass application of knowledge, encourages depth and breadth in understanding complex issues, and engages the students to understand concepts with a multiple disciplinary perspective. The approach is to use collaborative learning that is problem-centered and peer-interactive to establish the foundational knowledge. This will serve as the foundation from which students are actively engaged in a problem-based concept to promote their ability to apply and integrate knowledge from multiple disciplines. The effectiveness of this form of engaged instruction is assessed by the students’ abilities to apply their ideas into experiments and analyze their data. The ability to convey coherent thoughts and make various connections will be assessed by the clarity of their papers. It is anticipated that students will express greater satisfaction and interest in the topic when they are engaged in problem-centered courses. These students will also perform better than students in the traditional topic-centered courses.

**Learning in Place: A Practicum on Experiential Learning**
Lori Nicholas, Master Teacher and Academic Coordinator, Science, Technology, and Society, Liberal Studies
Mary Leou, Clinical Associate Professor of Teaching and Learning, Steinhardt School of Culture, Education, and Human Development
Philip Kain, Master Teacher and Academic Coordinator, Contemporary Culture and Creative Production, Liberal Studies
Chris Packard, Master Teacher, Identities and Representations, Liberal Studies
Al Piacente, Master Teacher, Politics, Rights, and Development, Liberal Studies
Martin Reichert, Master Teacher, Contemporary Culture and Creative Production, Liberal Studies

NYU, the Global Network University, sends students to Global Academic Centers around the world because of a profound belief in the relevance of place to learning, and yet the role of experiential learning and the best methods for delivering it both in New York and at the NYU Global Academic Centers have rarely received close discussion and study. The means for delivering an effective experiential learning component that is continuous across sites (including New York) is especially crucial for the Global Liberal Studies (GLS) BA, which includes
a full year of required experiential learning courses at the sites as part of its curriculum. Learning in Place will bring together the faculty and administrators who are most responsible for experiential learning in GLS New York and their counterparts from NYU-Global with Steinhardt’s Mary Leou, whose expertise and experience in place-based and experiential learning will inform the discussion. The practicum’s objective is to ensure continuity in experiential learning over the four years of the GLS degree, to engender a common understanding of the goals and methods of experiential learning across sites, to develop a set of best practices for delivering experiential learning and define the core competencies associated with it, to better define its potential role in the GNU, and to disseminate NYU's successes in this area of education by publication arising from the practicum.

**Voices of New York: Then and Now**
Renée Blake, Associate Professor of Linguistics and Social and Cultural Analysis, Faculty of Arts and Science

In the Fall of 2001, the New York University Morse Academic Plan (MAP) course, *The Language of America's Ethnic Minorities*, a web-based project, *Voices of New York* ([http://www.nyu.edu/classes/blake.map2001/](http://www.nyu.edu/classes/blake.map2001/)) was created to document language loss and assimilation in thirty-four ethnic communities throughout the boroughs of New York City. In Fall 2011, seventeen of these communities were revisited to learn about the degree to which ethnic communities in New York City have changed demographically, culturally and linguistically; and what the contributing factors may be. This multi-year project, entitled Voices of New York: Then and Now, allows NYU students to acquire basic research skills, learn about language variation and change, have a deeper experience with a New York City community, and create new knowledge that will have a life long after they have graduated from NYU. The long-term impact is evidenced by the successful creation of the 2001 website and use of this website by faculty, students and public around the world. Support from the Office of Faculty Resources allows for the 2001 and 2011 projects to be transferred to and further developed on ArcGis, a mapping and geographic design and managing system, with the goal of linking the critical information gathered from these projects to related community-based research occurring in NYU’s classrooms locally and globally for future learning and collaboration.