2018 Call for Posters

6th Annual UTEP IDRE Symposium

**Understanding Interdisciplinary Research & Rewards:**

**What We Know and Where We are Going**

We invite UTEP faculty, staff, and graduate students who are currently engaged in interdisciplinary projects or academic programs, are in the process of developing an idea into an interdisciplinary project and are seeking potential collaborators, or who are part of a community of practice to consider presenting a poster at this year’s symposium. This annual event is sponsored by the Office of Research & Sponsored Projects and the Office of the Provost.

Symposium Date: Monday, November 5th & 6th (UTEP Union East)

Poster Session: 3:30pm – 5:30pm on November 5th

Deadline/Selection: **Complete form and send to** **idrutep@utep.edu**

* Commonly asked questions about presenting and other registration information is at http://idr.utep.edu/week.php
* The IDRE Symposium Planning Committee will select presenters
1. **Name(s) of individuals who will be presenting the poster on Nov. 5th:**
2. **Presenter(s) email:**
3. **Please select the category that describes your presentation:**

\_\_\_Category A:

Newly emerging research/education projects or communities that seek to extend involvement

\_\_\_Category B:

Individuals, teams, or communities of practice that seek to disseminate efforts

\_\_ Category C:

Active or completed interdisciplinary research/education projects that seek to disseminate results

\_\_\_Category D:

Interdisciplinary academic programs that seek to disseminate information on recent program changes or opportunities.

1. **Have you/your collaborators presented on the proposed topic at a prior IDRE Symposium? This does not disqualify you from presenting again so long as there is new content.**
2. **The information you provide below will be used in conference handouts should your poster be selected. Please provide the following:**

**1) Title of your poster**

**2) List of individuals associated with your presentation and**

**3) Abstract (300 words or less in language that is intended for a wide audience)**

**\*Use the following example to model the format that we are requesting.**

**DO NOT CUT AND PASTE A PRIOR ABSTRACT WITHOUT REGARD TO THE FORMAT BELOW.**

**EXAMPLE FORMAT to model using Calibri font, 11 point:**

Applying Positive Deviance Inquiry to Issues of Assistive Technology Access in the Paso del Norte Region

Kristin Kosyluk, Assistant Professor, Health Sciences, Rehabilitation Counseling

Meagan Vaughan Kendall, Assistant Professor, Engineering, Engineering Education and Leadership

Luis Enrique Chew, Executive Director, VOLAR Center for Independent Living of and for People with Disabilities

Joey Acosta, Building Community Capacity Program Coordinator, VOLAR Center for Independent Living of and for People with Disabilities

Antonia Ostos, Master’s student, Health Sciences, Rehabilitation Counseling

Stephanie Chapman, Master’s student, Health Sciences, Rehabilitation Counseling

Traditionally, we approach complex issues by asking, “What risk factors are associated with poor outcomes?” Once these factors are identified, we use this data to design solutions to remedy the problem. Positive Deviance (PD) is an approach to solving complex social issues, which “flips” this traditional research question on its head. Instead of asking “What factors predict poor outcomes?” PD asks, “Are there individuals in the community with x, y, and z risk factors, who are successfully navigating these issues without additional resources?” PD assumes that within every community lie members whose uncommon behaviors and strategies enable them to find better solutions to problems than their peers although everyone has access to the same resources and faces the same challenges (Pascale, Sternin, & Sternin, 2010). These outliers are deviants because their uncommon behaviors are not the norm; they are positive deviants because they have found ways to effectively address the problem, while most others have not (Singhal, 2013). PD aims to uncover existing wisdom and ultimately amplify these solutions to produce programs that can be offered to the larger community to produce positive change. Our team, comprised of faculty and students from UTEP’s Department of Rehabilitation Sciences and College of Engineering, and community members including staff from VOLAR Center for Independent Living—an agency devoted to promoting independent living for individuals with disabilities in the Paso del Norte region—aims to use PD to solve issues of access to Assistive Technology (AT) for individuals with disabilities in the region. Instead of asking, “What factors are associated with poor access to AT?” we’re asking, “Are their individuals with AT needs in our region who are successfully navigating their environments without access to AT?” Engineering students will design products in partnership with people with disabilities based on the PD strategies we uncover.