

University of Missouri South African Education Program

Proposal Application Form

Name/Title: Nancy Shields, Associate Professor

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I am applying for:

I. The UM/UWC Linkage Program

II. The South African Partnerships Program

Proposal Abstract (Include a brief statement of the problem or need being addressed, the intended outcomes/objectives of the project, the project methodology, and the project timeline.):

(Attached)

Proposed budget, including matching funding (use attached budget form):

Amount requested: \$ 4,650.00 Matching: \$ 1,300.00 TOTAL: \$ 5,950.00

Attach a detailed narrative proposal (maximum of 10 pp.) and a detailed budget.

Signature of Applicant: *N. Shields*

Date: 7/15/08

Signature of department chair and/or dean: *Richard Perkins*

Date: 7/15/08

Please attach:

- 1) your curriculum vitae,
- 2) a letter of endorsement from your chair and/or dean, and
- 3) a letter of commitment from your South African collaborator.



Budget Summary

Item†	Amount Requested from UMSAEP	Amount funded by other sources‡	Total
1. Air fare	\$ 2400.00	\$ 1300.00	\$ 3700.00
2. Room/board	\$ 1500.00/750.00	\$	\$ 2250.00
3. Ground transportation including car rental	\$	\$	\$
4. Personnel	\$	\$	\$
5. Materials/printing	\$	\$	\$
6. Communications	\$	\$	\$
7. Other expenses	\$	\$	\$
Total	\$ 4650.00	\$ 1300.00	\$ 5950.00

† Attach a brief description justifying each budget item.

‡ Please identify the source(s) of matching funds.

Rough Guide to Expenses

UWC Visitors to Missouri

Airfare: 15,000 - 17,000 Rand
Food: \$750/month
Lodging: Columbia \$750/month
 Kansas City \$59/day
 Rolla \$550/month
 St. Louis \$50/day

Car Rental: Columbia \$1,200/month
 Kansas City \$1,300/month
 St. Louis \$1,200/month
 Rolla - depends if flying into KC or St. Louis & renting at one of these airports.

UM Visitors to UWC

	June-August	Rest of year
Airfare:	\$1,800-\$2,200	\$1,600-\$2,000
Food:	\$600/month	\$700/month
Lodging:	\$900-\$1,300/month	\$1,200-\$1,500/month
Car Rental:	\$800/month*	\$1000/month*

*Compact car w/out insurance

A detailed accounting of your expenditures must be submitted to Professor Rodney Uphoff at the conclusion of your project.

You are encouraged to contact your campus coordinator for assistance in budget preparation.



July 15, 2008

Dr. Joel Glassman, Chair
UMSEAP Committee Coordinator
UM-St. Louis

Dear Dr. Glassman:

I would be pleased to serve as host to Dr. Kathy Nadasen in June 2009 should our request for support be granted by the Committee. I will assist her in finding housing, and will provide transportation for her during her visit. I will also assist her with solving any other problems that might arise during her visit.

Dr. Chikako Usui, the Chair of the Sociology Department, has indicated endorsement of the project by signing the proposal application form.

Sincerely,

Nancy Shields, Ph.D.
Associate Professor

Abstract

The Effects of Exposure to Violence on Teachers in Cape Town and St. Louis

We are proposing an exploratory study concerning the effects of exposure to violence among a sample of elementary school teachers in the St. Louis area, which would later be replicated with a sample of teachers in the Cape Town townships. The goal of the exploratory phase of the research is to identify issues of importance to the teachers that relate to exposure to violence, and develop an interview schedule that would be culturally appropriate and relevant to teachers in both Cape Town and St. Louis. The study would ultimately be expanded into a comparative study of the effects of violence on teachers in these two locations. Focus groups would be conducted in St. Louis in June 2009, in Cape Town in August 2009, and the final stage of the project (using standardized instruments) would be implemented between January and May of 2010. The findings would be used to develop interventions to assist teachers, and would result in the publication of scholarly papers.

The Effects of Exposure to Violence on Teachers in Cape Town and St. Louis

**Kathy Nadasen, University of the Western Cape
Nancy Shields, University of Missouri-St. Louis**

Background and Rationale

Over the past thirty years, there has been growing concern about the effects of community violence on the well-being of the children who witness it (Saunders, 2003). This concern is both national and international, and research has been conducted in both the United States (Garbarino, Dubrow & Pardo, 1992; Bell, 1993; Richters, 1993; Richters & Martinez, 1993) and South Africa (Dawes, Tredoux, & Feinsten, 1989; Shields, Nadasen & Pierce, 2008; Shields, Nadasen & Pierce, in press; Silove, 1988; Simpson, 1993) that has documented a wide range of effects on children such as increased aggressive and violent behavior, criminal behavior, Post Traumatic Stress Disorder (PTSD), poor academic performance, and a variety of distress symptoms. Research has documented that exposure to community violence is widespread and serious, and that the effects on children are also quite significant (Clark, 1996; McCord, 1997; Osofsky, 1998; Berman, Silverman & Kurtines, 2000).

Many of the studies on community violence include school violence as a part of community violence. However, the topic of school violence is also an important topic in its own right both in the U.S. (Furlong & Morrison, 2000; Eisenbraun, 2007) and South Africa (Burnett, 1998; Human Rights Watch, 2001). Similar to the research on community violence, the focus of much of this research has been on the impact of school violence on students. Much less attention has been given to the effects of school violence on teachers (Casteel, Peek-Asa & Limbos, 2007), although there are exceptions. Astor and Pitner (1996) argue that teachers often experience the same psychological distress as

their students, and also worry about the safety and psychological well being of their students. Staci, David & Wilcox (2008) investigated the causes of fear among a sample of teachers in Kentucky, and Williams, Winfree & Clinton (1989) studied the relationship between victimization of teachers (theft of personal property, and threats of violence), fear of crime, and job satisfaction.

After conducting a search of the literature, we found studies that focused on ways that teachers can assist students who are experiencing psychological distress as a result of exposure to trauma (e.g., Demaree, 1994; Wolmer, Laor & Yazgan, 2003), but we found only one empirical study that dealt specifically with the psychological impact of exposure to violence on adults in a school setting (Schwarz & Kowlaski, 1991). In the course of our research on the effects of violence in the Cape Town area which began in 2006, we have met with the principals of the schools we are working with on a regular basis over the past two years. One of the issues that emerged in our conversations was the problem of recruiting teachers to work in these violent areas, and the impact of neighborhood and school violence on teachers. Hence, we believe that the shortage of research on the effects of violence on teachers in the U.S. and South Africa is not due to the fact that this is not an important issue. As Astor and Pitner (1996) note, it seems reasonable to expect that teachers will be affected by violence in many of the same ways as the children.

Issues to be Addressed

The long-range goal of our proposed research is to compare the extent of community and school violence that teachers experience in Cape Town and St. Louis, and to assess the impact of the violence on psychological distress, job satisfaction, and other variables. The immediate goal is to conduct an exploratory study with a sample of

approximately 24-28 elementary school teachers working in schools in violent areas of the St. Louis area. The goal of the exploratory study is to identify issues of importance to the teachers that relate to exposure to violence, and develop an interview schedule that would be culturally appropriate and relevant to teachers in both St. Louis and Cape Town. A standardized measure of PTSD would also be pre-tested. The interview schedule and standardized measures would be used in a long range study of the comparative effects of violence on teachers in St. Louis and Cape Town. This would be an interesting comparison due to historical and cultural differences relating to school and community violence in the U.S. and South Africa, and because of the high rates of violence in the two cities that would be compared.

Project Methodology

A significant number of teachers in the St. Louis area take graduate courses at UM-St. Louis as part of their on-going certification requirements, and to obtain advanced degrees. The College of Education at UM-St. Louis has agreed to assist us in recruiting a sample of teachers from relevant graduate courses for the exploratory study. Teachers would be recruited to participate in 4 separate focus groups of size 6-7 each. Focus group research is an effective strategy for exploratory research of this type (Stewart, Shamdasani & Rook, 2006). The focus group questions would include questions about the kind of violence teachers have experienced as victims and witnesses in their schools and the surrounding community, how they reacted to it, what they did about it, and problems they experienced as a result. The participants would also complete some standardized measures of exposure to violence and PTSD, and provide feedback about the instruments. The focus groups would be tape recorded, notes would also be taken, and

a debriefing session with the researchers would follow. The focus groups would be conducted by Kathy Nadasen and Nancy Shields. Nadasen's role would be important in this stage of the research, due to her knowledge of South African culture as well as her expertise in qualitative research. These focus groups would take place in June 2009.

Similar focus groups would then be conducted with primary school teachers in Cape Town. Teachers would be recruited from the five schools we have worked with in the past as part of our project on children and community violence (Levanna Primary in Lavender Hill, Liwa Primary in Nyanga, Sonderend Primary in Manenberg, Ikhwezilesizwe Primary School in Khayelitsha, and Tafelsig Primary in Mitchells Plain). These focus groups would be conducted by Nancy Shields and Kathy Nadasen in August 2009. Primary data collection would begin in 2010, and would consist of individual interviews with teachers in Cape Town and St. Louis. Our goal would be to interview approximately 100 teachers in each location. It is anticipated that this final phase would take 4-6 months. Teachers would be recruited from the College of Education at UM-St. Louis, and primary schools in the townships surrounding Cape Town.

Outcomes

This research would ultimately provide data that would allow us to work with schools and social service agencies to design and implement programs to assist teachers experiencing symptoms of PTSD and other problems. It will be important to involve the Social Work programs at both UWC and UM-St. Louis in these efforts. Faculty members in both of these programs have been and continue to be involved with the University of Missouri - South Africa Education program.

Because this research addresses a topic that has not been extensively studied, we anticipate that joint scholarly publications and presentations on teachers and community and school violence will be other outcomes of the work. As an indicator of our ability to collaborate and produce scholarly work, we have published two journal articles based on our research on children and community violence (Shields, Nadasen & Pierce, 2008, in press), and we are in the process of revising another for publication (Shields, Nadasen & Pierce, under review). We have made presentations at the meetings of the American Sociological Association, the Association for Applied and Clinical Sociology, and the Society for Social Work Research.

Timeline

June 2009	Conduct and analyze results from focus groups in St. Louis Develop interview schedule Select standardized measure of exposure to violence and PTSD
August 2009	Conduct and analyze results from focus groups in Cape Town Revise interview schedule Pretest standardized measures with Cape Town teachers
January 2010-June 2010	Primary data collection in Cape Town and St. Louis Data reduction and analysis
July 2010	Begin dissemination of findings to schools, agencies, and other researchers

Budget Justification

We are requesting travel funds and room and board for Kathy Nadasen to travel to UM-St. Louis and to stay in St. Louis for a period of one month in June 2009. The purpose of the visit would be to conduct focus groups with teachers in St. Louis and develop a standardized interview, as described in the proposal. We are requesting airfare and room and board according to UMSAEP guidelines. We are not requesting a car rental, because Nadasen would stay in university housing and Shields would provide transportation to other locations as needed. The departments would cover the costs of printing and other materials, which would be minimal. Most communications would be done by e-mail, and therefore there would be no cost. The matching funds (\$1300.00) would be used toward airfare for Nancy Shields to visit Cape Town in August 2009 to assist with conducting focus groups and revising and finalizing the interview schedule based on focus groups with teachers in Cape Town. These funds would come from her own university research account, and we are not requesting support from UMSAEP for this visit.

References

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