

Fall 2000 Service Learning Courses

Department	Professor	Course	Service Learning Sites	Number of Students	Service Learning Status	Rap Session
Cell and Molecular Biology	Burdsal	CELL-471 Molecular Biology of Cancer	Touro Infirmary - Oncology Unit	3	Optional 4 th Credit	2 In-Class

Students in the Molecular Biology of Cancer course had an opportunity to work at Touro Infirmary for the service learning component of their course. Their goal was to assist the nursing staff at the Oncology Unit with the comfort of the patients, while gaining a better understanding of the physical and emotional aspects of cancer. Students spent time between the inpatient and outpatient clinics. While in the inpatient clinic, students observed therapy sessions with the permission of the patient's therapist, read and talked to patients, and played games with patients. At the outpatient clinic, students assisted the staff nurse with patients coming in for their weekly treatment.

Cell and Molecular Biology	Muneoka	CELL-413 Embryology	Great Expectations University Medical Center/ Charity Hospital	6 8	Required 4 th Credit (Students must choose between Lab or SL participation)	1 In-Class 1 OSL Rap
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Students in Embryology had the option of doing their service learning at Great Expectations or at University/Charity Hospital. The students at University/Charity Hospitals worked in some capacity dealing with pre-natal care or services related to embryology. The students assigned to the Cytology Lab followed a ten-week program developed by the lab technician. The students assigned to the OB-GYN clinic served as patient chaperones during pre-natal examinations while students assigned to the Labor and Delivery unit shadowed the nurses. The students assigned to Radiology worked with ultrasound technicians. Students at Great Expectations worked with the nurse and health educators in providing pre-natal care and education to the agency's clients. The students either worked at the Central City Clinic assisting with pre-natal education classes or accompanied the nurse on home visits.

Cell and Molecular Biology	Smith and Coltman	BIOL 799 - Special Projects (5th Year Master's Graduate Program)	Touro Infirmary - Emergency Department Touro Infirmary - Pathology Departments	12 2	Required within 3 Credit	2 In-Class
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As part of a year long program, graduate students were given an option to do their service learning activities in either the Emergency Room or the Pathology Lab. Students shadowed nurses and doctors to gain a better understanding of Emergency medicine. They assisted these personnel whenever possible. A listing of possible activities were made available to the students. In the second half of the program, students will be working on special projects designed to give them an overview of how changes in federal health care policy is affecting Emergency medicine. In the pathology lab, students were able to negotiate with the staff about their duties and projects.

Communication	Mackin	COMM-421 Persuasion	Great Expectations Hoffman Elementary Green Project Peete Works	2 2 1 1	Optional 4 th Credit	2 OSL Raps
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Students at each of the sites above designed a persuasive campaign outline on behalf of the agencies. Each campaign was based on the needs of the agencies and interviews and conversations that were conducted with staff and clients. In addition, students were also required to do service hours at their assigned agencies. Duties at the various sites were determined by the agency staff and designed to help the students gain an understanding of the agency and its mission.

Economics	Pritchett	ECON-301 Intermediate Microeconomics	O. Perry Walker High School	1	Optional 4 th Credit	2 OSL Raps
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The student served as in-class tutors in the Free Enterprise class at O. Perry Walker High School. The service learner tutored the student on the economics portion of the LEAP test or on the

NEFE High School Financial Planning Program. The service Learning student was given materials for both options.

English	Koritz	ENLS-119 City Life: Representations of Urban America	Students at the Center: Douglass High School	10	Required within 3 Credit (Students must choose between Research or SL participation)	3 In-Class
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Service learners at Douglass worked with High School students in a Students at the Center (SAC) classroom. Service learners and Douglass High students set out to work on three projects over the course of the semester. Service learners and Douglass students interviewed one another and produced writing pieces out of those interviews. The students worked towards publication by collaborating on essays that they submitted to a contest. Finally, students worked on a presentation for a lower-level English class at the school.

Exercise and Sports Science	Wilson	EXSS-402 Advance Exercise Physiology	Daughters of Charity: Neighborhood Health Partnership (Fit, Fun, Thin Some and Haelthy Lifestyles)	24	Required within 3 Credit	2-3 In-Class 1 Online Chat
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Fit, Fun, and Thin Some and Healthy Lifestyles are two exercise and wellness programs based out of Vincentian Ministries. Students working with these two programs served as aerobics instructors, assistant instructors, or class mentors. Students also gave a number of educational presentations focused on exercise and nutrition, assisted with data entry, put out an exercise-focused, educational newsletter, and were responsible for the pre-testing and post-testing of the participants.

French	Klingler	FREN-314 Phonetics	International School of Louisiana	7	Required within 3 Credit (Students must choose between Research or SL participation)	2 OSL Raps
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Students worked with Kindergartners enrolled in the after-care program. The students observed the French class first, met with the French teacher and then designed a curriculum centered around art or music that was taught during the after school program.

French	Watts	FREN-416 Translation Theory and Practice	Ursuline Convent	4	Optional within 3 Credit (Translation activity on-site)	---
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Richard Watts and Sister Joan Marie met prior to the orientation and selected some letters written in French for the students to translate. Professor Watts copied the selection so students could work on the translation away from the convent. This was done because the archives were in the process of being moved to a different location in the convent, so it would have been difficult for students to work with the originals. After the orientation, each student was given a 5 to 7 page selection that s/he was responsible for. The student translated the document and went through the revision process with Professor Watts. At the end of the semester, the students compiled all of the translations and made a public presentation of their work. At the event, the service learners presented Sister Joan Marie with a copy of the translated documents.

Political Science	Potter	POLS-401 Politics of Environment in Latin America	Agency for Environmental Health (AEH) Loyola Center for Environmental Communications Mayor's Office of Environmental Affairs The Green Project Mississippi River Basin Alliance (MRBA)	5 5 2 2 1	Required 4 th Credit	1 In-Class 2 OSL Raps
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Five service learners from Professor Potter's class worked with AEH Board Members on a variety of projects including fund-raising, promotional material development, Internet outreach and general program development. Two service learning students worked at the Green Project. One service learner created a system to account for and store hazardous materials as well as researched disposal alternatives and proper handling of hazardous materials. Five service learners worked with Loyola's Center for Environmental Communications. One service learner worked on a projects that included research and collaboration with South America-based Trinidad Asa Wright Nature Center, another worked on a Times-Picayune research project cataloguing how industry has been portrayed in the newspaper for the past 10 years, and three service learners organized a high school journalism workshop. Another student worked on the South American River Connection project by making contacts with groups with similar objectives as MRBA for the Rio Plata river system in South America, researching and making links to grassroots groups in the region and creating a file on projects taking place in South America.

Students also worked with the Mayor's Office of Environmental Affairs to set up in-house recycling in City Hall.

Political Science	Rose	POLS-315 Elections in America	Exit Polling	31	Required 4 th Credit (POLS389-02)	---
Political Science	Rose	POLA-418 American Political Culture	Exit Polling	29	Required 4 th Credit (POLS389-03)	---

Students from both these classes participated in organizing and carrying out a public opinion exit poll concerning corruption during the November elections. Students from both courses devised the necessary questionnaires and determined location of polling sites. Students were also responsible for conducting several trial runs of the questionnaire. Both groups of students participated in the actual exit polling and helped in the evaluation of the information they gathered. Students also participated in a local conference about the results of the polling.

Political Science	Singleton	POLA-423 Environmental Politics	Green Party Mississippi River Basin Alliance (MRBA) Tulane's Office of Environmental Affairs	3 1 1	Optional 4 th Credit	1 In-Class 2 OSL Raps
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One student worked on a forest and biodiversity project that included: researching the loss of forests and biodiversity in Louisiana by collecting information on the rate of loss, biodiversity implications and economic trends, and laying the groundwork for the MRBA to become informed and more involved in forest issues. The student also explored forest issues in LA, as they relate to regional, national, and global markets. One service learner worked at a local school (St. Stephans) where she taught 3rd and 4th grade students about recycling from an existing curriculum provided by TU's Office of Environmental Affairs. Three service learners worked as local volunteer coordinators for the Green Party. They contacted and scheduled volunteers for specific events such as tabling and neighborhood canvassing. Coordinators also prepared materials for campaign events. Other service learners worked for the state campaign committee where they assisted campaign coordinators and facilitated communication between campaigns throughout the state.

Political Science	Taras	POLC-341 Politics Of Nationalism	For the Children: Lafayette Elementary Community Labor United Knowledge is Power Great Expectations	14 6 3 5	Required within 3 Credit	2 In-Class
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Fourteen service learners participated in the "For the Children" reading program at Lafayette Elementary School after service learning at Woodson was canceled. The service learners worked 1-1 with four students in grades 1-4. Each student that was tutored had been tested and appropriate level books were identified for tutors to use during their sessions. Service learners worked with Community Labor United on constituency communication and participated in bi-weekly CLU forums where students, community leaders, and workers had the opportunity to discuss a variety of issues within a diverse group. Students also had the opportunity to attend Monday CLU planning meetings and special functions. Some went to a number of additional meetings, marches, etc. (with ACORN, UNITE, HOTROC) because of the contacts they made at CLU forums. Students also worked with the KIP program, giving help to library patrons using the Internet and working to put on a number of 'Parent Connect' (computer training) sessions.

Students who worked with Great Expectations worked on a range of activities with clients at a community care center. The projects focused on pregnancy prevention, substance abuse, HIV/AIDS, etc.

Psychology	Cunningham	PSYC-361 Adolescent Psychology	Bishop Perry Middle School	7	Optional 4 th Credit	2 OSL Raps
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Bishop Perry Middle School is a Catholic school in the French Quarter that targets low-income African-American males. Service learners at Bishop Perry Middle School worked with middle school children enrolled at Bishop Perry during the 'guided study' time, 1:35pm - 4:00pm. Teachers referred students that they wanted service learners to work with and prepared information on what they would like the service learning students to do. Bishop Perry students sometimes also asked their tutors for help on homework.

Psychology	Dempsey	PSYC-340 Child and Adolescent Social Development	Hoffman Elementary School Tulane Upward Bound Tulane Positive Talk	16 15 2	Required 4 th Credit	1 In-Class 2 OSL Raps
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Fifteen students worked with college bound high school students, who were seeking to improve their ACT scores. Each service learner worked 1-1 with students between 4-6 p.m., Mondays-Thursdays on Tulane's campus. In the first two weeks, Upward Bound coordinators met with the service learners for a 30-minute discussion each week. Two service learners worked with Positive Talk, a pregnancy prevention and life skills program attended by area at-risk youth, as arts and crafts teacher- assistants and with general on-site coordination. The service learning students at Hoffman Elementary worked with teachers and students in one of two ways. Some service learners worked with students individually as one-on-one tutors outside of the classroom. Others worked as classroom assistants. Generally, the students placed with Special Education classes worked in the classroom. The majority of Tulane students worked with Hoffman students on basic reading skills.

Psychology	Dohanich	PSYC-653 Psychopharmacology	Bridge House	5	Optional 4 th Credit	
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Each student acted as a medication consultant to one resident of the alcohol/drug residential treatment facility. The students met with the site supervisor to receive the name of their client and to review the client's medical history and then be introduced to the client. The students met once a week with their assigned clients to learn about the clients' history and to do research on the medication that the clients were on for secondary medical condition. The research took place outside of the meeting with the client.

Psychology	Moely	PSYC-321 Educational Psychology	Tulane Upward Bound For the Children: Lafayette Elementary	21 2	Required within 3 Credit (Students must choose between Research or SL participation) Optional 4 th Credit	1 In-Class 2 OSL Raps
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Two service learners participated in the "For the Children" reading program at Lafayette Elementary School. The service learner worked 1-1 with four students in grades 1-4. Each student that was tutored had been tested and appropriate level books were identified for tutors to use during their sessions. Twenty-one students worked with college bound high school students, who were seeking to improve their ACT Each service learner worked 1-1 with students between 4-6 p.m., Mondays-Thursdays on Tulane's campus. In the first two weeks, Upward Bound coordinators met with the service learners for a 30-minute discussion each week.

Psychology	Olson	PSYC-321 Child Psychology	For the Children: Lafayette Elementary	10	Extra Credit within 3 Credit	1 In-Class
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			Tulane Upward Bound Tulane Positive Talk	16 1		1 OSL Raps
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Ten service learners from Professor Olson's class participated in service learning at Woodson before the program was canceled. Only one of the eight students continued with service learning with the "For the Children" reading program at Lafayette Elementary School. For the Children has worked to accommodate 100 new children at Lafayette and supervisors reported that they would not have been able to do that without the help of service learners. The service learner worked 1-1 with four students in grades 1-4. Each student that was tutored had been tested and appropriate level books were identified for tutors to use during their sessions. The service learner also worked with a teacher and students on the school newsletter funded by an OSL Enhancement Grant. One service learner worked with Positive Talk, a pregnancy prevention and life skills program attended by area at-risk youth, as arts and crafts teacher- assistants and with general on-site coordination. Sixteen students worked with college bound high school students, who were seeking to improve their ACT Each service learner worked 1-1 with students between 4-6 p.m., Mondays-Thursdays on Tulane's campus. In the first two weeks, Upward Bound coordinators met with the service learners for a 30-minute discussion each week.

Psychology	O'Neal	PSYC-101(H) Introduction to Psychology	Hoffman Elementary School	15	Required within 3 Credit (Students must choose between Research or SL participation)	1 In-Class 1 OSL Rap
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The service learning students at Hoffman Elementary worked with teachers and students in one of two ways. Some service learners worked with students individually as one-on-one tutors outside of the classroom. Others worked as classroom assistants. Generally, the students placed with Special Education classes worked in the classroom. The majority of Tulane students worked with Hoffman students on basic reading skills.

Psychology	Overstreet	PSYC-389 Urban Child Development	Hoffman Elementary School Tulane Upward Bound Children's Bureau Head Start	7 8 3 4	Required 4 th Credit	2 OSL Raps
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Eight students worked with college bound high school students, who were seeking to improve their ACT scores. Each service learner worked 1-1 with students between 4-6 p.m., Mondays-Thursdays on Tulane's campus. In the first two weeks, Upward Bound coordinators met with the service learners for a 30-minute discussion each week. Service learners worked as childcare assistants, helped with arts and crafts, worked to plan an activity/curriculum for the children, and assisted with the Spanish instruction at the Head Start program at the bilingual El Yo Yo Day Care Center. The service learning students at Hoffman Elementary worked with teachers and students in one of two ways. Some service learners worked with students individually as one-on-one tutors outside of the classroom. The majority of Tulane students worked with Hoffman students on basic reading skills.

Students that worked with Project LAST at the Children's Bureau were paired up with a social worker and went over to the Westbank to work with a specific family. The service learners were not responsible for any counseling; their role was to work with the kids as a tutor or to just talk with the kids when the social worker met with parents, siblings, etc.

Psychology	Wee	PSYC-347 Brain and Behavior	Touro Infirmary (Rehabilitative Units)	15	Optional 4 th Credit	2 OSL Raps
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Students in Brain and Behavior had an opportunity to work at Touro Hospital's Rehabilitative Units for the service learning component of their course. Their goal was to assist the nursing staff with the comfort of the patients while gaining a better understanding of the human brain and the process for rehabilitation. Some examples of activities the students participated in throughout the semester included reading and talking to patients, playing games with patients, and observing therapy sessions with the permission of the patient's therapist.

Sociology	Gotham	SOCI-206 Urban Sociology	City Planning, New Orleans Recreation Dept.	19	Optional 4 th Credit	1 In-Class 2 OSL Raps
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Students involved in this project administered park-use surveys in a number of parks in all 12 districts of the city. The surveys looked at park use, neighborhood issues, race, age, park facilities, etc. Students also did inventories on specific parks and looked into how what they were doing linked up with the recreation component of the master plan for the City of New Orleans.

Sociology	Morse	SOCI-609 Sociology of Medicine	University Medical Center/ Charity Hospital Children's Hospital	7 16	Required 4 th Credit	---
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Students had an option of choosing between University/Charity Hospital and Children's Hospital. The students worked in many areas of Children's Hospital: the rehabilitation floor, the ICU, the Emergency Room or in the playrooms. Their responsibilities ranged from playing with the children, sitting with or feeding the patients to assisting the staff with light paperwork, running errands or stocking rooms. Students placed at University/Charity Hospital worked in family waiting rooms and the emergency waiting rooms. The service learners acted as liaisons between the patient's families and the medical staff. The duties ranged from answering the waiting room phone to finding out answers for patient's family members.

Spanish	Shea	SPAN-412 Social Problems in Spanish American Literature	Hispanic Apostolate	1	Optional 4 th Credit	1 In-Class 2 OSL Raps
			MetroVision	2		
			El Yo Yo Program	1		
			Comenzado Bien Program-March of Dimes	1		

One service learner worked closely with Lisa Bush to organize the Comenzado Bien program for pregnant Latina young women. Two other service learners researched major media sources in Latin America for Metro Vision. They did most of the research over the Internet and had some difficulties figuring out the "slant" of each newspaper, which is what they were asked to look for. The students then expanded their research tactics to include calling local professionals who could help them find information about newspaper across Latin America. They worked from a list of communication faculty members from Loyola, the Latin America library at Tulane, editors from the Times-Picayune international section etc. El Yo Yo Program service learners developed and implemented curriculum about Hispanic culture and the Spanish Language. They also acted as child care assistants. Hispanic Apostolate service learners developed two news letters, wrote and translated articles, and also developed flyers to be posted in the New Orleans area describing the Apostolate mission and activities.

Women's Studies	Travis	WMST-399 Feminist Theories	Grace House	2	Required within 3 Credit Optional 4 th Credit	1 In-Class 2 OSL Raps
			Williams Research Center	2		
			Students at the Center	1		
			Newcomb Women's Center	1		
			New Orleans Public Forum Newspaper	4		

Service learners worked with adult women enrolled in a residential drug dependency program at Grace House to improve their math and literacy skills in preparation for the GED. They took clients off-site on a few occasions to introduce the women to resources and take them to special events including a class presentation and a lecture by Nikki Giovanni. Four service learners wrote articles for the New Orleans Public Forum Newspaper about important local New Orleans issues that do not get a lot of press in mainstream newspapers. Their articles ranged from healthcare in New Orleans to a sweatshop forum activity at Tulane. Another service learner worked with three high school girls who were enrolled in the Students at the Center program at McDonough 35. Together the service learner and the three high school students implemented a Students at the Center class at Bell, a local middle school. Two other service learners worked with Nancy Ruck at the Williams Research Center summarizing correspondence and organizing files from the New Orleans Women's Club to be entered into a library database. One service learner did archival work for Newcomb Women's Center. This included sorting and indexing bibliographical information about Louisiana women of the

1970's feminist movement.

Fall 2000 Law School

Law School	Dendy/Jackson	Tulane Bankruptcy Legal Advise	10	Various Bankruptcy cases
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Summer 2000 Course

Political Science Summer Abroad	Kenny	POLC-431 Mexican Politics Government	15	Mexican Elections
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Internships

Psychology	Lockman Moely		The Chartwell School at St. Stephens School	2	4 Credit Course	
			The Children's Bureau	1		
			DePaul/Tulane Behavioral Health Center	1		
			Great Expectations Foundation, Inc.	1		
			Positive Talk: Prevention & Life Skills	1		
			Start the Adventure in Reading (STAIR)	1		
			Tulane's Upward Bound Program	5		
			LSU Medical Center Department of Psychiatry	1		
Sociology	Brodie		National Center for the Urban Community	1	3 Credit Course	
			The Chartwell Center	1		
			Great Expectations Foundation, Inc.	1		
			The March of Dimes	1		
Political Science	King		City Council Member Oliver Thomas Office	1	3 Credit Course	
			Fair Housing Action Center of New Orleans	2		

TOTALS

11 Service Learning Departments 3 Internship Departments	28 Service Learning Courses	420 Service Learning Students 22 Internship Students 442 Total Students
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