

Office of Service Learning

Description of Service Activities for 1998 Fall Service Learning Courses

| Department | Course                                | Professor     | Number of Students | Service Learning Sites  |
|------------|---------------------------------------|---------------|--------------------|---|
| Psychology | PSYC-240<br>Educational<br>Psychology | Barbara Moely | 46                 | Woodson Middle School, Fortier High School,<br>CAP ACT Preparation Program and<br>CJ Peete After School Program |

Students from this class have four service learning site options: Woodson Middle School, Fortier High School, CAP ACT prep program and the CJ Peete after school program. At Woodson and Fortier, Tulane students serve as learning partners to two younger students. In the CJ Peete after school program, Tulane students assist students from Lafon Elementary School in their homework while others aid the students in reading programs. Tulane students in the CAP ACT prep program serve as tutors to local high school students in preparation for college admissions. Tulane students take observations during their service activity in order to complete weekly journal assignments.

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| Psychology | PSYC-334<br>Childhood<br>Behavior<br>Disorders | Stacy Overstreet | 30 | Special Education classes at Guste, Augustine and<br>Woodson |
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Students from this class act as learning partners in special education classrooms. They assist the teacher in providing services to children with disabilities. Tulane students take observations in order to fully participate in class and to integrate concepts they learned to real life scenarios.

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| Psychology | PSYC-650 | Stacy Overstreet | 6 | Guste Elementary Schools |
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|  | Reading<br>Assessment &<br>Intervention |  |  |  |
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Students from this class act as learning partners at Guste Elementary School. Students create their own reading intervention programs under the supervision of Dr. Overstreet. They then use those programs to aid students with reading problems. Tulane students alter their reading programs to match the need of their students.

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| Psychology | PSYC-361<br>PSYC-389<br>Adolescent<br>Psychology | Mike<br>Cunningham | 15 | Augustine Middle and Fortier High School |
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Students from this class act as learning partners to two younger students who they tutor in various subject areas. They observe students in the classroom setting and use these observations in class discussions.

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| Psychology | PSYC-340<br>Social<br>Development | Margaret<br>Dempsey | 35 | Woodson Middle School |
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Students from this class act as learning partners at Woodson Middle School. Each Tulane student is assigned to tutor two younger students. They observe students in the classroom setting and use those observations for class discussion.

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| Psychology | PSYC-629<br>Psycho-<br>pharmacology | Gary Dohanich | 4 | Bridge House |
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Students from this class are assigned to Bridge House, a drug and alcohol residential treatment facility. Tulane students observe clients under medication and take part in group counseling sessions. Towards the end of the semester, Tulane students will

give a presentation on the harmful effects of drugs to the clients of Bridge House.

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| Psychology | PSYC-101H | Ed O’Neal | 12 | Hoffman Elementary |
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In our only freshman course, students are matched with two second graders from Hoffman Elementary School. Here, Tulane students make use of the Fast-Track Reading program to help the younger students learn how to read. In a culminating paper, Tulane students will be required to relate Psychological topics to issues they observed with their partners.

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| Women’s Studies | WMST 493-03<br>WMST 389-01<br>Leadership,<br>Development &<br>Communities | Barbara Moely,<br>Margaret King,<br>Elaine Joseph &<br>LisaJo Epstein | 17 | Woodson Middle School |
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In this innovative new course designed by several faculty and community members, Tulane students are assigned to two Woodson girls. In what is supposed to be a year long commitment, Tulane students this semester are to tutor their students. The purpose of this first semester is for the Tulane students to establish a relationship with the students they work with. In the second semester, the goal is for each team to develop a program to make positive changes in their school. The overlying goal for this program is to empower the younger girls to become leaders.

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| Sociology | SOCI-614<br>Problems in<br>Society of<br>Deviance | Jim Wright | 44 | Positive Talk Mentor Program or Woodson Conflict Resolution |
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Students from this class have two options for their service learning activity. The first option is the CAP Positive Talk Mentoring program ran by Shannon Hebert. Tulane students become a mentor for a child from Andrew Jackson Elementary School. Tulane students follow a structured activity each time they meet with their student based on conflict resolution and an anti-crime/gun theme (See attached). They also help the students with homework. All activities for the mentoring program occur on Tulane’s campus. The second option is the Woodson Middle School Conflict Resolution program. Tulane students are assigned to a Woodson teacher who then assigns them to individuals with conflict issues. The Tulane students then go through a structured program designed by Loyola’s

Twomey Center. Observations made throughout this service experience will be used by the Tulane students in a final paper for the class.

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| Theatre | THEA-795<br>Special Projects | Lisa Jo Epstein | 6 | After School Program for Woodson Students |
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Students in this class took an earlier course in Community Theatre. The background enables them to work with students from Woodson Middle School to create a show that will feature the works of the middle school students.

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| Political Science | POLA-210<br>American<br>Government | Sara Singleton | 37 | Augustine Middle School or ACT Prep |
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Students from this class act as learning partners in two different settings. At Augustine Middle School, Tulane students are matched with a teacher to provide individualized tutoring to students in a Social Studies class. In the CAP ACT prep course, students are paired with high school students in tutoring sessions designed to help the high school students get into college.

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| English | ENLS-472<br>ENLS-390<br>Feminist<br>Literary Theory | Molly Travis | 15 | Positive Talk Mentor Program or Prayer Nursing Home |
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Tulane students have two options for service learning. One of the options is the CAP Positive Talk program headed by Shannon Hebert. Tulane students become a mentor to a Woodson Middle School girl student. Tulane students follow a structured program developed to enhance the girl's sense of importance as well as to familiarize her with famous writers. They also help with the student's homework. All activities for the program occur at Tulane University. The second option is for Tulane students to do a historical biography of a woman resident of a nursing home.

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| Latin American Studies | LAST-695<br>Economic<br>Development of<br>Latin America | Quispe | 6  | Peete Community Works or Hoffman Elementary |
| Economics              | ECON-359<br>Economic<br>Development of<br>Latin America | Quispe | 31 | Peete Community Works or Hoffman Elementary |

Tulane students have two options for their service learning activity. One of the options is to work at Peete Works Central, the Tulane/Xavier CAP office in CJ Peete. There, Tulane students are engaged in community work: tracking residents who have received CAP assistance, working on a community event slated for the 21<sup>st</sup> of November, and working with individual residents on Individualized development Account Program. The other option is to become a learning partner at Hoffman Elementary School. Tulane students do observation while at their learning sites so that they could later tie in those observations to economics concepts.

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| TOTALS |  | 14 Courses | 304 Students |  |
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