

## Office of Service Learning

### Description of Service Activities for Spring 2000 Service Learning Courses

Cell and Molecular Biology	Burdsal	CELL-471 Molecular Biology in Cancer	9	Touro Hospital (M5 Cancer Unit)
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Students in Molecular biology of Cancer had an opportunity to work at Touro Hospital 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 physical and emotional aspects of cancer. Students split time between the inpatient and outpatient clinics. While in the in patient clinic, students were able to observe therapy sessions with the permission of the patient's therapist, read and talk to patients, and play games with patients. At the outpatient clinic, students assisted the staff nurse with patients coming in for their weekly treatment.

Psychology	Colombo	PSYC-347 Brain and Behavior	20	Touro Hospital (M6 and M9 Units)
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Students in Brain and Behavior had an opportunity to work at Touro Hospital 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. Some examples of activities the students participated in throughout the semester are reading and talking to patients, playing games with patients, and observing therapy sessions with the permission of the patient's therapist.

Psychology	Daly	PSYC-321 Child Psychology	28	Woodson (35 Woodson students one-on one-tutorial; 13 in classroom assistants; 6 I Can Learn Classroom Assistants)
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Students in this class had three options for the service learning component of their course. Students choose to work at Woodson Middle School as tutors, general classroom assistants, or classroom assistants in the I Can Learn Classrooms. The I Can Learn Classroom is equipt with additional computer technology. In the one-on-one tutoring option, Tulane students was assigned two Woodson students. Each Tulane student met with their learning partners for at least an hour each week. Service learners were able to tailor their tutoring methods based on each child's perceived need: reading, math, or homework assistance. As classroom assistants, Tulane students were assigned to individual teachers at Woodson where they assisted the teacher with activities in the classroom.

Psychology	Dempsey	PSYC-340 Child/Adol Social Development	19	Woodson Middle School (41 Woodson students one-on-one tutorial; 11 in classroom assistants)
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Students in this class had two options for the service learning component of their course. Students choose to work at Woodson Middle School as tutors or general classroom assistants. In the one-on-one tutoring option, Tulane students was assigned two Woodson students. Each Tulane student met with their learning partners for at least an hour each week. Service learners were able to tailor their tutoring methods based on each child's perceived need: reading, math, or homework assistance. As classroom assistants, Tulane students were assigned to individual teachers at Woodson where they assisted the teacher with activities in the classroom.

Women's Studies	Dietzel	WMST-399 Feminist Theories	3 2 1 5	EarthJustice Legal Defense Fund Gay and Lesbian Community Center Equal Employment Opportunity Commission, Grace House
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Students in Feminist Theories had four choices for their service learning component. At EarthJustice Legal Defense Fund students developed a Caroline Dormon campaign, contacted women's groups, conducted research about Kisatchie National Forest and organized an essay contest. At the Gay and Lesbian Community Center students researched hate crimes, worked on the 24 hour hotline and helped to expand the resources available at the Center. The student at the Equal Employment Opportunity Commission helped to develop anti-discrimination speeches, workshops, and role play scenarios. Students at Grace House worked on literacy skills with adult, female clients in the residential drug dependancy program.

Spanish	Howard	SPAN-426 Spanish Phonetic/Phonology	6	Booker T. Washington High School (6 in classroom assistants)
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All of the students in Professor Howard's course was placed at Booker T. Washington High School as classroom assistants in a beginning Spanish course. Students assisted in group activities and worked one on one with students.

Political Economy	King	PECN-304 Economics and Policy Making	2 2 2	National Center for the Urban Community, City Hall (Emergency Preparedness), CAP IDA Program
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Three site choices was available for Economics and Policy Making. The students at the National Center for the Urban Community worked on Tulane’s Campus in the Institute of Resident Initiatives (IRI) office. They assisted with research on a variety of topics relevant to both their course and the IRI office. The students at Emergency Preparedness worked with the office to coordinate and prepare budgets for the Local Emergency Preparedness Committees (LEPC). Students at the CAP Individual Development Account Program (IDA) worked to coordinate classes for IDA participants and worked with family participants to coordinate individual budgets.

French	Klingler	FREN-410 French in Louisiana	5	Williams Research Center/New Orleans Historic Collection
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Students in Professor Klingler’s course worked at the Williams Research Center/New Orleans Historic Collection. They conducted research on properties nominated for historic district landmark designation.

History	Luongo	HISA-697 Medieval Cities	1	New Orleans Historic District Landmarks Commission (HDLC)
			1	Williams Research Center/New Orleans Historic Collection

Students in Medieval Cities had two choices for their service learning component. At the New Orleans Historic District Landmarks Commission, the student assisted in researching and preparing documentation on buildings nominated as local historic landmarks. The student at the Williams Research Center/New Orleans Historic Collection compiled genealogy of properties in a designated New Orleans Neighborhood Historic District. The student was able to work with original city records.

Psychology	Moely	PSYC-321 Educational Psychology	22	Woodson Middle School (46 Woodson students one-on-one tutorial; 3 in classroom assistants)
			49	Tulane Upward Bound (50 students one-on-one tutorial)

Students in this class had three options for the service learning component of their course. Students could choose to work at Woodson Middle School as tutors or classroom assistants. In the one-on-one tutoring option, Tulane students were assigned two Woodson students. Each Tulane student met with their learning partners for at least an hour each week. They were able to tailor their own tutoring based on each child’s perceived need: reading, math, or homework assistance. As classroom assistants, each Tulane

student was assigned to an individual teacher at Woodson. Students were also able to select placement at Tulane’s Upward Bound Program. Here they were assigned to tutor high school students in various academic subjects.

Sociology	Morse	SOCI-670 Sociology of Law	9	Fair Housing Action of New Orleans
			6	The Advocacy Center
			5	Teen Court

Students in this course had three options for the service learning component. Students at the Advocacy Center were able to choose from five different projects including review and analysis of RTA complaints, evaluation of agency programs, outreach to groups concerning individual rights, and assessment of assistive technology needs for residents and institutions. At the Fair Housing Center of Greater New Orleans, students worked on two general projects: field research on apartments to find out if they are built under legal codes and research on the identification of property owners who maintain different standards for their properties based on race. Finally, students at Teen Court helped to track juvenile offenders, identified community service sites, organized Teen Court hearings on Monday nights and prepared teen-clients for court appearances.

Psychology	Overstreet	PSYC-334 Childhood Behavior Disorders	5	Augustine Middle School
			4	(5 in classroom assistants) Hoffman Elementary School (4 in classroom assistants)

Students in Childhood Behavior Disorders worked as classroom assistants in special education classrooms at either Augustine Middle School or Hoffman Elementary School.

Political Science	Potter	POLS-401 International Environmental Politics	4	Earth Justice Legal Defense Fund
			2	City Hall (Environmental Affairs/ Intergovernmental Relations) and
			4	Agency for Environmental Health

The students in Potter’s course had four options for their service learning component. At Earth Justice Legal Defense Fund students researched global problems of high industrial toxin releases in the environment and helped to develop responses to international problems that have local impact. Students at City Hall designed a website for the agency, helped to organize the Mayor’s Earth Day celebration, and revised the “Recycle New Orleans” recycling manual. Students at the Agency for Environmental Health prepared information about AEH for public dissemination, and created PowerPoint presentations on the environmental impact of low

tech alternatives to current practices.

Political Science	Rose	POLA-315 Elections in America	27	Polling
Political Science	Rose	POLA-618 Public Opinion Voting Behavior	9	Polling

Students from both these classes participated in organizing and carrying out a public opinion exit poll during the March elections. Students from POLA-315 developed the survey while students from POLA-618 compiled the necessary data to determine where polling should take place. Both groups of students participated in the actual exit polling and evaluated the information they gathered. Students also participated in a local conference about the results of the polling.

Spanish	Shea	SPAN-410 Gender/Sex Hispanic Culture	2 2 1	Agency for Environmental Health Equal Employment Opportunity Comm. Lesbian and Gay Community Center of New Orleans
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Professor Shea’s students had three choices for their service learning component. At the Equal Employment Opportunity Commission, some students compiled a Hispanic Resource Directory, while other students at the Lesbian and Gay Community Center of New Orleans translated materials for the Center from English into Spanish. Two students with the Agency for Environmental Health prepared a case study about gender issues in Nicaragua and the need for water pumping projects.

Psychology	Swann	PSYC-325 Psych of Early Childhood	18	Hoffman Elementary School (48 Hoffman students one-on-one tutorial)
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Students in Professor Swann’s Psychology of Early Childhood worked as one-on-one tutors at Hoffman Elementary School. Tulane students were assigned two grade school students a piece. Each Tulane student met with their learning partners for at least an hour each week. Service learners were able to tailor their tutoring methods based on each child’s perceived need: reading, math, or homework assistance their learning partners.

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	TOTAL	17 Service Learning Courses	275	
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Office Of Service Learning

Internship and Independent Studies - Spring 2000

INTERNSHIPS

Department	Professor	Course	Number	Sites
Psychology	Seminar	Internship Studies	11	Various Community Sites

Eleven students participated in the Internship Program through the Psychology Department during the Spring of 2000. The Psychology Department instituted the following eligibility requirements for Psychology interns: Interns must be Psychology majors, have at least a 3.0 Psychology grade point average, and have Junior or Senior standing. Applicants must also submit their Tulane transcript and a resume. All interested and eligible students reviewed the available internships and set up interviews at a sites that interested them. Students all applied at the beginning of the Spring semester due to programmatic time constraints. The internship coordinator only allowed one student to interview for each position at a time due to time constraints. Agencies were not obligated to accept the first student who interviewed with them, but they were also aware that they might not have the opportunity to schedule another interview. First interviews led to placements for all eleven students. The department required each intern to spend 99 hours at his/her internship site throughout the semester. This was broken down into 11 weeks of 9 hours per week. The students had no trouble completing the required hours and probably could have completed an additional 9 hours. Interns also attended an hour-long weekly seminar to compliment their internship where they had the opportunity to discuss various topics that related to their work in the community. As part of the seminar, students had to complete a semester project or paper, a presentation on their internship site, and weekly journals. In addition, small groups of students served as discussion leaders throughout the semester. The instructor assigned students as discussion leaders to increase student participation in the seminar discussions.

Psychology interns worked at the following sites this semester: Tulane's Upward Bound Program (6 students), DePaul-Tulane Behavioral Health Clinic (1 student), The Chartwell Center at St. Stephen's School (1 student), Children's Bureau: Project L.A.S.T (1 student), Start the Adventure in Reading (1 student), and Tulane Immigration Law Clinic (1 student). All students completed the entire internship at their original site assignment.

Sociology	Gotham	SOCI-619 Urban Organization	11	Various Community Sites
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Eleven students participated in the Sociology Internship Program. Nine students were required to participate from Kevin Gotham's Urban Organizations course and two students signed up independently for internships. Students signing up individually had to find a faculty sponsor to advise them throughout the semester. The advisors had students keep journals and write a final paper. Departmental regulations required that the internship experience be at least 3 hours a week. Ten of the eleven students chose the minimum requirement, while one student chose to spend six hours each week at the internship. The students were required to participate in four rap sessions throughout the semester. The rap sessions took place in Kevin Gotham's course, a convenient time for the independent students as well. The students were required to do agency presentations during two of the rap sessions.

The students were placed at the following sites: The Mayor's Office of Small and Emerging Business Development (1 student), Gulf Restoration Network (1 student), City Planning (2 students), National Center for the Urban Community (1 student near Xavier, 3 students at Peete Works, and 1 student at the Resident Employment Center), Audubon Institute- Zoo to Do (1 student), and The League of Women Voters of New Orleans (1 student)

#### INDEPENDENT STUDIES

Cell and Molecular Biology	Tasker	Independent Study	1	Woodson Middle School (1 in classroom assistant)
Psychology	Dempsey	Independent Study	1	Woodson Middle School (1 in classroom assistant)
Psychology	Moely	Independent Study	1	Emergency Preparedness (City Hall)
		Independent Study	1	Woodson Middle School
		Independent Study	1	Woodson Middle School
	TOTAL	Internships and Independent Studies	27	

