

## SPRING 2001 Service Learning Courses

Department	Professor	Course	Service Learning Sites	Number of Students	Service Learning Status	Rap Sessions
Cell and Molecular Biology	Bennett	CELL-650 BioEthics	Children's Hospital - Neonatal Unit University Hospital - Hospice Unit University Hospital - Organ Donor Charity Hospital - HIV Unit Medical Center of LA - Ethics Education Audubon Institute	7 3 3 4 1 0	Required with 3 <sup>rd</sup> Credit (Service Learning or Research)	2 OSL

Students enrolled in Cell and Molecular Biology spent their service learning hours at different hospitals in various units. They were involved in many activities involving ethics.

Cell and Molecular Biology	Burdsal	CELL-800 - Research (5th Year Master's Graduate Program)	Touro Infirmary - Emergency Department Touro Infirmary - Pathology Department	10 1	Required 3 <sup>rd</sup> Credit	2 In-Class
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The students researching Cell and Molecular Biology had the opportunity to work in the Touro Infirmary. While most of the students worked in the Emergency Unit, a few worked in the Pathology Lab. Students in the Emergency Unit had the opportunity to shadow the Emergency Room Department Physician, as well as the Department Nurse. They were able to communicate with the patients and their families while escorting them from the waiting room to the patient's room. Along with the making up of stretchers and stocking rooms, the students also transported specimens to the lab and carried the charts from Medical Records to the ED. Students working in the Pathology lab were able to see firsthand the operations and to assist the pathology staff. Included in this was filing of surgical pathology slides, retrieval of pathology reports for the doctor's office, and assisting in the disposal and cleaning of supplies.

English	Koritz	ENLS-552 The Urban Experience	Lafayette Elementary School Students at the Center - Douglas High School HOTROC The Observer National Center for the Urban Community	10 3 2 4 0	Required 3 <sup>rd</sup> Credit	3 In-Class
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Urban Experience students had the option to work at any of the five above mentioned sites. Students at Lafayette Elementary participated in the "For the Children" reading program, while students at McDonogh had the opportunity to work with one of two English courses involved with the "Students at the Center" program. Students choosing to spend their hours at HOTROC gathered information on the local hotel, hospitality and restaurant industries and workers in those industries with the assistance of a researcher. The Observer called for the students to compile data necessary for the production of a comprehensive business plan, as well as budgetary planning. Finally, students working at the National Center for the Urban

Community helped to research and develop grants for components of the center.

Exercise and Sports Science	Wilson	EXSS-202 Physiology of Exercise	Daughter's of Charity	0	Optional 4 <sup>th</sup> Credit	2 In-Class
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Students working with this program 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 the post-testing of the participants.

Exercise and Sports Science	Green/Wilson	EXSS-472 Seminar in Sports Medicine	Daughter's of Charity	0	Optional 4 <sup>th</sup> Credit	2 In-Class
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Students enrolled in the Seminar in Sports Medicine also worked at Daughters of Charity. Students working with this program 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 the post-testing of the participants.

French	Watts	FREN-315 Advanced Grammar and Composition	International School	7	Optional 3 <sup>rd</sup> Credit (Service Learning or Research)	2 OSL Rap
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Students worked with Kindergartners enrolled in the French and Spanish Immersion Charter school. Students provided tutoring to the Kindergartners during the After-School program.

Political Science	Potter	POLI-250 Introduction to International Relations	Foreign Relations Association Counselor Corps of New Orleans Louisiana International Trade Center - Small Business Development Center	1 4 2	Optional 4 <sup>th</sup> Credit	1 OSL Rap 1 Hybrid
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Students enrolled in the Introduction to International Relations course had the choice to work at one of the three above sites. Foreign Relations Association of New Orleans provided the students with opportunities in web design and special event organization. Students also assisted in creating a newsletter and organizing a computer based National Geographic trivia fund-raiser event called "World Quest." Students working at the Mexican Consulate were able to work firsthand providing assistance and legal support to Mexican immigrants and monitoring trade between Mexico and Louisiana. Working here, the students promoted Mexican culture by producing a brochure and newsletter. Students working at Louisiana's International Trade Center were also involved in web design and creating informational brochures.

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Political Science	Potter	POLI-354 International Political Economy	Foreign Relations Association Counselor Corps of New Orleans Louisiana International Trade Center - Small Business Development Center	2 3 2	Optional 4 <sup>th</sup> Credit	1 OSL Rap 1 Hybrid
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Foreign Relations Association of New Orleans provided the students with opportunities in web design and special event organization. Students also assisted in creating a newsletter and organizing a computer based National Geographic trivia fund-raiser event called “World Quest.” Students working at the Mexican Consulate were able to work firsthand providing assistance and legal support to Mexican immigrants and monitoring trade between Mexico and Louisiana. Working here, the students promoted Mexican culture by producing a brochure and newsletter. Students working at Louisiana’s International Trade Center were also involved in web design and creating informational brochures.

Political Science	Singleton	POLA-101 Introduction to Politics	NCUC - After School Program NCUC - Welfare to Work Hoffman Elementary School	1 3 2	Optional 3 <sup>rd</sup> Credit (Research or Service Learning)	1 OSL 1 Hybrid
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At Hoffman Middle School and the After School Tutorial, students tutored elementary school students, one-on-one, outside of the classroom. For the After School Tutorial program, the students lived in and around the C.J. Peete housing development, and tutoring took place in a community center located there. Students working at the Welfare to Work program were involved in the research and presentation of information about taxes and banking to welfare-to-work participants. Students also participated in the promotion of the program over radio and through other forms of local media.

Psychology	Colombo	PSYC-347 Brain and Behavior	Touro Infirmary - Rehabilitative Units	18	Optional 4 <sup>th</sup> Credit	2 Hybrid Rap
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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.

Psychology	Cunningham	PSYC-380 Research Methods in Urban Communities	Bishop Perry Middle School Hoffman Elementary School	8 3	Required 3 <sup>rd</sup> Credit	1OSL 1 In-Class
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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. Teachers referred students that they wanted service learners to work with and prepared information on what they would like their service learning students to do. At Hoffman Elementary School, service learners worked with grade school students at tutors in Reading and Math. Each service learner was assigned to 2-3 students to work one-on-one with. Some students at Hoffman Elementary also worked as classroom assistants in the special education classrooms.

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Psychology	Dempsey	PSYC-340 Child and Adolescent Social Development	Upward Bound Woodson Middle School Hoffman Elementary School Positive Talk Head Start - El Yo Yo	21 3 2 1 5	Optional 4 <sup>th</sup> Credit	1 OSL 2 Hybrid
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Twenty-one students worked with college bound high school students who were seeking to improve their ACT scores at Upward Bound. Each service learner worked one-on-one with students on Tulane's campus. Upward Bound coordinators met with the service learners for a 30 minute discussion each week. 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. 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, while others worked as classroom assistants. Generally, students placed with Special Education classes worked in the classroom. Other service learners at Woodson Middle School worked with 8<sup>th</sup> graders at an inner-city middle school on reading skills. They also worked with individual students participating in the HOSTS mentoring program in a designated room. Finally, students working at El Yo Yo Daycare Center worked as childcare assistants, helped with arts and crafts, and planned fun curriculum for the children.

Psychology	Moely	PSYC-320 Educational Psychology	Upward Bound Woodson Middle School Positive Talk	24 11 7	Required 3 <sup>rd</sup> Credit (Students must choose between Research or SL participation) Optional 4 <sup>th</sup> Credit	2 In Class
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Students working 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. Other students at Upward Bound worked one-on-one with college bound high school students who were seeking to improve their ACT scores. Upward Bound coordinators met with the service learners once a week for a 30 minute discussion. Other service learners at Woodson Middle School worked with 8<sup>th</sup> graders at an inner-city middle school on reading skills. They also worked with individual students participating in the HOSTS mentoring program in a designated room.

Psychology	Olson	PSYC-321 Child Psychology	Lafayette Elementary School Free School	4 7	Optional 4 <sup>th</sup> Credit	2 OSL
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Service learners working at Lafayette Elementary helped with the For the Children reading program. Students worked either outside of the classroom as a reading tutor or in the classroom as an in-class assistant. The Free School is a new alternative school where students tutored 4<sup>th</sup> graders during the school day to prepare them to take the Spring LEAP exam.

Psychology	O'Neal	PSYC-662 Group Dynamics	Tulane's Office of Service Learning Community Labor United VIGOR	0 0 0	Required 3 <sup>rd</sup> Credit (Options between Service Learning, Student Government, and Research)	1 OSL 1 In-Class
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Students enrolled in this course had the choice between the three above stated sites. Service learners choosing the City Hall VIGOR option worked with the VIGOR coordinator and associated groups in the City Hall. Students took notes at department meetings and communicated information for Tanaj Jones. Students choosing the Community Labor United attended planning meetings, Saturday forums, and helped organizers with constituency communication. Finally, the students choosing to complete their hours at Tulane's Office of Service Learning attended staff meetings and worked on components of the service learning program with a variety of staff members over the course of the semester.

Psychology	Swan	PSYC-325 Psychology of Early Childhood	Hoffman Elementary School Lafayette Elementary School	10 18	Required 3 <sup>rd</sup> Credit (Service Learning or Research)	3 OSL
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The service learning students at Hoffman Middle School worked with grade school students as tutors in Reading and Math. Each service learner was assigned 2-3 students to work one-on-one with. Some of the students also worked in the classroom as a classroom assistant in the special education classrooms at Hoffman. Service learners working at Lafayette Elementary participated in the For the Children reading program. Students worked either outside of the classroom as a reading tutor or in the classroom as an in-class assistant.

Sociology	Devine	SOCI-627 Urban Sociology	City Hall - City Planning Office Special Class Project	4 24	Required 4 <sup>th</sup> Credit for Urban Sociology Majors Optional 4 <sup>th</sup> Credit for Non-Urban Sociology Majors	2 OSL 1 Hybrid
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Students enrolled in Urban Sociology had the option to work at the City Hall in the City Planning Office or to participate in a special class project. Service learners choosing the City Hall option performed data collection in the field using hand-held PC's and supporting documents to assign data to the correct parcel. The students also processed the data including special situations encountered in the field, task durations, and other processes determined. In addition to these duties, the students were also responsible for the creation of a training manual for the NOFD, including a basic outline and narrative of the steps involved with their data collection experiences. Students involved in the special class project worked in teams to develop thorough and comprehensive neighborhood profiles and statistical databases. The data collection entailed quantitative, qualitative, historical, visual, and other materials in an effort to build a comprehensive historical portrait of the area.

Sociology	Morse	SOCI-609 Sociology of Law	Teen Court Fair Housing Pro Bono Clinic Covenant House Sheriff Foti's Diversionary Program	3 5 1 3 4	Required 4 <sup>th</sup> Credit	---
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Service learners who chose to work at the Fair Housing Action Center gathered data on the degree to which newly constructed apartments have been built in a manner that is accessible to persons with disabilities, as is required by federal law. These students were also responsible for researching and securing data for a new predatory lending program at the Fair Housing Center. Another service learning option that the students had was Teen Court.

By working at Teen Court, students served as mentors for juries during sessions as well as tracking current cases and following up with the defendants to ensure that they are complying with their sentence. Students choosing to work with the Pro Bono Project assisted staff attorney and law students in various law clinics for the homeless and elderly, tracked current cases, and contacted lawyers and clients on the status of these cases. These service learners were also responsible for revising a resource manual for the various clients of the Pro Bono Project. Students working with Sheriff Foti's Diversionary Program and the Covenant House provided tutoring for youths and clients of the respective programs.

Sociology	Roberts	SOCI-260 Environmental Sociology	City of New Orleans (Collaboration with Metropolitan Neighborhoods and Regional Planning Commission)	65	Required within 3 <sup>rd</sup> Credit	---
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Students enrolled in this course worked with the City of New Orleans in collaboration with Metropolitan Neighborhoods and Regional Planning Commission. Service learners involved assisted Metropolitan Neighbors on a sustainability indicators project for the New Orleans region. Students helped to develop questions for a telephone survey, helped to video tape events, research and present other sustainability projects to be used as models, and participate in focus groups during the project's kick-off meeting.

Spanish	Howard	SPAN-325(H) Advanced Composition and Grammar	International School	11	Optional 4 <sup>th</sup> Credit	2 OSL
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Students at the International School worked with Kindergartners enrolled in the French and Spanish immersion charter school. Students provided tutoring to the Kindergartners during the After-School program.

Spanish	Shea	SPAN-412 Testimonial Literature	Mensaje Great Expectations Hispanic Apostolate Catholic Charities	1 2 2 1	Optional 4 <sup>th</sup> Credit	1 OSL 2 Hybrid
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Students enrolled in this course had a choice between four different sites. Service learners choosing to work at Mensaje had the opportunity to work on projects such as Promotional Kit Production, University and Children's Activities Outreach Open Forums, and Survey Research Development. Two other students chose to work at Great Expectations. These students assisted with translation, went on house visits with nurses to educate Latina mothers about healthy pregnancy, and recruited Spanish speakers to participate in community meetings held at Great Expectations. Two other students decided to work for the Hispanic Apostolate. Here, service learners taught GED classes in Spanish or English to immigrant adults from predominantly Spanish speaking countries. They taught Math, Science, Social Studies, Writing, and Literature. Training was provided. Finally, the students who chose the Catholic Charities option worked with Elise Cerniglia, a legally blind attorney who represents immigrants. They assisted with legal research, responded to correspondence from people seeking asylum, and assisted Elise with interviewing detained Spanish speakers who are seeking asylum.

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Women's Studies	McBride	WMST-399 Feminist Theories	Grace House March of Dimes Newcomb Women's Research Center	3 0 3	Optional 4 <sup>th</sup> Credit	2 Hybrid
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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. Three service learners did archival work for Newcomb Women's Center. This included sorting and indexing bibliographical information.

9 Departments		22 Courses		349		

### INTERNSHIPS

Psychology	Lockman Moely		Battered Women's Shelter Great Expectations Foundation Upward Bound Chartwell School Hoffman Elementary St. George's Episcopal School De Paul-Tulane Hospital Charity Hospital	1 1 2 1 1 1 1 1	4 Credit Course
Sociology	Brodie		Students at the Center Moratorium 2000 Senator John Breaux's Office Gulf Restoration Network Bridge City Correctional Center Mayor's Office - VIGOR	1 1 1 1 1 1	3 Credit Course
Political Science	King		NOLA Export Assistance Center Mayor's Office of Public Advocacy American Civil Liberties Union Metrovision Mayor's Office of Environmental Affairs Mississippi River Basin Alliance Senator Landrieu's Office Louisiana Superdome/NO Sports Arena Mayor's Office of Intergovernmental Relations	1 1 1 1 1 1 1 1	3 Credit Course
3 Departments				24	

Special Projects in Living Learning Communities

Global Village	Reese	COLQ-103 Globalization and Its Effects	International School of Louisiana Mayor's Office of Environmental Affairs Great Expectations Spring Health Fair Louisiana Children's Museum Global Fair Tulane Environmental Law Conference Tulane's English as a Second Language Program	3 0 3 3 7 6	1 Credit Course
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TOTALS

9 Service Learning Departments 3 Internship Departments	22 Service Learning Courses 1 Special Projects in Living Learning Community 3 Internship Departments	349 Service Learning Students 22 Special Project Students 24 Internship Students 395 Total Students
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