

Highlights

- Call for Faculty Seminar Participants
- Service Learning Courses for Spring 2002
- Service Learning Students' Viewpoints

The Inside Track

*The Tulane Service
Learning Newsletter
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Service Learning at Tulane University

Service Learning Courses for Spring 2001; Service Learning Students' Viewpoints

Reminders for Service Learning Students

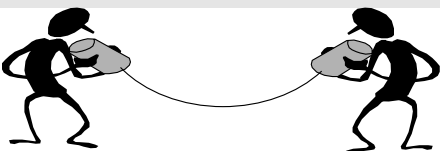
REFLECT on what you have learned from your service and how this can help you better understand the content of your course.

Be CONSCIOUS of the many time constraints the Fall semester presents. Plan ahead and make the most of your service experience.

Be PROACTIVE. The opportunities service learning provides you are great, but they lie dormant unless you apply yourself and act!

ASK for assistance. If you have any questions or problems, call your site monitor. We are here to help you!

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Amanda's Space

This semester, students in community-based service learning projects are working with their professors and community leaders in a variety of challenging and useful service assignments throughout the city.

Professor Brian Potter's International Political Economy students are working at three different sites. A student working with **Dorothy Nelson**, of the **Foreign Relation Association (FRA)**, plans activities and recruits host families

for Argentine exchange students. Students involved with the **Council of**

International Visitors work with **Mary Dennis** and **Julia Lacey** to facilitate three-day programs for international leaders' visits to New Orleans. They also help **John Exnicios** promote the city of New Orleans as an important business and cultural center by developing the City's Honorary Ambassador Program. One student works with **Marisol Canedo** at **MetroVision** to finish a comprehensive database that will include information about all companies involved in international import and/or export through New Orleans.

The students of Welfare State Social Policy, an Independent Studies course taught by *Professor David Jeffrey*, are participating in service learning with **Chelsey Richard** and **Aggie Williams** at the **Great Expectations Foundation**. They are creating a digital resource database that the agency will be able to use and update. The database will help in referring clients to the most appropriate and convenient service agencies in the city. Students also assist with Great Expectation Foundation's community outreach by helping to prepare and distribute materials at health fairs and other events

Students in *Professor Jimmy Huck's* Mexican Politics and

Government course are working at two different sites: the **Mexican Consulate** and the **Mexican Cultural Center**. Students at the **Mexican Consulate** help **Consul General Luis Arturo Peunte Ortega** and **Euclides de Moral** identify and organize information about maritime and air cargo lines that regularly export and import from Louisiana and other ports of call along the Gulf of Mexico. Another group of students works to identify the position that different judges of the 5th Circuit of the US Court of Appeals take regarding the death penalty, reviewing each judge's background as a district judge. This will help the **Mexican Consulate** assist Mexican Nationals who are on death row in states under the Consulate's jurisdiction. The student who is working with **Delfina Maya** at the **Mexican Cultural Center** is conducting research on similar centers' programming funding sources and to help the Center with publicity and fundraising efforts. The student also assists with photograph and mask exhibits, under the sponsorship of the Mexican Cultural Center, which are showing in the city this semester.

Students in *Professor Nick Bloom's* 20th Century Urbanism course and *Professor Kevin Gotham's* Urban Sociology are involved in service learning with the **City Planning Commission**. Students from *Professor Bloom's* course are working with **Dubravka Gilic** to develop a Citizen Participation Process Plan, and working to suggest ways for the city to fund it.

Students in *Professor Kevin Gotham's* Urban Sociology class are assisting with a series of Zoning Mapping Workshops that will be held in each Planning District in New Orleans. They are creating and preparing documentation, helping to facilitate meetings, taking notes and interacting with the public in order to identify conflicts and needs with Planning Administrator **Kathrine Cargo**. Other students in Professor Gotham's course are working with **Jeremy Cooker** and **Laura Claverie** at the **New Orleans Marketing Corporation** to develop a Web-based architectural walking tour of

the Vieux Carre. The tour will expose visitors to the diverse architectural styles of the historic area. It will also introduce visitors about the great variety of building uses, including residential, historical and commercial, that have been historically and are still found in the French Quarter.

Students in *Professor Anne McCall's* Introduction to Women's Studies class are participating in three different programs: **Positive Talk Program, Catholic Charities Immigration Services, and Dress for Success**. Students involved in **Positive Talk** with **Crystal McLean** meet with several 6th and 7th grade students once a week to learn about a pregnancy prevention-related topic. Each small group will prepare and deliver a presentation about the topic to the whole program the first week of December. Students working with **Hope Encalade** and **Gina Warner** at **Dress for Success** are developing an on-site resource center and creating a pocket-sized directory of information about services available in the local community for their clients. Students working with **Katie Witry** of **Catholic Charities Immigration Services** assist with resettling newly-arrived refugees and help to create a directory of local services available to refugees.

Students in *Professor Leslie Richardson's* Feminist Theories class are involved in three different programs: **Great Expectations, Juvenile Justice, and Crisis Line**. Students involved with the **Great Expectations Program** assist **Stacey Bell** and **Mariana Ortiz** each week in a prenatal and parenting class. They help to facilitate the classes, prepare demonstrations and work with class participants to make a special presentation based on research about various topics. Students working with **Derwyn Bunton** at **Juvenile Justice** mentor and organize a book of writings by young girls who are incarcerated at the Jetson Correctional Center outside of Baton Rouge. Students who work the **Crisis Line** at the YWCA with **Barbara Blunt** and at **Crescent House** with **Caroline Bankston** assist by providing

counseling and homeless shelter referrals, and helping to arrange and pay for transportation. Students are also working to get the word out about the Crisis Line by distributing literature and posting Crisis Line stickers in strategic places.

I would like to thank our community partners and participating faculty members for their efforts and patience during preliminary planning and during the first few weeks of service as students became familiar with their assignments. At this point, many students have taken true ownership of their projects and are showing great enthusiasm and interest in their work. I am very happy to be working with a group of such motivated people, and I encourage all participants to continue communicating with each other on a weekly basis to keep projects running smoothly and effectively. It is a pleasure working with all of you!

~ Amanda Buberger
Senior Program Coordinator

Anna's Area

I would like to take this opportunity to introduce myself to all of you. I am the new Service Program Coordinator at the Office of Service Learning and I am very excited to be a part of the Service Learning staff! To tell you a little bit about myself, I graduated from Tulane this past May with a Bachelors' degree in English and African Diaspora Studies. I worked as a service learner for several semesters, coordinated an ACT prep program which used service learning students as tutors, and taught English at **Upward Bound**. This semester, I am responsible for service learning activities in educational settings.

This semester we continue our partnerships with many sites. To highlight a few: *Professor Mike Cunningham* again sends students to **Bishop Perry Middle School**, a Catholic school in the French Quarter that targets low-income

African American males. Students work as tutors, assisting students identified by the school faculty as needing extra help. (Look for Site Coordinator **Dan Peabody's** article in this issue.)

We also continue our partnership with the **Tulane University Upward Bound** program. Students from *Professor Cunningham's* Black Youth: Developmental Psychology Perspectives course, *Professor Barbara Moely's* Educational Psychology and *Professor Margaret Dempsey's* Child and Adolescent Social Development courses work as mentors to help the **Upward Bound** students reach the academic, social and ACT test-score goals that they have set with Program Director, **Dr. Tanis Dasher**, and Assistant Director, **Mr. Aaron Starck**, to further their journeys toward college.

Other continuing partners include **Hoffman** and **Lafayette Elementary Schools**. At **Hoffman**, students serve as tutors and in-classroom assistants in grades 1 through 6. Both **Ms. McCoy**, the Principal, and **Ms. Joseph**, Title I Staff Development, and 4th grade teacher, are excited to be working with students again this year. At **Lafayette**, students work with 1st through 4th graders as reading tutors in the "For the Children" program. **Monica Ponoroff**, the Executive Director, is very happy with the work of students at the site this semester.

Service learning students continue to work with **Carter G. Woodson Learning Academy** in two ways. Through *Professor Dempsey's* course, students work with the HOSTS (Help One Student to Succeed) program as reading tutors. Tutors administer a pre-test to determine student reading level and then follow a curriculum set by HOSTS. This gives the tutor a step-by-step way to work with the student and allows both of them to see the progress at the end of the semester. Students from *Professor Moely's* class lead small groups of students in academic and enrichment activities through the **Positive Talk Program** that runs after school at Woodson.

In addition, four students from *Professor Dempsey's* course and one from *Professor Moely's* class work as in-classroom assistant at **El Yoyo Headstart Center**. They assist children from six weeks to five years in age with arts and crafts and other activities, assisting teachers in various ways

Professor John Patton in the Communications Department is offering Service Learning as an option to students in his Introduction to Communication course. Twelve students explore models of communication in real-world settings through three different agencies: the **New Orleans Metropolitan Convention and Visitors Bureau**, the **New Orleans Video Access Center** and **Teach for America**.

~ Anna Groppi
Senior Program Coordinator

Internship Nook

The internship program is now in full swing, with Tulane interns in a variety of challenging and rewarding placements. This semester, the internship program has interns from the Political Science, Psychology, and Sociology departments. Internship students complete a set number of hours at a particular site, attend weekly seminars, and develop a final project/paper that is related to both current research in the field and their experience at the site.

The political science interns are attending seminars led by *Professor David Jeffrey*, who has been doing a wonderful job of connecting the students' experiences to political science research on democracy and political institutions. The political science interns are either currently interning at a local political office or have done so over the past summer. They have been placed in a wide variety of sites from the **White House**, to the **ACLU**, to the **Mayor's Office for Environmental Affairs**.

The psychology and sociology interns have also been attending seminars, where students discuss how recent articles from psychology and sociology research apply to the work that they are doing in the community. This

semester, students are working at the **Chartwell Center**, assisting in a classroom for children with autism; at **Charity Hospital**, working with patients in the mental health units; and at the **NFL Youth Education Town**, assisting elementary and middle school students with homework, games, and activities.

These are just a few of the placements we've had this semester, and more sites are expressing interest in having interns for the spring semester. So if you are interested in an opportunity to enhance your professional skills, gain real world experience, and apply your knowledge of a subject area to new situations, come by the Office of Service Learning to apply for an internship in Psychology, Sociology, English, or Political Science.

~ Megan McFarland
Psychology Graduate Student
Interim Internship Coordinator

COMMUNITY SPOTLIGHT: Bishop Perry Middle School

Since the fall semester of the 2000 – 2001 school year, Tulane University students have been volunteering their time at a small Catholic middle school in the Marigny district of New Orleans through the Service Learning program. From the beginning of this relationship in 2000, between 5 and 10 students have been volunteering at **Bishop Perry Middle School (BPMS)** each semester. These volunteers work as tutors to students in grades 5 through 8.

BPMS is part of the growing Nativity Network of schools. Its specific mission in New Orleans is to provide a full-scholarship, comprehensive middle school education for inner-city African American boys in grades 5-8 from families living below the poverty level – boys who show potential for success but are not reaching it due to adverse influences in their environments. The school emphasizes high expectations in a safe and structured community with

emphasis on African and African American cultures and values.

In keeping with the promise of the school to provide as much academic support to its students as possible, the tutorial program is extremely important. The bulk of the tutoring is done by college students and other adults from the community, who volunteer at BPMS on weekday afternoons and Saturday mornings. Service Learners have become an important part of that program. Since their work at BPMS is related to the curriculum in their college courses, Tulane Service Learners at BPMS are very dedicated to understanding and excelling in the service that they provide. Most importantly, the results of their work have been very clear among the students they have helped. Service Learners have been among the most effective volunteers at BPMS for increasing students' understanding and creating trusting relationships with the students with whom they work.

~Dan Peabody is the Tutorial Program Director at Bishop Perry Middle School.

From My View...

When one of my professors informed us that our course had a service learning component, I was intrigued by the opportunity to learn and make a difference in a medical setting. At the same time, I also wanted to know whether the primary goal of service learning was community service or community-based learning? As I was not going to be there in the capacity of a medical student or a hospital staff, I wasn't sure about the extent of patient contact. I have years of experience in hospital setting, and I really wanted to have a chance to make a difference in my new community rather than being used mainly for menial tasks.

At the orientation meeting, the faculty members and staff associated with service learning encouraged us to use this opportunity to explore, learn about ourselves and

the community, and expand new horizons.

During my first day of service learning, I went looking for Ms. Caroline at the Volunteer Services Office at the **Touro Hospital**. She guided me to Family Birthing Center on the second floor and introduced me to few of the staff. As I had expressed interest in working with children, she introduced me to Shelly (charge nurse) and Irene, who was the nurse practitioner for the day, at the **Neonatal Intensive Care Unit (NICU)**.

Within seconds of changing into scrubs and entering the NICU, a premature baby caught my attention. She was a 27-week baby weighing about 1100 grams. As she was born less than couple of weeks ago, she still looked very small to me. I was informed by Irene that this hospital has taken care of preemies as small as 700 grams!

When I was just getting into this beautiful, tiny baby girl by going thru her charts and discussing some of the major risks, including necrotizing enterocolitis, another preemie caught my attention. That baby was just about to be discharged a week ahead of schedule.

That baby's mother was paying a visit, and the baby was nearly twice the size of others there, and looked really healthy (cute, too) and responsive. Just then, I noticed that the nursing staff members were getting ready to prepare the baby for a sleep study. Apparently, the baby had experienced clinical apnea and bradycardia necessitating a pneumogram.

Witnessing this roller coaster ride made me view the situation from a parent's perspective. Lack of control must be extremely frustrating as a new parent, especially if your child is suffering. To help understand how the baby's parents must feel, I tried to look back at the first baby I became very attached to. Watching and talking with the other mother while she was holding her baby

didn't make this any easier. Imagine coming to visit your baby every day, wanting nothing more than to hold her, dress her, change her diaper – just do the little things that help her feel better. Instead, you can do nothing. At a time when every single thing that happened to her could have huge implications – both for her present and distant future – the baby's life is completely in the hands of others. This experience can be very frustrating, and can easily replace the joy of birth with feelings of guilt, anxiety, fear, and anger.

At this critical junction, the attitude of Shelly and Irene seemed to make all the difference. They exuded warmth and encouraged confidence and hope. Irene and Shelly's friendly, trusting, and caring attitudes gave me hope and a reason to come back for more.

During the time these preemies were getting chest X-rays, arterial blood gas draws, and close monitoring, there was another infant in the NICU who didn't seem to belong there. He was approx. 8 lbs., and seemed quite alert and attentive. Later, he underwent circumcision before being discharged from the hospital.

By the time I was ready to get off this roller coaster ride, Irene had taught me some of the basics in reading child x-rays and also discussed child development in some detail. She also helped me apply some of the concepts I am learning in my Embryology course to assess physiological development in preemies! I can't wait until my next trip to the NICU. I may even do better in my next Embryology mid-term!

~ *Sharat Gadasally is a graduate student for the Cell & Molecular Biology Department. He is participating in service learning as part of his research course. You can reach Sharat at sgadasal@tulane.edu.*

From My View...

Introduction to Communications is probably the most popular class in the department. Every year freshmen and sophomores vie to

get into Dr. Patton's class. I remember 2 years ago when I sat in a class of 45 wondering how I was going to make the most out of it. I learned about the foundations of communication and am now completing my major in it. This year, as the teaching assistant, I wanted to make the class more applicable to real-life situations.

I have worked on recruitment for **Teach for America**, an organization that recruits talented seniors who have exemplified leadership and are willing to dedicate two years to an under-resourced school in an urban or rural region of the United States. On the basis of my experiences, I saw a perfect opportunity to add service learning to Dr. Patton's class.

Currently, four freshmen and sophomore girls work together as the Teach for America Recruitment team. On September 25th, TFA had their first information session. Sophia Maestrales and Lauren Weiner prepared for the session by papering the campus with flyers advertising the event. We had an excellent turn out of 35 participants. That was much better than last year's nine participants! Both Lauren and Sophia commented, "Wow, I had no idea so many people were coming!" They did not realize was that the great attendance rate was due to their hard work advertising at key spots on Tulane's campus.

There are many talented seniors who are unsure of what to do when they graduate. Teach for America's mission is to reach out to these seniors and provide them with an opportunity that will give them direction and skills that to be used in their professional careers, whatever they may be.

The service learning students are participating in a movement to lessen the educational gap in our nation and at the same time, they are gaining skills in Public Relations and communication strategies. This fits with the purpose of service learning: for students to provide a service to an agency while seeing first hand the application of concepts that they are learning about in class.

~ Vanessa Cortinas assists the service learning students in Professor Patton's *Introduction to Communication* course. You can reach Vanessa at vcortin@tulane.edu.

From My View . . .

The faded pink building with the toys scattered in the play yard is not very attractive. The hallways inside smell like disinfectant and there are bars on the windows. The slightly shabby building houses **El Yo Yo**, a HeadStart and Early HeadStart program for lower-income families in the Central City area. HeadStart is a bilingual preschool program that gives disadvantaged children an opportunity to get basic academic skills before kindergarten so they don't fall behind once they're in school. El Yo Yo includes extended day care and a comprehensive network of social services for the children's parents.

This will be my second semester working at El Yo Yo. Last year, I worked in the infant/toddler room with Ms. Priscilla and Ms. Stephanie, and my days consisted mainly of building block towers, reading the same books over and over (the kids liked to see how many times we could read a book in one sitting), and trying not to get green beans on my clothes at lunch time. Several other Service Learners at the site and I also worked closely with all of the teachers to write a grant that would maximize the benefit to the program; every teacher attended a Saturday workshop and received curriculum books and classroom materials of their choice. All of this was in conjunction with Dr. Dempsey's Child/Adolescent Social Development class. The coursework helped me notice how quickly the babies were becoming their own persons and learning to interact with others.

This semester I am working with Ms. Iris and Ms. Brenda, and a rowdy but bright group of four-year-olds. The incredibly patient teachers are more than happy to let me pull small groups aside during free play, so I am planning my own art and social skills activities. This coincides with Dr.

Moely's Educational psych course material.

I have learned to look past the peeling paint and the hospital smell that initially kept me from noticing the success of the program itself. Now, I see those walls are covered with the artwork of small children and pictures of school events, and I hear children singing and laughing and getting into trouble, and that is what keeps bringing me back

~ Ered Massie is a service learning student for Professor Moely's *Educational Psychology* course. You can reach Ered at kerplunk32@yaboo.com.

From My View...

I'm currently working on a trade project with Service Learning through Professor Brian Potter's International Political Economy class. The project consists of developing an International Trade Committee via the **City of New Orleans and Council for International Visitors** that will promote and facilitate trade. The second part of the project is to provide an export analysis for a locally-based industry. I'm currently working with **American Bio Technologies**, which has amazing promise in the field of water treatment systems. A new strain of bacteria that American Bio Technologies is patenting can treat and process 11,000 gallons of sludge a day, which could dramatically improve the sanitation levels in various foreign countries, i.e. Latin America. The President of the company met with me at Café Du Monde and over beignets and coffee we discussed her concerns with Intellectual Property Rights in the foreign countries to which she is interested in exporting. The President, Mrs. Lital, is so thrilled to have help that she wants to take me to an onsite tour of her facilities and even mentioned taking me on a business trip to Latin America!

The other weekend my friend said, "Martin, we're old! Do you know that we've seen more of college than there is left to be seen." In reality, the "Next

Step" is to dive into a world where informal and formal connections open and close doors. Service Learning projects allow students to enter the real world with more open doors. As a Political Economy Major, the value of hands-on experience with a corporation is invaluable.

~ Martin Aamodt is a service learning student for Professor Potter's International Political Economy course. You can reach Martin at maamodt@tulane.edu.

Faculty Course Development Grants from FIPSE

Tulane's Office of Service Learning(OSL) is offering six \$1500 faculty course development grants to faculty members to develop new service learning courses. With support from the US Department of Education Fund for the Improvement of Post Secondary Education, we hope to build ongoing university/community partnerships that actively engage the community with university faculty and students in addressing issues of community importance.

The Goals of the Program

~ to support faculty efforts to develop service learning courses that

1. are based on theories of effective pedagogy and principles derived from research on service learning;
2. actively engage students in the community
3. enhance learning of course concepts through application and reflection

~ to engage faculty in enhancing Tulane's Strategic Planning Objectives as it relates to community involvement

~ to increase university awareness of community strengths and needs

~ to provide opportunities for collaborative community research and project development

Grant Requirements

The grant will support the development of a service learning course in any department. As part of this grant, the faculty member will be expected to:

- attend a weekly one-hour seminar for ten weeks.
- work with service learning staff members to identify appropriate community organizations/agencies that can support student service learning placements
- submit to his/her school or college Curriculum Committee a newly developed service learning course
- disseminate information about service learning to other faculty members

Additional funding of \$500 will be made available to the faculty member when the course is taught.

Faculty course development grants are still available for the following terms: Spring 2002, Fall 2002, and Spring 2003.

For more information about the faculty course development grants or about Service Learning, please contact, Vincent Ilustre at X3358 or by e-mail, vilustr@tulane.edu.

Spring 2002 Service Learning Courses

Course ID – Course Title - Professor

SL Required w/in 3 Credit Course

CELL 800-01 Research – Grisbaum

GMGT 414-01 Business Ethics –

Edmundson

PSYC 325-01 Psych of Early Childhood

Swan (4th Credit Available)

SOCI 260-01 Environmental Sociology

Frickel

SL Option w/in 3 Credit Course

ENLS 365-70 Persuasive Writing –

Travis

ENLS 552-01 Capstone - Koritz

PSYC 320-01 Educational Psychology

Moely (4th Credit Available)

PSYC 321-01 Child Psychology

Olson (4th Credit Available)

SOCI 618-01 Wealth Power and

Inequality - Elliot

SPAN 412-01 Social Problems in LA

Literature – Shea

SL with 4th Credit Registration Required

SOCI 670-01 Sociology of Law – Morse

SL with 4th Credit Registration Optional

HISU 394-01 Investigating Urban

Neighborhoods – Hurewitz

HTEL 352-01 The Suburban

Environment - Bloom

LAST 102-01 Cultural Heritage of Latin

America - Hiron

POLC 366-01 Environmental Politics in

Latin America - Potter

PSYC 334-01 Child Psychology –

Overstreet

PSYC 340-01 Child and Adolescent

Social Development - Dempsey

PSYC 361-01 Adolescent Psychology -

Cunningham

SPAN 203-04 (H) Elements of Spanish

III – Howard

SPAN 426-01 Spanish Phonetics/

Phonology - Howard

WMST 390-01 Feminist Theories –

McBride

WMST 390-02 Feminist Theories –

Staff

For more information, please contact the Office of Service Learning at X8060.