

?? Courses for Fall 2001
 ?? Tulane Spotlight: Positive Talk
 ?? Spotlight: International School of Louisiana

5 The Service Learner Perspective
 4 Providing Closure
 3 Internship Program Highlighted

The Inside Track

*The Tulane Service
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Service Learning at Tulane University

Creating Closure; Enhancement Grants Awarded; Fall 2001 Service Learning Courses

It's Been a Good Year

And a busy year at the Office of Service Learning! In the fall, 2000, semester, the office staff worked with faculty and community sites to arrange service learning experiences for students in 28 different service learning courses. These courses were offered in 11 different departments, and involved more than 400 students. Statistics for spring are similar: 23 service learning courses, representing 9 departments, and serving approximately 380 students.

February 3, 2001, marked the first major collaborative effort between the OSL and CACTUS in preparing students for community work. The workshops and presentations attempted to give students some understanding of the New Orleans community, Tulane's role in the community, and race relations, as well as helping them develop specific skills for work in schools and other community sites.

The internship program, designed to offer students a follow-up to the service learning experience, has been implemented in Psychology, Sociology, and Political Science, and will be extended to English in the fall of

2001. During 2000-01, 44 students have gained internship experiences through this program. We are working with representatives of Newcomb, Tulane, and the Student Affairs office to see how we can collaborate more on the separate internship programs each unit has developed.

On a less positive note: Everyone was sad to learn that Greg Chapuis will be leaving us at the end of the year, to enter the Teach for America program. He hopes to be placed in a public school in New Orleans, so we may be working with him again in the future, as one of our community site representatives! We are grateful to Greg for his dedication, hard work, and creative ideas that have enriched the program over the past two years.

Representatives of the OSL have attended a number of conferences this year, in order to learn from others and to share what we have been doing here:

-- Amanda Buberger and Ann Winchell attended the National Society for Experiential Education in San Antonio, TX in November.

-- Greg Chapuis, Loretta Wilson, and Vincent Ilustre attended the National Association of Student Professional Administrators in Seattle in March,

where they presented a paper on service learning and reflection.
 --Ann Winchell, Amanda Buberger, and I just returned from Denver, where we presented a workshop on the internship program at the 12th annual National Service Learning Conference.

-- At the end of this month, Psychology graduate students Sterett Mercer, Megan McFarland, and Devi Miron, together with OSL staff members, will present a research paper at the Western Campus Compact's Annual Conference on Continuum of Service Learning, in Berkeley, CA.

In addition to these formal exchanges, we have met with members of several local institutions of higher education who are beginning service learning programs. We find that we have many ideas to share with them, having come through four years of program development here at Tulane. Through the FIPSE faculty development grant, we are interacting with representatives of six other universities, learning about their programs and sharing information about ours.

Through the incredible efforts of the OSL staff, the program continues to grow and develop. The most exciting

thing for me is that the staff members are always working for improvements in every aspect of the program. We are grateful to faculty, staff, and students who have given their

Amanda's Space

Where else would anyone rather be than here --- New Orleans in the spring!

Students from *Professor Barbara Moely's Educational Psychology* course and *Professor Margaret Dempsey's Child and Adolescent Psychology* course have been working with young New Orleans residents.

Students who have been working at **Woodson Middle School** have had the opportunity to see the new **HOSTS** program begin at the school. *Principal McFarlin* has welcomed students into the school where they are working under the supervision of on-site coordinators *Mr. Darren Johnson, Ms. Rosa Gully and Ms. Sawyer*. Student service learners work with 8th grade students on reading skills, math skills and writing. They tested the students to gauge their academic level and are now working with students outside of the classroom. Woodson site coordinators and three student service learners applied for service learning enhancement grants and were awarded books, and prizes for a "Student of the Month" program and science. Service learning students reported at mid semester that they love the children and the staff, and think that Service Learning at Woodson is a great experience.

Crystal McLean's Positive Talk Program (see feature article of page 5) has Prof. Moely's students working with middle school students in classrooms on Tulane's campus. They work on homework as well as arts, crafts and dance.

suggestions and hope you will continue to do so as we plan next year's activities.

~ Barbara Moely

Professor Margaret Dempsey's students have been working with even younger New Orleans residents, all under the age of five at **El YoYo/Head Start** with *Director, Gaynell Anderson*. Service Learning students work as childcare assistants, help with arts and crafts, and plan fun educational activities for the children. They read books with the children and help serve lunch and breakfast to the children. Service learning students have also played key roles in applying for enhancement grants that brought books, puzzles, posters, games and faculty workshops to the site.

Professor Brian Potter has offered two service learning courses this semester, *International Relations and International Political Economy*.

Two students have been working with *Director Dorothy Nelson* and the **Foreign Relations Association (FRA)**. One student is designing a webpage for the FRA and teaching FRA members how websites and e-mail systems operate. Another student is helping to organize a computer-based National Geographic trivia fundraiser event called "World Quest".

Two students are at the **University of New Orleans' Louisiana International Trade Center/Small Business Development Center** with *Director Ruperto Chavarri and Jennifer Klein*. One student is creating a directory of 500 websites and writing brief summaries about each. Another student is helping the SBDC gain more exposure in local media.

~ Amanda Buberger
Program Coordinator

Greg's Corner

Service learning students continue to work diligently with their sites around the city. Here are a few examples of what Tulane service learners and their community partners are doing.

Two of *Professor Amy Koritz's Urban Experience* students are working on a project with **HOTROC: the Hospitality, Hotels & Restaurants Organizing Council, AFL-CIO**. Service learning students work with New Orleans public high schools to inform young people of job opportunities in the city. The Tulane students have made numerous class presentations at public high schools in the city and have set up job fairs at local schools.

Four other students in Professor Koritz's Urban Experience course work with **The Observer Newspaper**. Students are gathering preliminary information in an effort to create a business plan for the upstart newspaper. Tulane service learners are researching the following areas: Advertising, Content, Law, and Outfitting.

Global Village students in *Carol Reese's Colloquium* are involved in numerous service projects around the city. Six global villagers planned a collaborative coffee hour with English as a Second Language (ESL) students. The event was a great success and was attended by approximately 50 students. Three students assisted with the Children's World Fair sponsored by the **Louisiana Children's Museum**, while others assisted with and attended the **Tulane Environmental Law Conference**. Several students are working with the **International School of Louisiana** (a bilingual charter school) to design a language enrichment website for grade school

students. Others are working on health-related projects for Hispanic people in the city. Every global villager is involved in a course-related service project.

I'd like to announce the community partners who received Service Learning Enhancement Grants this semester. The following schools or educational sites received funding through our grant program:

**El Yo Yo Head Start Program
Hoffman Elementary School
Lafayette Elementary School
Woodson Middle School
Students at the Center
Hispanic Apostolate
International School**

Even though we could not fully fund all of the grant applications we received, I would like to commend all of the students and community partners who exhibited hard work and collaboration during the application process.

Finally, I want to encourage all service learning students to finish up the semester responsibly. The students you work with have undoubtedly bonded with you (whether they admit it or not) and it is important to create closure for your students and yourselves. For ideas on how to wrap up the semester please read Devi Miron's closure article below, consult your orientation handbook, or come by the Office of Service Learning.

~ Greg Chapuis
Program Coordinator

Ann's Nook

This issue I will focus on the Internship Program. The Internship Program gives students opportunities to expand their involvement in the New Orleans community. This semester there are twenty-four students participating in the Internship Program at twenty three sites throughout the community.

The Psychology internship program has returned this semester to **The Chartwell Center** where the intern is working with autistic children. The intern is compiling a memory book for each child. This book will help the child make the transition from kindergarten to first grade. Other sites include **Tulane's Upward Bound Program, Great Expectations Foundation and DePaul-Tulane Behavioral Health Center.** Interns are also working at **The YMCA Battered Women's Program, Hoffman Elementary, Charity Hospital Mental Health Unit and St. George's Episcopal School.**

One of the Sociology internship sites is **Moratorium 2000**, a program dedicated to stopping the death penalty. The intern is working on a nation-wide student outreach project, contacting student organizations in an effort to get them to become involved with the program. Other sites include **Bridge City Correctional Facility, U.S. Senator John Breaux's office, Mayor's Office of Intergovernmental Affairs, Gulf Restoration Network, and Students at the Center.**

One of the Political Science internship sites is the **American Civil Liberties Union**, where the student analyzes complaints and responds to the complainants through letters, suggesting actions that they should take. Other internship sites include **Mississippi River Basin Alliance, U.S. Senator Mary Landrieu's office, Louisiana Superdome, Metrovision, NOLA Export Assistance Center**, and offices within City Hall.

If you are an incoming junior or senior majoring in Psychology, Sociology, Political Science or English and are interested in participating in an internship for the Fall 2001 semester, please email me at

awinche@tulane.edu or call me at 862-3356 to set up an interview.

~ Ann Winchell
Internship Coordinator

Shots from the Field



Student Brian Coblitz from Professor Roberts Environmental Sociology class brainstorms with local civic leaders about sustainability at a regional meeting.



Maria Venero, service learning student from Professor Watt's French course and kindergarteners from the International School of Louisiana share a sunny afternoon together.

SPOTLIGHT: International School of Louisiana

INTERNATIONAL SCHOOL OF LOUISIANA



About ISL...

As the first foreign language-based charter school in the greater New Orleans area approved by the Board of Elementary and Secondary

Education, ISL is working to remedy the well-documented lack of high-quality, affordable educational experiences available to Louisiana children, the lack of culturally-sensitive educational programs in the state, and the absence of structured, alternative language programs available in public schools. ISL provides a rigorous public education in French or Spanish from kindergarten through twelfth grade to Louisiana pupils using internationally recognized curricula, with supplemental English instruction, in an independent public school setting.

In addition to earning a Louisiana high school diploma, graduates of ISL will be prepared for either the French baccalaureate exam or the international baccalaureate exam, depending on the curriculum the pupil follows. Graduates who pass these exams will be awarded the French baccalaureate or the international baccalaureate degrees. These degrees can result in up to two years of American university credit.

The ISL education will provide global career opportunities to children for whom such possibilities might otherwise have been unimaginable. The curricula fosters autonomy and initiative and promotes superior math and problem solving skills, the development of life values within the global community, and respect for the variety of cultures and attitudes that make for the richness of life.

Service Learners from *Professors Klingler* and *Watts'* French classes and *Professor Howard's* Spanish class have been involved at The International School since August 2000. The service learners work individually with students as well as assisting with Prime Time, the after-school program. This semester the school received a grant from Service Learning to develop a garden in the schoolyard. This project "Let's Grow" will connect the children with the environment as well as

teaching the children about the source of our food, nutrition and nutrients needed to grow, as well as the wonder of life. The service learners will work with the children in the garden, as well as helping the children create a nature journal, drawing pictures of the different flowers and vegetables that they plant, as well as doing leaf and bark rubbings. In this way, the service learners assist the students to increase their French and Spanish vocabulary in a way that is fun and interactive.

2000-2001

52 Students enrolled in ISL:
26 French Class
26 Spanish Class
24 Service Learning Students

Assistant Director: Kari Kramer
French Teacher: Jean Philippe Vauchel
Spanish Teacher: Myrna Ramirez
English Teacher: Tracey Crawford

Providing Closure

"They aren't coming back?" one child exclaimed during a focus group at Hoffman Elementary. "Didn't your tutor tell you that?" asked the moderator. "No," replied the student, "I'm sad".

It's that time of the semester when you should start thinking about wrapping things up with the people at your site. In any service-learning setting, it is important to maintain professional relationships with the people with whom you work. Providing adequate closure is an important part of any relationship, be it with a second grader, a businessman, or a patient. Here are some tips for successful closure:

In school settings:

1. Notify the teachers or administrators of the last date you plan to come to the school this semester. Even if you think they're too busy, it's common courtesy to let them

know what your plans are. Also, express your gratitude for the opportunity to work in their school.

2. Sit down with the students you tutor **at least 3 weeks before** the last day of service learning and look at a calendar. Have the students work with you to find the current date on the calendar. Then, point out the last day that you will be coming to the school this semester. Together, count the remaining number of times you will see each other again. This will help the students be mentally prepared for the termination of your relationship. Even if you don't feel that you've developed a strong relationship with the students, you never know how they will feel once you're gone.
3. Each week until the end of the service-learning semester, look at the calendar with the students and remind them that you will be leaving. Explain that you will be going on summer break, just like they will.
4. Plan an activity for your last tutoring session. We don't recommend giving kids gifts, because not all kids will get one. However, you can plan a fun activity such as playing a game or making going-away cards for each other on the last day.
5. Express to your students how much you've enjoyed working with them. Also, take a few minutes to reflect on what progress your students have made over the semester and encourage them to keep working towards their goals.

In community/health settings:

1. Notify your supervisor and any staff persons with whom you work of your last service date **at least 3 weeks in advance**.
2. Thank the people at your site for the opportunity to work with them.
3. If possible, plan a special activity for your last day.

Providing closure is important for the recipient of service, as well as for you. Closure can provide all parties involved in the service-learning experience with a sense of completion at the end of the semester.

~ Devi Miron,
Graduate Student

From My View . . .

When I was scheduling my classes for my junior year, organic chemistry and human physiology were weighing down my load. I went in search of a class that would not be too stressful, but would still be somewhat helpful for my future. I knew that I wanted to work with children in some capacity, so child psychology seemed like the logical choice. Of course I didn't know at the time that this addition would lead to me dropping organic chemistry and adding an independent study at Woodson Middle School.

Early in the semester the effects of my course load began wearing on me, but I never missed my child psychology class. The class had a mandatory service learning component and placed me in an 8th grade math class at Woodson. Immediately I fell in love with the kids in my class. I really enjoyed working with the young people but mostly I liked that the class seemed to have real life importance. I became very curious about the factors that affected children's development. I could see the nature/nurture controversy daily with these deprived

middle-school children. Indirectly, this class led me to change majors, which in turn allowed me to participate in many different service learning sites and culminating with my internship at DePaul-Tulane Behavioral Health Center.

At DePaul, I have been given the opportunity to work on an acute adolescent unit. The teenagers I work with are experiencing intense difficulties. Many are severely depressed and suicidal, while others are quite angry and unable to deal with their emotions in an appropriate way.

I have been allowed to observe and help with group and creative art therapy sessions, as well as interacting with the patients during these sessions. I am also able to attend the staff treatment team meetings where individual plans are mapped out for each patient. This is particularly exciting because staff members from different types of training bring their expertise together to help treat patients. Through this process I have been able to observe the many different facets involved in treating a psychiatric patient.

Many Tulane Medical School residents do their psychiatric rotation through the unit, which enhances the learning atmosphere. The doctors and staff members are always willing to stop and explain the details of specific treatment choices, such as the patient's medication or their therapeutic plan.

My experiences at DePaul, as well as other service learning sites, have taught me far more than I could ever learn in a classroom. Reading about schizophrenia cannot possibly convey what it is like to sit in a room with a person suffering from the disorder. Some things just need to be experienced.

From being a classroom assistant to an intern at DePaul, I have had many interesting learning experiences. Service learning has pushed me to apply my studies to real world situations, and it has helped guide me in deciding on my future career path. If you have the opportunity to do an internship or any service learning work, I strongly encourage it.

~Julie Healy was a former service learning student and is now a Psychology intern at DePaul-Tulane Behavioral Health Center. You can reach Julie at jhealy1@tulane.edu

From My View . . .

Reading at Lafayette this semester has been a great experience. Every 1st - 4th grade child at the school is assigned a reading buddy. This gives all of the Lafayette students the opportunity to practice reading without being singled out because of ability level. I work with three students in grade 4.5. This means that the students failed the LEAP exam (the standardized test given to all 4th graders in New Orleans Public Schools) last year. One of the students reads at a very low level, but he has made some progress over the course of the semester. Working with him every week has given me the chance to form a relationship with him as well as to see him progress. Being at Lafayette has helped me to examine on an experiential level issues of poverty and racism in urban communities as we discuss them on a theoretical level in class.

~Anna Groppi is a service learning student for Professor Koritz's Urban Experience course. You can reach Anna at agroppi@tulane.edu.

From My View . . .

"Oooh, I'm sooooo glad you're here," Elise Cerniglia squeals in her charming southern accent. She sits behind a

cluttered desk, her eyes sparkling behind her thick glasses. "I have so much to do and just not nearly enough time!" She begins shifting folders around on her desk, handing me random forms and letters that need to be dealt with. On the sixth floor of the Catholic Charities building, in Ms. Cerniglia's office, there is always work to be done. Since the beginning of my Service Learning commitment with Catholic Charities, I have gained considerable respect for this amazing woman. Elise Cerniglia specializes in immigration law and works in her office three days a week, helping clients in search of citizenship, asylum, work permits and more. Fluent in both English and Spanish, Ms. Cerniglia offers hope and assistance to many Latin Americans living in New Orleans, who would otherwise get lost in the sea of forms and papers that the United States requires for immigrants. As a Service Learner, I have gained a newfound appreciation for my Spanish studies. Witnessing the degree to which Ms. Cerniglia has helped the community by combining her legal knowledge and bilingual abilities, has provided me with inspiration to sharpen and hone my own Spanish skills. By providing students with an off-campus environment in which the skills that they are learning can be exercised, Tulane University has created an opportunity, that if utilized, can both benefit and increase relationships between our daily studies and their real world applications.

~Alexis Bond is a service learning student for Professor Shea's Testimonial Literature

course. You can reach Alexis at alexusbond@yahoo.com.

Tulane Program Highlight: Positive Talk

What is Positive Talk?

Some of you might already know of a little program on campus called Positive Talk. Our office is located in the Office of Service Learning. Positive Talk is a pregnancy prevention through Rite of Passage program. The mission of the Positive Talk program is to encourage youth to delay early sexual involvement, develop leadership skills, promote healthy lifestyles and improve self-esteem. The program aims to reduce the number of teenage pregnancies as well as limit the spread of sexually transmitted diseases among young people through Rite of Passage. Rite of Passage is an African tradition of teaching youth the skills and knowledge they will need to succeed in life. We are recapturing this tradition in our after-school program.

This is the 4th year of the Positive Talk program. Our students come from Carter G. Woodson, Andrew Jackson, and Sophie B. Wright Middle Schools. They meet on Tulane's campus where they receive snack and homework assistance. On Mondays and Wednesdays the students go to a Rite of Passage or pregnancy prevention workshop. On Tuesdays and Thursdays the students attend Art or Dance class.

Tulane's Office of Service Learning provides service learners who assist the teachers in their instruction or with the homework assistance. The service learners who volunteer with our program are a benefit to the program. They are able to decipher and defuse problems, they provide an additional set of eyes and ears, and they easily form a rapport with the students. The Office of Service Learning also provided a Psychology intern, Kelly Goff, who is a greatly appreciated addition to the Positive Talk staff. As an intern Kelly, assisted with training the high school students who provide the pregnancy prevention workshops to the middle school students. She also assisted with the day-to-day implementation of the program by contributing to the planning, troubleshooting problems, and handling discipline matters.

As we complete our 4th year, we are already planning for year 5. In it we see service learners taking a more active role in the program. And we are looking for new ways to reach the students in a more effective manner. Our program may be small in number, but our goals are too great to measure.

If you are interested in volunteering with Positive Talk or need more information, please contact me @ 862-3340.

~ Crystal McLean
Program Coordinator

Fall 2001 Course Listing

Service Learning Required within 3 Credit

CELL 799 – Research – Burdsal
EXSS 402 – Advanced Exercise
Physiology – Quinnan-Wilson
WMST 290 – Introduction to
Women's
Studies – McCall
WMST 399 – Feminist Theories –
Richardson

Service Learning Option w/in 3 Credit

CELL 413 – Embryology – Muneoka
ENLS 119 – Freshman Writing
Seminar
Koritz
PSYC 101(H) – Intro to Psychology –
O'Neal
PSYC 320 – Educational Psychology –
Moely
PSYC 461 – Black Youth –
Cunningham
POLI 354 – Intl Political Economy –
Potter
POLC 340 – Welfare State and Social
Policy in Europe – Jeffrey

Service Learning w/4th credit Required

POLC 341 – Politics and Nationalism
–
Taras
SOC 609 – Sociology of Medicine –
Morse
RELW 395 – Philanthropy in the US –
Harreld

Service Learning w/4th Credit Option

CELL 471 – Molecular Biology of
Cancer – Burdsal

COMM 105 – Intro to
Communications
Patton
ENLS 550 – Capstone Seminar –
Rothenberg
FRCH 325 – French Society and
Institution – McGrady
PSYC 321 – Child Psychology –
Olson
PSYC 340 – Child and Adolescent
Psychology – Dempsey
SOC 101 – Intro to Sociology –
Morse
SPAN 203 – Elements of Spanish 3 –
Howard
SPAN 674 – Women Writers of Latin
America - Shea

**Reminders for Students Currently
Engaged in Service Learning:**

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

Bring CLOSURE to your service
activities.

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out our Website at: **<http://www.tulane.edu/~ServLrng/main.htm>**

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