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*The Tulane Service  
Learning Newsletter  
Volume 8 • Issue 1  
March 2003*



## Service Learning at Tulane University

*Service Learning Courses for Fall 2003; Biomedical Engineering Senior Design Projects*

### On the Move!

It has been a very exciting year for everyone involved with service learning. With 30 service learning courses offered, five departmental internships, and over 500 students involved, this semester promises to be the most successful semester in the history of service learning at Tulane. We would like to take this time to thank our wonderful partners - community members, faculty and students - for contributing to the program! With your help and support, we continue to make strides to improve the quality of service learning at Tulane.

In addition to the on going growth of the program, we are especially proud of the accolades received by our staff, students and community partners this year.

- Barbara Moely, Director of the OSL and Professor in Psychology, was named as the 2003 Outstanding Practitioner at the annual Gulf South Summit. In his nomination letter, President Cowen cites Barbara's enormous contribution in

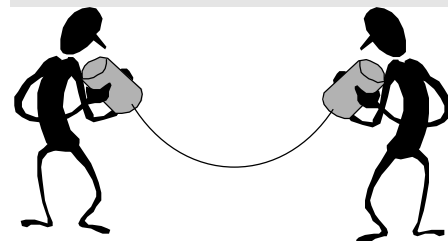
developing and implementing the service learning program at Tulane.

- Tulane's partnership with the Urban Conservancy received the Outstanding Creative Collaboration Award at the Summit. Molly Travis, Associate Professor in English and Jim Elliot, Assistant Professor in Sociology, and Amanda Buberger, Senior Program Coordinator with the OSL, have worked with the local non-profit to facilitate high-quality development within the city.
- Amanda Buberger, Senior Program Coordinator received the Tulane Excellence Award for Enhancement of University Objectives. Amanda has been a catalyst for the service learning program's drive to engage the community in meaningful partnerships.

In this article, we feature some of the on-going partnerships as well as student experiences in the community. There is also a section on OSL's new partnership with Dave Rice, Professor of Biomedical Engineering, and the year-long Senior Design Projects in which his students

are providing aids for the disabled. The Biomedical Engineering students' projects will be showcased at the culminating show to be held on Saturday, March 15 from 1:00PM - 3:00PM at the lobby of Boggs Hall.

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## 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 Spring 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!

## Amanda's Space

With the help of community partners and faculty members, students have geared up for service learning activities, making an incredibly smooth start this semester. Hurricane season is behind us and service is in full swing.

Students in *Professor Brian Potter's* Global Environmental Politics are currently assisting several environmental agencies with research that will inform agency staff about important international concerns. Students involved with the **Mississippi River Basin Alliance** conduct research on US and state climate change policies, as well as freshwater pollution issues. Students assisting **U.S. Public Interest**

**Research Group** help to analyze alternative energy projects and incentives in other countries and how effective they are in moving emerging economies toward non-polluting energy sources. Topics of interest include the Kyoto treaty and mercury contamination. Finally, students involved with the **Sierra Club** research the behavior of LA-based multi-national corporations whose work affects the natural environment, particularly related to climate change issues.

Students enrolled in *Dr. Ernie Edmundson's* Business Ethics course are working with a variety of business-oriented projects throughout the community in partnership with **Levy-Rosenblum Institute (LRI)** programs. Students assist low-income community residents file taxes through the **Volunteer Income Tax Assistance (VITA) Program**. Students placed with the **Academy of Entrepreneurship Program** work directly with students from public high schools on fundamental business principles and promote school-based businesses. Service-learning students working with the **Kid's Star Program** assist elementary and middle school students with homework and arts and crafts at an after-school program.

Students are also working with **The New Orleans Food Cooperative**, a group of concerned New Orleans citizens who are interested in organizing a cooperative grocery store focused on locally-produced and natural, organic and environmentally-responsible food. Students assist with community-based research focusing on demographic analysis, the development and implementation of a market survey and marketing analysis, legal analysis leading to the incorporation of the group as a non-profit organization, and a purchasing analysis to determine the economic feasibility of the project.

Finally, students work with housing and real estate issues through the **U.S. Department of Housing and Urban Development**, with the creation of a local Housing Resource Directory. The directory will route to HUD's main website to be utilized by players in the housing industry throughout the United States. Locally, HUD's New Orleans branch office will utilize the directory to better serve public inquiries for housing assistance available through local service providers.

Students participating in *Professor Maureen Shea's* Social Problems in Latin American Literature are involved in several service opportunities involving members of the local Spanish-speaking population. Service-learning students at the **International School** work with Kindergarten and 1<sup>st</sup> grade Spanish immersion students, creating activities and projects that align with course topics. Other students work with the **Hispanic Apostolate** as English as a Second Language (ESL), citizenship, GED and/or Spanish instructors for adult immigrants from all over the world. Other students are helping Rudy Mills spread the word about **Inter-Fest 2003**. Additionally, students are working with **Catholic Charities Immigration and Refugee Services** as refugee resettlement/detention assistants. The students assist with legal research, completing paperwork and responding to letters from detainees.

Students are finding many interesting ways to get involved in the local New Orleans community and we thank them for their hard work and dedication to our community partner agencies. Keep up the great work and enjoy the opportunity to develop relationships with new people from all walks of life!

~ Amanda Buberger  
Senior Program Coordinator

## Rachael's Area

Like the tradition of spring, the Office of Service Learning has acquired a few new things, all of which service learners are very excited about. Included in our basket of goodies are new sites such as **U.S. Fish and Wildlife Service, The Nature Conservancy, Newcomb Nursery, and Lusher Elementary School**. On-site orientations to familiarize students with their new working environments and accompanying new responsibilities have been completed. As the first half of the 2003 Spring semester draws to a close, service learners continue to discover the treasures of our community and be of great assistance in the process.

Several of the new service learning sites accompany *Professor Hank Bart's* Natural Resource Conservation in Theory and Practice course. Students in Professor Bart's class have the opportunity to work with the **U.S. Fish and Wildlife Service, the Tulane Museum of Natural History, and The Nature Conservancy**. Students at these sites will be conducting research and data collection for very intriguing projects; one is the Long Leaf Pine Forest and its carnivorous pitcher plants.

*Professor Gaurav Desai's* African Identities and Transatlantic Connections class will be working with the **Amistad Research Center**. The focus of their work will be on the archives from Operation Crossroads, a program similar to the Peace Corp. The service learner will process the information with one of the staff archivist.

Many service learners will continue to devote their time and energy to our school sites. Some students in *Ms. Berthe Amoss's* Children's Literature course will visit our newest school site, **Lusher Elementary**, where they will participate in the Trial Balloons program. Other Trial Balloon participants will join *Dr. Chris Albers'*

students at **Crocker and Lafayette Elementary, My House and Newcomb Nursery**.

Students in *Dr. Margaret Dempsey's* Child and Adolescent Social Development will have contrasting experiences working with students of various ages, ranging from nursery school through high school. You can find them at **El Yo Yo Head Start, Lafayette Elementary, and Upward Bound**. At **El Yo Yo**, they will be joined by students from *Dr. Laurie Olson's* Child Psychology and *Ms. Gail Swan's* Psychology of Early Childhood classes.

Students from *Dr. Teri Davis's* Introduction to Education and Methods of Teaching in Secondary Schools courses will have **McMain Secondary School** all to themselves this semester. *Dr. Davis's* students will be providing classroom assistance to the middle and high school teachers. Her students will also be at **Charter Middle and Woodson Learning Academy**. Similarly, exclusively *Professor Michael Cunningham's* Adolescent Psychology and *Dr. Lori Olson's* Child Psychology classes will visit **Bishop Perry Middle School and McNair Elementary**, respectively. Students at both schools will benefit from having one-on-one tutors from Tulane University.

We are excited to be off to such a wonderful start at our local schools, museums and environmental agencies. We would like to continue our initial success by staying focused and energized. The spring brings new things that can help us to blossom into learning lilies.

~ Rachael Thompson  
Senior Program Coordinator

### Brandy's Corner

*Brandy Johnson is a work-study student at the Office of Service Learning. She helps monitor the students at their service learning*

*sites and provides much needed office assistance.*

This semester has been very exciting for the Office of Service Learning. We are continuing valuable existing relationships with students and community partners, as well as creating new ones.

Students in *Professor Paul Colombo's* Brain and Behavior course have the choice of completing their hours at **Touro Infirmary** or with the **Ochsner Clinic Foundation**, which is a new community partner. Students at **Touro** work in the Rehabilitation Unit assisting the nursing staff with patient care-- observing therapy sessions, participating in diversionary activities with patients, feeding patients at mealtime, and reviewing patients' charts. The students choosing to work at **Ochsner** work in the Neurology Unit, observing and assisting the nursing staff or shadowing a doctor first hand. Students assisting the nursing staff participate in the Legacy project, which provides doctors and nurses with a more detailed history of the patient by using a scripted questionnaire. The students participating in service learning for this course have the opportunity to witness first-hand the effects and treatment of neurological trauma.

Service learners in *Professor Joy Fuqua's* AIDS and the Media course had the option of choosing either the **Lesbian and Gay Community Center of New Orleans (LGCCNO)** or **NO/AIDS Taskforce's Community Action Network (CAN)** for their service learning hours. **LGCCNO** is a multi-cultural anti-oppression organization, which strives to provide a safe haven, information and referrals, cultural and social services, and crisis intervention to the Lesbian, Bisexual, and Transgendered populations in the greater New Orleans area. The organization works to promote

increased understanding, tolerance, and acceptance of LGBT community among the general public. The center is also home to the Hate Crimes Project, a lending/research library, a coming-out support group, a gay discussion group, a youth program, an Out and About social group and an art gallery. Service learners here participate in promotion or presentations for the Hate Crimes Project. Service learners at **CAN** were interviewed to establish their activities in accordance with their interests as well as the interest of the agency. The students could choose to be an Outreach Worker, a Social Volunteer or a Chat Room Advocate. They can also pursue their own activities with the approval of **CAN**.

Graduate students from *Dr. Garic Grisbaum's* Cell and Molecular Biology Research course are participating in a yearlong program allowing them to rotate through four departments at **Touro Infirmary**—the Psychiatry Oncology, Rehabilitation, and the OB/GYN Units. These students track patients and gather information on the conditions of the patient for a thorough review of the disease and for discussion in their papers and oral presentations.

Students in *Professor Dave Rice's* Biomedical Engineering Team Designs Project course are involved in a yearlong program where they work in teams of four or five students. Each team designs and constructs a device or system to assist an individual from the community with a disability. One group is creating a riding jeep that does not require foot controls for a child with spina bifida. Another group is creating a device to help a child with Cerebral Palsy to sit and stand on his own. All of the students' designs and creations will be presented during a public show on March 15<sup>th</sup> at the Boggs building on Tulane's campus from 1:00 – 3:00 PM. Please stop by and see the students' creations!

## Service Learning in the Life Sciences

Tulane's Office of Service Learning has worked with Professor Paul Colombo in creating a unique opportunity for students with an interest in neuroscience and/or psychology. This project allows students from Dr. Colombo's Brain and Behavior class to have direct exposure to patients suffering from brain and spinal cord injuries. Each student's assignment is to follow and study two patients throughout the semester (serving minimally 40 hours), tracking their progress and assisting them throughout the rehabilitation.

In an effort to host a greater amount of students, and to offer a greater variety of settings and patients, Touro Infirmary and Ochsner Clinic Foundation are both working with Tulane to allow students to participate in this Service Learning component. Both facilities regard students as an integral part of hospital operations, by allowing them to interact directly with the patients, as well as the doctors, nurses, and therapists.

Even more relevant, Professor Colombo and Vincent Ilustre have worked hard to attain the right for students to have full access to patients' charts and personal records. This gives students a complete medical history of the patient's status, which may not always be clear from merely speaking to or observing the patient. In this way, students are able to gain a better understanding of the material learned in class by relating it to the information seen in the charts and to the patients' behavior. This, in turn, allows the student to provide a better service to the patients and the facility in general.

Under the supervision of the nurse in charge, students' main tasks are

to read and talk to patients, assist with patient charts, and to observe and assist in therapy sessions, including physical therapy, speech therapy, and music therapy. In addition to these tasks, students working at Ochsner participate in the Legacy Project, providing doctors and nurses with a detailed history of the patient using a scripted questionnaire.

While students at Ochsner work in the Neurology Unit, students at Touro are responsible for working in two Rehabilitation Units, M6 and M9; treating brain damaged patients and physically impaired patients, respectively. The Office of Service Learning also provides transportation to Touro, as a means of minimizing obstacles preventing students from participating in the program.

In addition, Ochsner also offers a unique project for one student from the class, which consists of working directly with Dr. Strub in the Neurology Unit. The student must serve a minimum of 90 hours monitoring one patient, and presenting the patient's case during rounds with medical interns. This is a wonderful experience for anyone interested in this field.

The Office of Service Learning has been working with Touro Infirmary for several years and established the new partnership with Ochsner Clinic Foundation this semester. Both facilities enjoy and appreciate Tulane student's involvement and dedication. While helping brain-damaged patients, students get an additional element to the material learned in class, one that could not be learned from textbooks or in the classroom, but only through direct involvement with patients in a medical setting. Even more relevant, the sense of satisfaction achieved after helping a patient, and seeing him/her progress, makes every second worthwhile. No matter how much service students provide to the

patients and the unit, in the end, the true service will be provided to the student.

~ Maja Skikic is a service learning student for Professor Paul Colombo's *Brain and Behavior* course. You can reach Maja at [mskiki@tulane.edu](mailto:mskiki@tulane.edu).

## Service Learning in Communications

French Quarter bars might seem an unlikely location for community service, but the members of Professor Joy Fuqua's course *AIDS and the Media* are discovering that their bar-hopping work is not only necessary and effective, but also quite rewarding.

In conjunction with the NO/AIDS Task Force Community Awareness Network (CAN), these students are pitching in to increase knowledge of HIV/AIDS, primarily in the gay communities of the Quarter and Marigny district. As active volunteers, they partake in a variety of education and prevention activities, including assembling condom packs, distributing them in bars and clubs, and promoting safer sex awareness in chat rooms.

This service is a transformational learning experience that is inseparable from its academic coursework. *AIDS and the Media* closely analyzes how mainstream and oppositional media forces have represented the AIDS epidemic for over twenty years. Through community outreach, students are examining the forces at work in their own backyards. They are encouraged to ask "Is the right information reaching the right people?" Because minorities are often underrepresented as mainstream media constituents, the students are challenged to work in unconventional ways to educate and empower the gay community with a message that promotes prevention practices and affirms the value of human life.

Another option offered for service learning in this course is volunteer work at the Lesbian and Gay Community Center of New Orleans. Two students from the class have committed themselves to producing videos and presentations against hate crimes and bullying. Their aim is to spread a spirit of understanding and tolerance towards homosexuals and other minority groups in New Orleans.

In addition to these commitments, Tulane volunteers will complete a 'legacy project' for their service sites. Because their time with service learning must eventually come to an end, they will work closely and creatively with their organizations to leave a positive, permanent mark. The result will be several student projects that will effectively benefit the future of CAN and the Lesbian and Gay Community Center, long after the volunteers depart.

~Parker Hutchinson is a service learning student in Professor Fuqua's *AIDS in the Media* course. You can reach Parker at [phutchi@tulane.edu](mailto:phutchi@tulane.edu).

## Internship Nook

The Office of Service Learning facilitates student internships for juniors and seniors in five departments within the university: **English, Political Science, Psychology, Sociology, and Women's Studies.** Excitement and anticipation abound as members of the Spring 2003 internship class began working at their internship sites. We view internships as a natural continuation for service learning students, offering a longer term of service at the site, advanced levels of responsibility, and an opportunity for students to further their own research interests. Internships are arranged according to the student's interests and meet varied needs of our community partners.

The interns attend a weekly seminar and develop a final project or paper reflecting their research and knowledge gained at their site.

### English Department:

Tiffany Gilliam is interning at **AidsLaw of Louisiana**, a nonprofit firm of dedicated attorneys working with people with AIDS. Her work involves conducting client intake interviews, assisting with social security appeal interviews and preparations for disability hearings. She also is becoming very adept at preparing legal documents for clients. Other English internship sites are **New Orleans Film Commission, Chartwell Center, New Orleans Legal Aid, Communities In Schools, US Public Interest Research Group,** and **Football-Gaming.org.**

### Political Science Department:

Rebecca Brems is working with the **Coalition for a Tobacco Free Louisiana** of the **Louisiana Public Health Institute.** In her capacity as a Tobacco Control Policy Intern, Rebecca assists to the coalition staff with database management, and research, public affairs, and advocacy activities. Other Political Science internship sites include the **New Orleans Office of City Planning, the New York City Dept. of Health** (summer), **US Public Interest Research Group, the Council for International Visitors, Finnerin and Nicholson Attorneys at Law, National Conference for Community and Justice,** and the **Moratorium Campaign.**

### Psychology Department:

Olivia Pine is honing her skills in youth leadership development by working with the **Children's Bureau.** She facilitates group discussions for the youth participating in the Peers Educating Peers Program. Other Psychology internship sites are **Charity Hospital, Communities in**



**Schools, Ochsner Hospital, and the Chartwell Center.**

### **Sociology Department:**

Christian Elloie has already made her mark at **Communities in Schools**. She works at the **Israel Augustine Middle School** and was recently asked by her site supervisor to take the lead on developing a mentorship program for the female students. Other Sociology internship sites are **Louisiana Public Health Institute, Critical Resistance South, the Moratorium Campaign, and the National Conference for Community and Justice.**

### **Women's Studies:**

"Women helping other women" seems to be the resounding theme for the women's studies internship class. Amanda Sheldon is designing, editing, and producing the monthly newsletter for **Dress For Success**, a non-profit organization that helps women make the transition from unemployment to productive employment. Other sites where the students are providing assistance to women are **Grace House, Planned Parenthood, and Great Expectations.**

We are continually developing new placements for interns. As you can see from the above listing, students are placed at a variety of sites including social service agencies, governmental agencies, grass roots organizations, cultural organizations and others. If you are a junior or senior majoring in English, Political Science, Psychology, Sociology, or Women's Studies and are interested in pursuing an internship through the Office of Service Learning, please come by our office at 1332 Audubon Street and pick up an application, or call me at 862-3356.

~ Carolyn LeBrane-Tilton  
Internship Coordinator

**COMMUNITY SPOTLIGHT:**

## Catholic Charities

The Catholic Charities Archdiocese of New Orleans Immigration and Refugee Services division works with Tulane's Office of Service Learning to offer students the opportunity to perform service with the international population living in the New Orleans community. The partnership began when Katie Witry worked with students from *Professor Anne McCall's Women's Studies* course in Fall 2001 on projects that had students putting together information about cultural differences. This project helped to inform staff at Catholic Charities about the populations they are serving.

This semester, students from *Professor Maureen Shea's Social Problems in Latin American Literature* and *Dr. Jimmy Huck's Introduction to Latin American studies* are continuing the tradition of partnership by working with Catholic Charities in a variety of different ways. Students are helping Catholic Charities' staff members by tutoring children /adults (Justin Collmann), legal assistance (Elise Cerniglia) and assistance with resettlement programs (Hannah Beach and Katie Witry).

### From My View...

As a student in *Professor Maureen Shea's Social Problems in Latin American Literature* course, I chose to volunteer with Catholic Charities Immigration and Refugee services, to offer assistance with resettlement services for refugees and help to provide immigration related legal services to clients.

As a Service learner, I mainly work on the Detainee Reintegration Program. This program offers sponsorship to aliens who are seeking to be released from INS detention and helps them find low-cost legal services. In order for clients to be released, they must

have friends or family in the US who will provide them with shelter and help them to find employment. The people held in INS detention often do not have any friends or family in the US, so detainees can write to the Catholic Charities, who offers these individuals sponsorship. Catholic Charities places the detainees in a local homeless shelter and offers them help in finding employment and becoming self-sufficient. The detainees are granted sponsorship if they have never committed a sexual crime and they must be committed to seeking employment and remaining crime and drug free.

My main responsibility is to answer letters from detainees who are seeking sponsorship or legal services. I correspond with the detainees to let them know that there are people on the outside who care about their situation and will work to help them get out of jail. This service learning opportunity with Catholic Charities Immigration and Refugee Services has opened my eyes to the many social problems faced by immigrants in the US. It has been a great opportunity to get experience working in social services and to provide immigrants with help in conquering the challenges that face individuals newly arrived in this country. I would like to thank the staff at Catholic Charities for working with Tulane's Office of Service Learning to provide such opportunities for interested Tulane students.

~Jenny Palcic is a service learner at Catholic Charities with Professor Shea's *Social Problems in Latin America* course. You can reach Jenny at [jpalcic@tulane.edu](mailto:jpalcic@tulane.edu).

### From My View...

I first became involved in service learning last semester when I took *Dr Teri Davis's Introduction to Education* course. I had previously volunteered and worked in elementary schools

during high school, but service learning at Tulane was different, it was for a grade. I was placed at Charter Middle School where I would go in five hours a week to fulfill my forty-hours requirement. I was very anxious to get started and could not wait to form relationships with the students there. After orientation I was even more excited because the facilitator at the school, Siobhan Feeney, was so nice and welcoming. Working with a sixth-grade math class was a great experience for me because I had the opportunity to have one-on-one as well as group teaching experiences while I was there. Going to Charter gave me a reason to get up early every Monday and Wednesday and the students there made my days better because of my interactions with them. I miss going to Charter, but I am even happier at my current placement for service learning.

This semester I am working at Lusher Elementary School for my Children's Literature class. I read to four different classes while I am there each week for 2-3 hours to fulfill my twenty-hours requirement. I read books to the different classes that are part of the Trial Balloons program where publishers send Tulane books that have not been published yet for us to review, and have children review, to see whether or not they should be published. The children love the program and really enjoy being a part of the publishing process. Seeing their happy faces when I come into the classroom makes me feel so good about myself and about my recent decision concerning elementary education.

I actually have my service learning at Lusher to thank for my recent epiphany about my future career. I have always known that I wanted to teach, but through working at Lusher, I realized that I did not want to teach middle school or high school students, I learned that elementary school is the

age for me and my future as a teacher. It was an amazing realization for me because since the beginning of this year I have been struggling with figuring out where exactly I wanted to work in education. When I walked into my first classroom at Lusher, and sat down in front of the classroom to read to the children, I immediately knew that my place was in front of an elementary classroom. Since figuring out that I wanted to work with elementary school children in my future, I have switched my other service learning placement to be with the elementary school students more. I will actually be teaching a full day at the end of the semester as part of my Secondary Teaching Methods class.

The students at Lusher have also helped me in planning my book for my Children's Literature class. They are full of fresh and new ideas and are a great sounding-off board for me as an author. Without service learning, I do not think that I would be able to succeed in my Children's Literature class. The children that I have the privilege of working with help me so much in figuring out what exactly I want to write about and also help me figure out what I should not be writing about. Their comments have helped me discover what is and is not appropriate as far as children's literature topics go for kids their ages.

Overall, I could not be happier with the service learning program at Tulane. My personal experiences at Charter and Lusher have helped me figure out what I want to do when I grow up. Moreover, there is nothing better than hearing a student say that "Tuesdays are my favorite days now because you are here to read to us!" Service Learning has given me a special outlet me to grow in; I value each hour I spend at Lusher and look forward to continuing to take courses that involve Service Learning.

~Becky Mates is a service learner in Ms. Berthe Amoss's Children's Literature course. You can reach Becky at [rmates@tulane.edu](mailto:rmates@tulane.edu).

### From My View...

When I was searching for engineering programs, Tulane's BME department stood ahead of the rest, mainly because of the hands-on experience I would receive in a Team Design class. Right before entry into the workforce, a team of four seniors is paired with a disabled member of the community who needs assistance with daily life. The team is required to design, build, and market the final product, and then present the device to the client. At the end of the year-long project, all of the teams present their work to the public. My experience with the class was one of my most memorable at Tulane as an undergraduate.

After three long years, my wait to participate in this program was finally over. The client chosen for my team was an elementary school student who suffered from several vision problems. He wished to be able to read and complete his homework on his own, in the comfort of his bedroom. Throughout the next several months, my team and I were able to design a camera magnification system that allowed this child to gain independence. The look on our client's face as he was finally able to see his own books and toys in his own home was incredible.

Throughout the time I spent on this project, I never thought of it as just a hurdle I must jump over in order to graduate. Instead, I saw the project as a way to make a difference in a person's life. To me, that was more reward than the grade I would receive based on my team's performance.

~Richard Morency was a service learner in Professor Dave Rice's *Biomedical Engineering Team Designs* course. You can reach Richard at [rmoren@tulane.edu](mailto:rmoren@tulane.edu).

### From My View...

I am a junior majoring in sociology, and interning this semester at the Coalition for a Tobacco-Free Louisiana (CTFLA). The Coalition for a Tobacco-Free Louisiana is a non-profit advocacy organization working to prevent and eliminate tobacco use and promotes a healthier Louisiana. The Louisiana Office of Public Health, American Cancer Society, American Heart Association, American Lung Association, and a grant from the Robert Wood Johnson Foundation fund the CTFLA.

The current project to accomplish the goals of the CTFLA is a policy initiative to bring tobacco control to a local level in Louisiana. The current state law in Louisiana prevents local governments from enacting regulations that provide more protection from second hand smoke in public places than those endorsed by the state; the CTFLA will be challenging this in the upcoming legislative session. Local control of tobacco smoke in public places is important because it is appropriate arena to address the concerns and values of the community and increase smoke free areas.

My duties as an intern at the Coalition this semester include: database management, research, public affairs, and advocacy activities. The main project on which the other intern and I are working on is a tourism survey to assess the attitude of New Orleans tourists and their concerns about tobacco smoke and clean indoor air protection. We have been a part of each step and thus far we have gathered relevant articles about the subject, assisted in the creation of the

survey, and the pilot testing of the survey. The next steps include surveying one thousand tourists and then doing statistical analysis of the data collected. Other projects we have completed are updating the database of the CTFLA, calling possible advocates to explain the CTFLA and learn if they would be interested in becoming active, and gathering information to create a fact sheet about minorities and smoking.

This internship is perfect for me because I have a strong interest in public health and public policy issues. Also, I am able to utilize the skills I have learned in my sociology classes in a real life situation. Thus far it has been a wonderful experience and I am very excited to see what the semester brings.

~Amanda Albin is a Sociology Intern. You can reach Seth at [aalbin@tulane.edu](mailto:aalbin@tulane.edu).

### Fall 2003 Service Learning Courses

#### **Service Learning Required (3Credit)**

- BMEN 403-01 Team Design Projects I  
*Rice*
- EDUC 200-01 Intro to Education  
*Davis*
- RBST 432-01 "Tribal" New Orleans Cultural Identity and Urban History  
*Reese*
- RBST 732-01 "Tribal" New Orleans Cultural Identity and Urban History  
*Reese*
- WMST 290 Introduction to Women's Studies  
*Dorre*

#### **Service Learning Option (3 Credit)**

- CELL 799-01 Research  
*Grisbaum*
- DANC 354-01 Dance Composition III

- Escher*  
DANC 472-01 20<sup>th</sup> Century Dancy Trask
- ENLS 119-01 Freshman Writing Seminar: City Life  
*Koritz*
- GMGT 414-01 Business Ethics  
*Edmundson*
- PSYC 101-01(H) Introduction to Psychology  
*O'Neal*
- PSYC 320-01 Educational Psychology  
*Moely*
- PSYC 461-01 Black Youth: Developmental Psychology Perspectives  
*Cunningham*
- SOCI 618-01 Wealth, Power and Inequality  
*Elliot*
- WMST 399-01 Femenist Theories  
*Dorre*

#### **Service Learning 4<sup>th</sup> Credit Required**

- SOCI 609-01 Sociology of Medicine  
*Morse*

#### **Service Learning 4<sup>th</sup> Credit Optional**

- CELL 471-01 Molecular Biology of Cancer  
*Burdsal*
- DANC 201-01 Performance I  
*Hayley*
- THEA 201-01
- LING 411-01 Brain and Language  
*Howard*
- LING 711-01 Brain and Language  
*Howard*
- PSYC 340-01 Child and Adolescent Social Development  
*Dempsey*
- SOCI 103-01 Intro to Sociology  
*Morse*
- SPAN 685-01 Senior Seminar: Revolt Against Empire  
*Shea*



## **Special Projects**

ENLS 485-01 Cultural Politics and  
Practices  
*Koritz*

For more information about service learning, please visit our website at [www.tulane.edu/~ServLrng](http://www.tulane.edu/~ServLrng).

### Mark your Calendars

Tulane University's Office of Service Learning will be hosting the 2<sup>nd</sup> Annual Gulf South Summit on Service Learning from March 24-March 26, 2004. The Summit will bring service learning practitioners from a six state region including Alabama, Arkansas, Florida, Louisiana, Mississippi and Tennessee to discuss current practice and research on service learning. Call for papers will be announced in the coming weeks. For more information, please visit the Summit website at: <http://www.tulane.edu/~ServLrng/2004gss.htm>

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