“Joy can only be real if people look upon their life as a service and have a definite objective in life outside themselves and their personal happiness.”
- Leo Tolstoy -

Service-Learning
CSEL, Suite 300
407-823-2667
www.explearning.ucf.edu

April 12, 2017
10:00 AM-3:00 PM
Student Union, Key West Ballroom
Service-Learning Executive Board

Melody Bowdon
Director, Faculty Center for Teaching and Learning
Professor
Department of Writing & Rhetoric
College of Arts & Humanities

Jeffrey Kaplan
Emeritus Professor
School of Teaching, Learning, and Leadership
College of Education and Human Performance

Blake Scott
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Division of Teaching and Learning
College of Undergraduate Studies

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Program Director, M.F.A. in Creative Writing
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Diane Wink
Emerita Professor
College of Nursing

Amy Zeh
Program Director, Service-Learning
Assistant Director, Experiential Learning
Division of Teaching and Learning
College of Undergraduate Studies

Service-Learning Civic Advisory Board

Robert Brown
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Senior Director, Stepping Stone
Seniors First

Jody Scott
Clinical Director
Center for Drug Free Living

Rosie Wilder
Wish Program Director
New Hope for Kids

Pamela Carson
Senior Manager, Community Resources
Orange County Public Schools

Karen Hagen
CEO
American Red Cross, Mid-Florida Region

Brent Trotter
President and CEO
Coalition for the Homeless of Central Florida

Greg Zblyut
Executive Director
Boys Town of Central Florida

Agenda

10:00  Presentation of Student Service-Learning Displays Open for Public Viewing

2:30  Student Welcome, Andrew Aboujaoude
     Recipient of the 2016 Showcase Capacity Building Scholarship,
     Newman Civic Fellowship Award Recipient 2017

2:35  Awards Ceremony
     Andrew Aboujaoude, Peer Choice Award
     Leandra Preston-Sidler, Women’s and Gender Studies

2:55  Recognition, Thanks, and Closing Remarks
     Amy Zeh, Program Director, Service-Learning
Awards Panel:

Roberta Brown Ergle, School of Teaching, Learning, and Leadership
Norma Conner, Nursing
Jennifer Elliott, Biology
Lauryn De George, Business Administration
Germayne Graham, LEAD Scholars
Phyllis Harris, Business Administration
Alla Kourova, Modern Languages & Literatures
Stephanie Krick, Public Administration
Geraldine Luzincourt, Nursing
Stacey Malaret, LEAD Scholars
Iryna Malendevych, Criminal Justice
Leandra Preston-Sidler, Women’s and Gender Studies
Kerry Purmensky, Modern Languages & Literatures
Terry Thaxton, Writing & Rhetoric
Laurie Uttich, Writing & Rhetoric
Jacques Werleigh, UCF Arboretum
Amy Zeh, Experiential Learning

Many thanks to showcase committee members, staff in Experiential Learning, faculty members who infuse service-learning into their curriculum, the Faculty Center for Teaching & Learning, and to all the students who have had their lives changed by a service-learning experience and want to tell about it.

The showcase committee is grateful to the Student Government Association, the College of Undergraduate Studies, Division of Teaching and Learning, The Burnett Honors College, Interdisciplinary Studies, the Colleges of Arts & Humanities, Education and Human Performance, Graduate Studies, Health & Public Affairs, Nursing, Medicine, Sciences, and Experiential Learning for ongoing support and generous contributions of over $10,000 in scholarship awards for this event.

1) Journey’s End Volunteers
Sam Kleiner, Sean Adams and Mary Kniepmann

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: Journey’s End Animal Sanctuary

We worked with Journey’s End Animal Sanctuary for our service-learning project. Journey’s End is a sanctuary for unadoptable, physically disabled animals to live out their days while living as close to a normal life as possible. We aimed to help animals that were not getting the love and affection of normal, physically healthy animals. We would pet and play with the animals, brush them, and show them to others at animal festivals. Our experience with Journey’s End, specifically the DeLand Pet Festival, allowed us to gain experience with presenting ideas to an audience. We were able to apply the course material in order to accomplish our goals of both informing the various audiences about the mission of Journey’s End, and persuading them to donate to the sanctuary, as it runs solely on donations. The various duties we performed with Journey’s End allowed us to directly make a change in the community while also effectively applying the course objectives.

Approximate impact number: Each of us interacted with 18-20 animals regularly, and the sanctuary regularly helps around 275 animals. In addition, the sanctuary regularly helps approximately 10 people with disabilities / criminal history who would not be able to find employment elsewhere.
2) Mary-Margaret M. Shimada

Course: EDE 4943 Internship II
Instructors: Dr. Bobby Hoffman (Internship Coordinator), Ms. Stroup (UCF Coordinator), Ms. Haggerty (Service-Learning Teacher)
Community Partners: United Cerebral Palsy (UCP) of Central Florida, UCP Pine Hills Charter School, Birds of Prey, Lowes (Education Grant), Evans High School, Dr. Everett (UCF Professor and Singer/Song writer), Home Depot, Valencia College West Campus (Culinary Arts Department), and UF/IFAS Orange County Extension.

My service-learning project takes place at the United Cerebral Palsy (UCP) Pine Hills Charter School. This school is one of eight tuition free, non-profit public charter schools operated by UCP of Central Florida.
Mission statement: To empower children with and without disabilities to achieve their potential by providing individualized support, education and therapy services in an inclusive environment.

UCP Charter schools use Project-Based Learning and technology to drive the curriculum. Integrated with music, dance, performing and visual arts which enhances students learning. UCP Pine Hills follows these guidelines.

As a teacher intern, I have also volunteered my time, skills and knowledge to:
- Write a grant to help renovate the kitchen. It has been non-functional for two years. If awarded, the students will have hot meals and a place for Project-Based Learning. - Create a future internship with Valencia College Culinary Arts students to cook breakfast/lunch. - Create/direct a bucket drumming band. - Create/co-direct a dance troupe. - Create a before/aftercare gardening club. - Invite the Birds of Prey to bring a bald eagle for the entire school to see. - Write/direct a play for two classrooms that was performed for the whole school. - Invite a guest musician that sings science songs to perform for the entire school. - Create/direct the student year end “Musical Extravaganza” performed at Evans High School Auditorium.

I have exceeded my learning objectives and as a result of my volunteer efforts, the students have experienced learning situations they have not encountered before. Careful planning resulted in every student being successful on their level.

Approximate impact number(s): 18 classroom students for teaching objectives. 150 students for whole school activities.

3) Legends Academy
Alexander Bulnes, Talysea Ellis, Greg Illig, and Christine Whitwam

Course: NUR 3637L Public Health Nursing
Instructor: Donna Breit
Community Partner: Legends Academy

The philosophy of Legend’s Academy is to create a culturally responsive and safe learning-environment. Their goal to help the students grow into well-rounded, educated and unique individuals is what allowed us to collaborate with them for this project. As future nurses, we have a responsibility to care and advocate for the health of those in our community. Our service-learning project involved teaching 5th and 6th Graders about the physical, mental and emotional changes occurring throughout their bodies as they experience puberty.

By splitting up the boys and girls, our team was able to create an atmosphere suited for the teaching and discussion of the different changes affecting the lives of approximately seventy students. Weekly lesson plans were developed, evaluated and revised to allow the students to be knowledgeable about correct anatomical terminology, understanding of the physiology behind their development, and confident in knowing that the changes they experience are normal. To keep the students engaged, a number of tools were used throughout the lessons, including power-points, videos, interactive models, games and hand-outs. We made an impact by teaching this sensitive subject in a culturally and developmentally appropriate way to a population that might have never otherwise received this critical knowledge about their bodies.

Approximate impact number: 70
4) Nicole Grillon

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: Give Kids the World

For my service-learning project I was partnered up with Give Kids the World which is a resort located in Kissimmee, Florida that enables children with life-threatening illnesses to stay at the resort and visit local attractions free of charge. Give Kids the World aims to fulfill the wishes of all children with life-threatening illnesses and their families from around the world to experience a memorable, joyful, cost-free visit to the Central Florida attractions and to enjoy Give Kids the World Village — for as long as there is a need. I was able to help execute this goal by working at Give Kids the World for a total of 18 hours so far and I do not plan on stopping any time soon.

I was able to help the children with life-threatening illnesses in a variety of ways including being a part of the Winter Wonderland parade, working in the cafeteria and even in the castle where each wish child decorates a star that is hung up around the castle. My experiences at Give Kids the World gave me a variety of stories and anecdotes that I was able to incorporate into my speeches for class and improved my social skills which was helpful for my class as well. Overall, my work at Give Kids the World not only helped meet the learning objectives of my class but allowed me to find a place where I could really make a difference in the innocent lives plagued with life-threatening illnesses.

5) Natalie Ellis

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: Give Kids the World

Give Kids the World provides families with children with life-threatening illnesses the opportunity to experience all Central Florida offers at no cost. Give Kids the World works closely with many wish foundations to grant children’s wishes, sometimes in less than 24 hours. Some families have even reported that their children got better as a result of their visit and they cried when they had to leave because they loved their time there so much. The families get to stay at the Village in an on-site villa, receive theme park tickets, eat free meals at the Village, and have access to the many entertainment options at the Village.

At the Give Kids the World Village, I have had the opportunity to have a direct impact on these families’ experiences. I have helped to capture their precious moments by making sure that the photos taken by the photographer get to them. In addition, I have served at one of their main entertainment venues, Amberville, where families can play a variety of games. My time has not only benefited Give Kids the World and the families that stay there but also myself. Every time I go there, I am happy getting to see the smiles on the kids’ faces while they explore the Village, go to the parties, etc. It has also fostered my love for service and shown me how it applies to what I am learning in my classes.
6) Hypertension Healers
Allison Dascani, Stephanie Jones, and Alexis McGavock

Course: NUR 4637L Public Health Nursing
Faculty Member: Donna Breit
Community Partner: Boys and Girls Club

With Type II diabetes, and Hypertension on the rise in the United States, our service-learning project was designed to educate the teens at the Boys and Girls club to stop these conditions in their tracks. We had the opportunity to provide hands on interactive lessons to the club participants. During these lessons, we helped the teens visualize the effects of diabetes and hypertension on the body. We arranged bags with grams of sugar next to different items to help the teens reflect on how much sugar they are putting in their body when consuming some of their favorite foods and drinks. We also used balloons to help the teens envision the effect of pressure (hypertension) on the human artery. Once we showed the negative effects of having a poor diet and sedentary lifestyle, we had a group discussion about how the teens can fix their modifiable risk factors for these diseases.

To have the teens have an example of a healthy meal option, we had them create their own “perfect plate” with portions of healthy food choices that they would like to incorporate more into their diet. Lastly, we taught them how to take blood pressure so they could use this skill to help monitor their health along with their friends and family. Overall, the demonstrations and group discussions helped make an impact in the lifestyle choices of the participants at the Boys and Girls Club. They became enthusiastic about taking control of their health, and not becoming another statistic.

Impact number: 20

7) Guardians of the Reef
Peter Nguyen, KeTaira Phillips, Taylor Martin, Jared Sierra, and Sydney Tichnor

Course: BSC 3312 Principles of Marine Biology
Instructor: Dr. Linda Walters
Community Partner: Galileo Gifted Elementary School

Coral reefs are beautifully diverse ecosystems that are homes to a wide variety of organisms in tropical waters. Being such a desirable commodity, coral reefs attract much attention from the public. However, this same attention poses a threat to their health and survival. Human impacts on coral reefs, such as scuba diving, water pollution, and fishing, all harm the reef ecosystem. Our mission was to raise awareness of human impacts that harm coral reefs, and illustrate ways to protect and restore this damaged underwater habitat. Visiting the 3rd grade class of Galileo Gifted Elementary School in Seminole County, Florida, our goal was to inform the students about coral reef diversity and complexity. We accomplished this by comparing the reef to an underwater city. Students learned about the wide variety of organisms that live in the reef, ways in which humans are hurting our “Cities of the Sea”, and ways they can help reduce human impacts and restore the damaged areas. The students engaged in activities to reinforce our presented message, including a Jeopardy styled game based on the presentation, crafting inspired renditions of coral reef organisms, and planting Spartina alterniflora. This native cordgrass filters pollutants from terrestrial sources before water reaches the coral reefs. Students will also be presented with a goodie bag filled with symbolic trinkets regarding coral reef conservation to share with members of their household. Through this project, we have become more engaging scientific communicators, confident in our ability to share scientific information in future community projects.
8) MedPACt Global Health Conference Committee
Lauren Everett and Paul Symansky

Course: Longitudinal Curricular Theme
Instructor: Dr. Judith Simms-Cendan
Community Partner: Kyle House Group, Partners in Health (PIH)

Medical Students Providing Across Continents (MedPACt) is a student-run association committed to providing education for future medical professionals to become actively engaged and prepared to address underserved communities, both locally and abroad. With these goals, MedPACt develops an annual Global Health Conference (GHC) in addition to organizing international and local service-learning opportunities, in the Dominican Republic and Apopka, FL, with the interprofessional student community.

Since its inaugural GHC in 2011, MedPACt has brought together students from various health-related disciplines for a collaborative day of simulations and workshops based around that year’s theme. Conference themes in 2016 and 2017 focused on neglected tropical diseases and the effects of climate change on vulnerable populations. Simulations have historically been based on global health principles including disease management, cultural humility, interdisciplinary collaboration, ethics, and sociocultural issues.

The GHC facilitated integrated learning for 151 participants in 2016 and 214 in 2017 from universities across Florida and the nation. These topics prepared students with the training required to address afflicted populations, including assessment of nutrition in children and managing skin conditions from effects of climate change.

During the conference, students gain relevant skills and experiences to carry into their medical service in indigent regions and advocate for these populations. Many of the local attendees volunteer at the MedPACt Apopka Clinic, which serves farmworkers in Central Florida and shares many clinical parallels to underserved global regions. We aim to continue providing pertinent educational themes at the conference for future application in underserved local and global communities.

Approximate impact number(s): 365 professional students

9) Reef Chiefs
Natasha Sol Cruz, Megan Robbins, Belen Bohorquez, and Mindy Yang

Course: BSC 3312 Principles of Marine Biology
Instructor: Dr. Linda Walters
Community Partner: Megan Snow, Sunrise Elementary School, Orange County Public Schools

Coral reefs are a beautiful and diverse ecosystem creating harmony for an array of marine life. It is a home to many species of fish and a feeding grounds for other predators, such as sharks. Unfortunately, coral reefs are rapidly deteriorating globally today due to different causes. One of the causes is that the ocean’s environment is changing, such as pH balance and temperature. Another cause is the increasing numbers of diseases on corals.

To raise awareness of the importance of coral reefs, our group of UCF students (named Reef Chiefs) went to a kindergarten class to teach them how important coral reefs are and how to make a difference to stop their deterioration. The Reef Chiefs performed a shadow puppet skit for students to provide information about coral reefs. The class was then broken off into groups for different activities. Students were asked to paint and color animals and corals for a poster that the teacher was able to keep. They also had listened to a story from us related to coral reefs. Lastly, students made “fish fans” from paper plates colored and drawn to look like fish. The fish fans included information for the student to take home to their families, creating an impact size of about 64 people, calculating each of 16 students having 3 additional family members. Because of this project, we are able to bring attention to the need for coral reefs in the marine life, while developing our skills for communicating science as learned in class.

Approximate impact number: Approximately 64 people impacted through our service-learning project.
10) Unwelcomed Guests
Traci Hill, Tristan Whittaker, Marissa Dear, Briana McIntosh, Edward Uliani, Kristan McGovern, and Renee Brown

Course: BSC 3312 Principles of Marine Biology
Instructor: Dr. Linda Walters
Community Partner: Patricia Lachance, Sunrise Elementary School, Orange County Public Schools

Invasive species are unwanted environmental guests that are not going away. This problem plagues our native habitats, including both coastlines of Florida. Invasive species find themselves in new places in a variety of ways, most significantly boating and the aquarium trade. To reduce the number of new species introduced by humans, we need to educate people on how not to be vectors. Our team has arranged to go to Sunrise Elementary, a public school in Orange County, to present information about Florida’s invasive species to two fifth-grade classes. Our first activity will be a slide show challenge. Each slide will contain a photo of an organism and then the students will question us on the organism trying to decide whether it is native or invasive. We will then reveal the correct answer and tell the students the scientific and common names, as well as unique facts about each species. The second activity will be a relay race where students will work to remove invasive species from their “ocean”. The students will now try to remove only invasive species from their pool. Points will be assigned to adults and juveniles. Finally, we will send each fifth-grader home with an activity book they can share with their families. As experts in the field of marine biology, it is our responsibility to share our knowledge by teaching others. We will develop our communication skills as scientists, by helping the fifth-grade teachers bring new excitement and inspire families to share our message.

Approximate impact number(s): We plan to present information on invasive species and solutions to at least two classes of 22 fifth grade students, totaling 44 students. We expect each student to share their activity book with their families. If we count each family with 4 members including the student, 44 X 3 = 132 people impacted.

11) Shivani Patel and Lacie Turnbull

Course: Longitudinal Curricular Theme
Instructor: Dr. Magdalena Pasarica
Community Partner: KNIGHTS Clinic and the Diebel Legacy Fund at Central Florida Foundation

Introduction: The KNIGHTS (Keeping Neighbors in Good Health through Service) Clinic, funded by the Diebel Legacy Fund at Central Florida Foundation, is an interdisciplinary student-run free clinic at the University of Central Florida College of Medicine (UCF COM) that provides longitudinal healthcare services for the medically underserved of Orlando. A primary goal is to educate students about providing adequate, comprehensive care for these populations. The Event Coordinator and Media Relations (EC/MR) chairpersons work to disseminate information about the clinic to the community and organize events open to all UCF COM students.

Problem: Due to physical clinic size constraints and the ability to see only a limited number of patients within a single clinic night, the number of medical student volunteers at KNIGHTS Clinic has been restricted.

Intervention: In order to educate and involve more students, the original Media Relations position was expanded to the two-person EC/MR position. We also formed the KNIGHTS Club, a Student Government Association group, open to all UCF COM students for membership. The EC/ MR chairs serve as the co-vice presidents of the club and organize events that educate the student population on the underserved.

Results: The formation of the KNIGHTS Club and expansion of the EC/ MR position has facilitated organization of events outside of clinic that provide education and offer volunteer opportunities to all interested UCF COM students. This has included lunch meetings with >60 students in attendance, featuring the medical director of a local nonprofit medical home. Volunteer opportunities have included blood pressure and health screenings for free to community events with participation by >20 students. Of the 120 incoming first-year students in 2016, >70% expressed interest in joining the club.

Conclusion: The formation of the KNIGHTS Club and the additional roles of EC/ MR chairpersons have helped the executive board overcome the size limitations of the clinic and accomplish their goal of providing the entire student body the opportunity to learn about caring for medically underserved populations, ultimately facilitating better care for these groups in the future. This model can be applied to other size-restricted student-run clinics looking to increase student involvement.
12) Relay Service Learners
Alec Greenberg, Erik Horning, Joe Wilke, and Seth Mangum

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partners: Fernando Carrasquillo, Community Manager,
Relay for Life at American Cancer Society

The American Cancer Society (ACS) is a non-profit organization devoted to “eliminating cancer as a major health problem...through research, education, advocacy, and service.” Relay for Life (commonly referred to as Relay) is an event held annually by ACS and run by the surrounding community to raise awareness and funds for the lifesaving cancer research conducted by ACS and its counterparts each and every day. In its 37-year history, it has worked its way into the lives of people in 5,200 communities nationwide and over 20 countries worldwide.

While working with Relay, we encountered experiences on the pursuit of that mission by being involved in community fundraising, and advocating through speeches and general participation. In addition, we attended and worked at the event itself, which brought us into contact with those affected by cancer, those who sought out to be more involved in the ongoing fight against cancer, and the impact that Relay for Life has on the Orlando and UCF community. With the experience gained through working with our organization, we were able to achieve the ten fundamental objectives of the course outlined in this poster. In order to properly develop the speeches centered on our work with Relay, we conducted in-depth research our organization and its impact, as well as planned and delivered effective speeches to raise awareness and advocate for the fight against cancer.

Approximate Impact Numbers:
Money Raised: $24,100.08
Teams Participating: 63
People Participating: 423
*Numbers are based on the Relay for Life’s UCF specific event.

13) Think Before You Speak!
Jamie Cohen and Tenesia Huggins

Course: SPA 6417 Cognitive Communication Disorders
Instructor: Dr. Anthony Pak-Hin Kong
Community Partner: Arden Courts of Winter Springs

The purpose of the project is to provide brain stimulating activities that facilitate group engagement and interaction. Our project consists of group tailored games such as Family Feud and Jeopardy that allow for word recall and indirect reminiscence therapy. The participants for our program range from high functioning to moderately functioning depending on how the residents are feeling that day. The expectations from Arden Courts is that we provide a program that is engaging across all functioning levels and to promote cognitive communicative support. Before designing the brain-stimulating activities for the clients at Arden Courts, we more thoroughly got to know certain members and their cognitive skill levels through interviews and language screenings using the Arizona Battery for Communication Disorders of Dementia. Based on these results we were able to tailor certain categories and topics to facilitate the stimulation of certain cognitive skills such as reading comprehension, object description, generative naming and following commands.

Our experience working with individuals with moderate-severe Dementia has given tremendous insight into cognitive processes involved in speech/language impairments. The variation of the participants’ interaction to even their personality and mood for the day allowed us to visually experience the progressive nature of the cognitive impairment week to week. Furthermore, throughout the process of gathering information and carrying out brain-stimulating activities, we had the opportunity to communicate with different professionals who treat persons with cognitive communication disabilities such as recreational therapists, nurses, and live-in aids. This provided great insight into the interdisciplinary team that serves this specific community.

Approximate impact number: 25
14) Johnna Gracik

Course: LDR 4912 LEAD Civic Engagement
Instructors: Mike McFadden and Megan Merlene
Community Partner: City Church

This service-learning project helped provide after school care for at-risk children living in the Parramore area of Central Florida. City Church of Parramore hosts an after school program Monday through Friday during the school year to help provide a safe place for children to come and work on homework. Aside from homework children are given mentors and people from their community to lean on and learn from. The LEAD Scholars Civic Engagement class focuses on making students into active, civically engaged members of their community.

For this project I combined the importance of after school programs on at risk students with service at an after school program and suggestions on how to improve the conditions and impact of said programs. Working at City Church I have the opportunity to work directly with the affected populations and hear directly from the children about the positive and negative impact the program has played in their life. Overall, my paper and my service have proven that after school programs play an intricate role in the lives of at risk children and helping them thrive.

Impact number: 20 children under 12

15) The KNIGHTS Student Run Free Clinic EMR Team
Clay Townsend, Haider Ali, Karla Salazar, and Rami Jason Bustami

Course: Longitudinal Curricular Theme
Faculty Members: Dr. Magdalena Pasarica and Dr. William Hardy
Community Partner: Grace Medical Home

The aim of the study is to improve screening, detection, and treatment of LTBI in KNIGHTS Clinic patients through questionnaires. Though many KNIGHTS Clinic patients had LTBI risk factors, they were rarely assessed previously for LTBI during visits.

To increase LTBI screening, detection, and treatment, the following interventions were implemented: 1) A screening questionnaire for LTBI was adapted from CDC guidelines. 2) Medical students and providers received education on the need for screenings during meetings. 3) Questionnaires were administered to patients and responses were documented on record. 4) The rate of LTBI screening in patients immediately before and after the study was analyzed. 5) The rate of diagnostic testing for LTBI by purified protein derivative (PPD) in patients with risk factors was analyzed. 6) The feasibility of implementing a preventive screening questionnaire was qualitatively assessed.

During the study, 43 out of 54 patients were screened for LTBI risk factors. Out of the screened patients, 16 (37.2%) were positive for LTBI risk factors. Overall, the educational and screening interventions were effective in increasing LTBI screening rates among KNIGHTS Clinic patients. The results of the present study support a recommendation for continued analysis of LTBI screening rates.

Impact number: 43 patients were screened
16) Alexa Altino

Course: SPC 1608H Honors Fundamentals of Oral Communication  
Instructor: Dr. Christine Hanlon  
Community Partner: Autism Speaks

Autism Speaks is an organization that is dedicated to further researching, providing family services to, advocating for, and raising awareness about Autism Spectrum Disorder. Started in 2005 by 2 grandparents of a child with autism, Autism Speaks has raised over $570 million for autism initiatives in the past 12 years.

I have worked with Autism Speaks since I was in high school, attending the Walk Now for Autism Speaks and fundraising through bake sales at school. Since my first semester at UCF, I have been an active sister of Alpha Xi Delta sorority here on campus. Alpha Xi Delta’s national philanthropy is Autism Speaks, and I have not only been able to participate in events for Autism Speaks through my collegiate career, but also planned and executed a philanthropy event raising $12,000 for Autism Speaks in Fall of 2016.

SPC 1608H has allowed me to further develop my partnership with Autism Speaks, an organization that is so close to my heart. Throughout the semester, I have participated in various fundraising events on campus, tabled for families affected by autism, and most importantly, spread awareness through my speeches executed to my peers in class. The fundraising event that I participated in on campus raised $9,000 for Autism Speaks, tripling the fundraising amount from the previous year. Additionally, the tabling event for families affected by autism had over 200 registrants.

Approximate impact number: 250

17) Coral Reefs  
Brandon Lee, Christian Rodriguez, Nicole Clark, Hannah Yucht, Dakota Carrera, and Daniel Martinez

Course: BSC 3312 Principles of Marine Biology  
Instructor: Dr. Linda Walters  
Community Partner: Galileo School

Coral reefs are complex, yet delicate, ecosystems that have high levels of biodiversity in our oceans, and provide ecological services to all of its inhabitants and surrounding areas. However, due to human impact, we have lost over 25% of our reefs and another 60% are currently threatened. Runoff is the greatest example of human impact; runoff can carry large quantities of sediment, often with high nutrient content, and other pollutants such as pesticides that are harmful when they encounter coral reef communities. Nutrient overload is another important cause of coral reef degradation and causes extensive algal growth. Other factors, such as overfishing, reduce natural grazing. This can result in high concentrations of plankton that block light penetration and inhibit photosynthesis by coral.

Our service-learning project goal is to spread knowledge of the importance of coral reefs to 25 students in 1st grade at Galileo Elementary School. We taught them the importance of coral reefs with multiple hands-on activities in order to actively involve each student and guide them to help save our oceans. Students directly examined nutrient levels by using test kits for calcium, nitrates, and phosphates. This gave them a visual representation on a personal level. We also provided students with reusable bottles they can take everywhere and refill to avoid harmful plastic waste in our oceans. Inside the bottles, we put foam creatures to ensure an individualized connection, which will set them on the right path to save our reefs.

Approximate impact number: Class size 25
18) KNIGHTS Clinic Research Coordinators
Marisa Taddeo and Matthew Burger

Course: Longitudinal Curricular Theme
Instructors: Dr. Magdalena Pasarica and Dr. Judith Simms-Cendan
Community Partner: Grace Medical Home

The student-run KNIGHTS Clinic was developed to provide free, quality healthcare to uninsured, underserved populations in Orlando, Florida, which is consistent with the longitudinal MD service-learning goals. Student-run clinics play a crucial role in providing health education, disease prevention, and social support to the community. Research coordinators aim to improve care by examining clinic operations. It was observed that communication and coordination between departments required improvement, therefore the following interventions were implemented: 1) The creation of an interprofessional research committee consisting of medical students, pharmacy students, and faculty advisors. 2) The scheduling of regular research committee and departmental meetings to develop research projects. Implementation of a research committee in August 2015 has increased research collaboration between board members and improved tracking of departmental operations at KNIGHTS Clinic. In the first year post-intervention, the research committee initiated two longitudinal studies: 1) evaluation of patient satisfaction and 2) assessment of professional development in board members. In the second year post-intervention, both longitudinal studies have been continued along with the development of three new projects: 1) evaluation of latent tuberculosis infection (LTBI) screening rates, 2) evaluation of preventive screening rates, and 3) evaluation of Hepatitis B and HIV screening rates. Our interventions have increased collaboration, productivity, and quality assessment and have facilitated the development of multiple research projects. These results support a recommendation of continued intervention with the goal of providing improved care for underserved populations. The interventions can be applied to other clinics to improve research efforts and assessment of care.

Approximate impact number(s): 122 patients seen in the 17 clinics held per year

19) Team WUZZLEBUTT
Kent James Colliins

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partners: UCF’s Theatre Production of Puddin’ and the Grumble and Second Harvest

How does one communicate important issues about food insecurity, physical disability, parental abuse, and foster care to a group of third through fifth graders? If you’re playwright Becky Boesen, you write a Theatre for Young Audiences (TYA) musical! Theatre UCF’s TYA program teamed up with the undergraduate program and Second Harvest Food Bank to put on their first touring production, Puddin’ and the Grumble. Puddin’ follows the story of the title character, who is uprooted and sent to a new school, staying with her Grandma Dodi, and dealing with hunger pangs that manifest themselves into a punk-rock villainous vision called The Grumble. As a cast member, playing Mickey Swanson, I was able to be on the ground floor of the regional premiere of this show, and was able to help spread awareness of these important issues. Utilizing many of my disciplines, including acting, singing, dancing, and even puppetry, I, along with my cast mates and creative team, were able to bring an uplifting and inspirational show right to these students’ cafeterias (which, incidentally, was the perfect place to perform a show about childhood hunger). My work on this show has not only been a benefit to me and the community, it also has influenced the future productions of the show, and has informed the TYA program of how to better run a touring production in the future.
20) Justin Boisvert

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: Office of Florida Representative Carlos Guillermo Smith, District 49

During my time in the suit and tie business, my perspective on politics has greatly changed. What I once thought were lazy government officials, have proven to me that being a representative is far more involved and difficult than I previously understood. Gaining support and assisting members of a community requires a personal touch if a representative seeks to be successful during his/her career. There is more to it than planting signs in the ground and running TV ads. A team must be compiled to back the representative and the work they do, and every team member must work dutifully in their roles to make the campaign a success.

Some days the only work available to me was recording and logging the day’s events and accomplishments, and that alone took a multitude of hours. Other days, service-learning members attended rallies and joined up with support groups to make their voices louder. Some of our work even included going door to door and speaking to people on a more personal level. If there is one lesson to take away from the work I have completed this year, it is that a community cannot be represented by one man. It takes a team, it takes a great number of voices, and it takes the willingness and participation of a community to give one man such a profound voice in congress. There is no such thing as a one man job.

Approximate impact numbers: four organizations supported in events, over 300 individuals viewed and polled

21) Powering through Puberty
Abby Jones, Andria Dansby, Kerton Joseph, and Daniel Olszewski

Course: NUR 4637L Public Health Nursing
Instructor: Donna Breit
Community Partner: Nap Ford Charter School

Our community experience at Nap Ford Charter School focused primarily on educating 5th grade students on the topic of puberty. Many of these students do not have proper access to education on puberty or have an adult they can trust to talk about this new topic with. As nursing students, we provided a safe environment for these students, allowed them to ask questions, and provided them with information on what to expect during puberty. Additionally, we met with 4th graders at the same school and educated them on hygiene and self-esteem. This project met the objectives of our course, as we fulfilled a gap and an educational need in the community. Nap Ford Charter School’s mission statement is as follows: Believing that all students can learn and be successful members of society, the Nap Ford Community School will provide education programs and services, which foster academic success, health and wellness. Our project fell in line with their mission statement as it served as a health promotion tool to aid the well-being of these students.

Approximate impact number(s): approximately 40 students
22) Representative Smith’s Reps
Erica Bodin, Nalani Garcia, Nehemiah McIntosh, and Kasey Makal

Course: SPC 1608H Honors Fundamentals of Communication
Instructor: Dr. Christine Hanlon
Community Partner: Representative Carlos Guillermo Smith Orlando Office

Working with Representative Smith this semester provided us with a unique and unmatched way to serve every member of Orange county—by serving the person who serves them, we have been able to impact the lives of the 164,160 people who live in our county. Representative Smith’s mission is to fight for the interests of his community, and we were able to join that fight by supporting his Orlando office. We have tackled a wide variety of tasks with the District Secretary’s guidance, from addressing constituent concerns, managing office workflow, to even attending political events and reaching out to our fellow constituents. Our community benefits from strong leadership, and this semester we worked diligently to facilitate efforts at Representative Smith’s office so that he may continue to work on behalf of the community.

While sometimes daunting, our experiences have taught us how to apply one of the most vital skills we have ever learned: communication through public speaking. By first observing Representative Smith’s own speaking skills, we have been able to hone our own, which in turn made us more confident in our ability to communicate with others. We have learned what makes a speaker captivating, how to both conduct and cite research so that the scope of a situation is understood in its entirety, and how to speak with authority, clarity, and compassion. We are grateful for Representative Smith’s example and will carry what we’ve learned this semester with us for the rest of our lives.

23) Lions Way
Nathan Alegre

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: Lion’s Club of Oviedo and Winter Springs

I am currently working with the Oviedo Winter Springs Lion’s Club in order to service the visually impaired community. I have had the honor of learning about their operations while working in the Orange Blossom Trail Health Clinic. Working at this clinic has given me the opportunity to interact with Lion’s Club members and patients of different demographics. I have also learned about the screening process and machinery used in the clinic, which has helped me to develop a greater understanding of their internal operations. The lion’s club has also given me the opportunity to work in the eyeglasses warehouse in the washing, cleaning, and preparation of glasses. These objectives have helped me improve my social skills and further prepare me for the assigned speeches in this course.

Approximate impact number(s): Oviedo Winter Spring Lion’s Club (5,000); Individually (20)
24) Abysso-Maniacs
Haley Atkinson, Will Turnipseed, Shereen Saleh, Gina Barrella, Carolyn “Carter” Cook, and Jeremy Bloom

Course: BSC 3312 Principles of Marine Biology
Instructor: Dr. Linda Walters
Community Partner: Goldsboro Elementary, 5th Grade

The deep ocean is a place of unique adaptations, total darkness, and fierce competition for resources. It is also a place that is relatively unknown to scientists. Fewer than 5% of these ecosystems have been explored and documented. We hope to inspire the 24 students in our 5th grade class at Goldsboro Elementary in Sanford by engaging them in three communities of the deep sea: hydrothermal vents, whale falls, and the open ocean. We have developed three activities that will complement our storytelling. In Station 1, students will be given a paper template of a fish along with adaptations they will tape to their fish. Then the children will explain how their organism is adapted to certain scenarios. Station 2 is a relay competition that represents a whale fall. One student will create a whale by filling a paper bag with tissue paper “soft tissues” and foam “bones.” The other students will simulate what happens over time in a whale fall. Station 3 is a game where one blindfolded student imitates a no-eyed vent shrimp. The other students will then help them locate their “vent” by saying whether they are “hot” or “cold.” We will present the students with a pre- and post-test to gauge how much they learned. Each child will be sent home with glow in the dark stickers to emphasize deep sea adaptations and an informative survival certificate. This service-learning project gives undergraduates an opportunity to learn proper communication skills and convey important information to children.

Approximate impact number: 25

25) KNIGHTS Clinic
Zachery Thompson and Rajib Chowdhury

Course: Longitudinal Curricular Theme
Instructor: Dr. Magdelena Pasarica
Community Partners: Grace Medical Home and Diebel Legacy Fund at Central Florida Foundation

Introduction: The KNIGHTS Clinic funded by the Diebel Legacy Fund at Central Florida Foundation is the University of Central Florida’s medical student-run clinic, providing a medical home for the underserved in Orlando. Students work in interdisciplinary teams under the supervision of physicians to provide various health care services such as health education, case management, and appropriate referrals to community resources.

Problem:
P1) To improve patient satisfaction by increasing the variety of comprehensive health services without a significant increase in visit times.
P2) To improve areas of inefficient communication between the KNIGHTS clinic staff.

Interventions:
P1:
1A) Integrating social work providers into our multi-disciplinary team
1B) Making patient education mandatory for all patients

P2:
2A) Decreasing the length of the required “patient packet,” from five forms to two
2B) Providing a checklist detailing clinic flow to volunteers to increase clinic operational efficiency
2C) Enhancing and streamlining communication via email accounts for each board position

Results: We saw an average of 6.9 patients/clinic, an increase from 5.66 patients/clinic the previous year. Although visit times increased to an average of 98 minutes from 91 minutes, we provided patients with additional services such as social work and patient education, promoting overall patient wellbeing.

Conclusion: Our interventions resulted in significant improvements such as additional, beneficial, and comprehensive services to patients without appreciably increasing visit times. In the future, similar interventions can be applied to other similar clinics to increase the number of patients seen and to foster the education of future medical professionals.
26) Theja Sajeewani Anderson

Course: CCJ 3667 Victims and Criminal Justice Systems
Instructor: Dr. Iryna Malendevych
Community Partners: Dr. Phillips High School and Friend’s Together

For my service-learning part of the course, I decided to complete two separate projects, both with a focus on education: one is for high school teenagers in my own country (local focus) and another for school girls in Tanzania (international focus).

The first project was focused on teenage dating violence awareness. I set learning objectives for a roundtable discussion with high school students at Dr. Phillips High School. During the discussion, we defined teen dating violence, discussed various types of dating violence, and talked about Teen’s Guide to Safety Planning. Power Point presentation as well as various video clips were used during the roundtable discussion. A list of helpful resources was distributed to students. To participate in the discussion, a parent consent form was designed and distributed to high school students for parents’ signatures. 17 students participated in the discussion.

The second part of my service-learning project was to help girls in Tanzania get education. For this part of the project, I partnered with a non-profit organization Friend’s Together. The organization focuses on helping Tanzania girls go to school and get education. This year, the organization focuses on sponsoring micro-loans for local women to start a business to produce reusable pads for women. Reusable pads will allow girls to attend school during their menstrual period (currently girls skip school on those days due to lack of hygiene products). I created and participated in a dime challenge to collect a bottle of dimes to sponsor a micro-loan. I presented the project idea, its goals, and importance to my friends during various get-together times, and my friends helped me collect enough to sponsor 1 micro-loan ($100) plus $50 towards supplies to start a business that will produce 150 reusable pads for 15 girls.

Approximate impact number(s): Dr. Phillips High School, K-12 – students in attendance 17
Approximate impact number(s): Friends Together – total dollar amount collected - $150 Total micro-loans financed – 1 + $50 towards supplies needed. Total girls helped – 15 + 1 business owner.

27) Environmental Stewards at Nambiti
Marielena Burdge, Andrew Abreu, Kasey DeHaan, and Jacqueline Meyer

Course: IDH 395SH Study Abroad Honors South Africa
Instructors: Mike Callahan and Lesanne Brunswick
Community Partner: Nambiti Game Reserve in KwaZulu Natal, South Africa

Service-learning projects completed at the Nambiti Big 5 Game Reserve in South Africa included removing invasive wattle trees; dehorning and monitoring white rhinos to prevent poaching and illegal trade; acacia tree surveys to monitor and evaluate damage from elephants; and installing wildlife cameras to monitor and study the reserve’s leopard population. As a result of these projects, the reserve has a more robust dataset of acacia tree damage and biomass, a consistent record of leopard activity within the reserve, a stronger defense against rhino poaching, and a more healthy, native ecosystem for its animal and plant residents. These projects are designed to meet the ecological needs of the 40 animal species that live on the reserve and enhance the tireless conservation efforts of the Nambiti staff. They are also consistent with Nambiti’s mission of preserving and enhancing its ecosystem and wildlife habitat through science and community partnerships. Additionally, the implemented projects met our learning objectives, which were to understand history, economics, and sustainability of South Africa, as well as to appreciate environmental challenges and work to improve conditions at the Nambiti Game Reserve.

Approximate impact number(s): Projects at Nambiti were responsible for removing 20 invasive trees, surveying one thousand acres of acacia trees, dehorning 3 white rhinos, and setting up 11 leopard research cameras and dispersing leopard attractant across the 22,000 acres of the reserve. These projects benefitted the staff of 9 lodges in Nambiti and enhanced the habitat of the 40 animal species that live on the reserve.
28) AOX4
Catherine Nelson, Chelsey Newman, and Robin Stephens

Course: SPA 6417 Cognitive-Communicative Disorders
Instructor: Dr. Anthony Pak-Hin Kong
Community Partner: Golden Pond-Winter Garden

Golden Pond’s overall mission is to provide housing and healthcare services to seniors. They typically house and care for individuals with memory impairments such as Alzheimer’s or other dementias. Residents are usually over the age of 85 and require support with activities of daily living, health care, and socialization with others.

The purpose of our project at Golden Pond was to create a resource to facilitate memory and/or orientation in order to provide residents with opportunities to recall basic personal information and valuable moments and/or people that were a significant part of their life. The use of memory books, even for individuals with severe dementia, has been shown to facilitate communication skills, including the increased generation of on-topic comments during conversations. Creating books and using other visual resources as a bridge to the past may ultimately help with the individual’s well-being, pride, and overall self-esteem. Approximately ten residents at the Golden Pond in Winter Garden, their family members and/or friends, the Activities Director, and the Director of Community Relations will all be participants in this project.

Although this project is still in progress, our group has noticed the lack of orientation in residents. They have difficulty locating their rooms, having needs and wants met, and sharing basic personal information. Creating resources for residents and staff to use to increase intentional communicative behaviors is beneficial for activities of daily living. Furthermore, the visuals put in place will assist in behaviors such as gaining a caregiver’s attention for necessities.

Approximate impact number: 10 clients

29) NPS Instructional Designers
Shane Roopnarine, Ashley Smith, and Joyce O’Hara

Course: EME 6613 Instructional System Design
Instructor: Dr. Atsusi “2c” Hirumi
Community Partner: National Park Service

The National Park Service (NPS) turned 100 years old in 2015. In addition to the preservation of natural resources and places, the NPS is responsible for the maintenance of nationally and culturally significant structures across its sites. This includes everything from well-known national monuments to simple storage facilities with historic features. Management and upkeep for these facilities falls to NPS facilities management specialists and skilled tradespeople (e.g. historic architects, cultural specialists, and others). A key challenge for the NPS is training their staff to assess, document, and manage historic assets. Our service-learning project focused on applying an instructional systems approach to developing training resources for the NPS, our client. Working with our subject matter experts at the NPS, we conducted learner and goal analyses, developed an instructional treatment plan, and completed initial storyboarding for key sections of our training. Each of these activities is linked to a major course objective, including demonstrating effective interpersonal skills and communications while working with our teammates and client.

Students working on this project had an opportunity to address an authentic training problem while gaining hands-on experience as part of an instructional systems design team. At the end of the semester, our teams delivered materials to support four units of instruction. Our products will serve as the blueprint for developing the rest of the training program.
30) UCF Angels
Thaila Schug, Olivia Edstrom, and Nathan Faris

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: Give Kids the World

Chug a chug a choo choo!! This is the sound of the train at Give Kids the World, a place where kids who are a part of the Make a Wish Foundation come to use their wish on one of the major theme parks in Orlando. As volunteers, we help to make this possible. By volunteering, we had the opportunity to create the smiles on those kids’ faces, and if that was through being the train conductor, riding with a miracle child on Lori’s Magical Flight (a “Dumbo” inspired ride), or even being a part of the life sized Candy Land game, we all had the opportunity to make a difference at Give Kids the World. The community in need are these families who need just one week away from surgeries, needles, and disappointments. Our service-learning benefited not only them, but ourselves, too, because it helped give sustenance to our speeches with experiences we had and/or people we talked to. The learning objectives of our Fundamentals of Oral Communications class were met through our service there because we were able to recognize the impact of cultural diversity in each family, we had to dig deeper into the history of Give Kids the World for our presentations so we did research and interviewed staff members, and we presented all of our experiences in an extemporaneous way. These were just some of the many objectives we completed in our class through our service-learning experience at Give Kids the World.

Approximate impact number(s): Give Kids the World has granted wishes from 76 different countries, 143,059 wishes had been granted in between 1986-2015, 150,000 kids have come to stay there, and 3,000,000 volunteer hours were accounted for from 25,000 different volunteers (information cited from the official site of Give Kids the World). Thaila Schug has impacted approximately 30 individuals when being an assistant photographer (recording the memories for families), 25 people being a concierge for the dining hall where she made them feel welcomed, and 15 people when she worked on Lori’s Magical Flight (where she connected on a deeper level with each family). Olivia Edstrom impacted 10 individuals when working at La Di Da Spa (applying temporary tattoos and painting nails), 50 individuals when being a part of the Winter Wonderland Parade, and 60 people when giving of her time to be a delivery person for Café Clayton. Nathan Faris impacted 25 people when running JJ’s Express and Lori’s Magical Ride, and he impacted 75 people when being the ride operator for Lori’s Magical Ride (where he was able to connect with multiple families).

31) The Brain STEMs
Jeremy Coffman, Rafaela Frota, Chris Coleman, Diana Lopez, and Nicholas Debban

Course: PHZ 3464 Nanoscience II
Instructor: Dr. Enrique Del Barco
Community Partner: Jackson Heights Middle School

STEM fields have seen job growth of 9.8% during the last decade, doubling the rate of non-STEM fields. The projected STEM job growth during 2015-2025 is expected to surpass 10%. Our group’s goal throughout this service-learning project is to expose the students of Jackson Heights Middle School to the fundamentals of nanoscience and the wonders of its application. Our presentation will include several hands-on group exercises, as well as mixed media to engage all types of learners.

We begin with a short video scaling objects down to the nano-scale. To build their foundational knowledge, we will distribute sets of bar magnets to students and describe the fundamentals of charge and magnetism, and how these principles scale down to the atom. After introducing students to the nature of matter, we will demonstrate the power of nanoscience application by having the students create an image using grains of salt, to give a metaphorical comparison to the use of optical tweezers; a necessary tool used to manipulate the tiniest of objects. Our final segment, called the “Pathway to Nano” focuses on the students’ futures in nanoscience, job opportunities, and what courses they can plan to take at their prospective high schools. As inspiration, we show them nano-hubs around the world and people who are making a difference in the field. Students are sent home with a summary of the presentation to be signed by their parents to ignite a conversation about their child’s interest in science and nanotechnology.

Approximate impact number(s): Impact numbers: 2 classes of approx. 20 students each and the potential 7 billion they will impact as a result of their growing interests and contributions in the field. By effectively impacting the students in a way that inspires them, the results will be shared amongst their immediate networks and beyond, now and into the future.

Magnets and other small prize donations: $50
32) Endo Enthusiasts
Haley Boyle, Megan Elliott, Olivia Chase, John Adam Green, and Dhana Concepcion

Course: NUR 4637L Public Health Nursing
Instructor: Dr. Heather Peralta
Community Partner: Wekiva High School

As nursing students, a vital part of our careers involves community health and education. Endometriosis affects one out of every ten women of reproductive age, and the average time it takes to diagnose is ten years, during which, women experience excruciating and debilitating pain. Our community outreach project involved going to Wekiva High School and educating students on the signs and symptoms of endometriosis, as well as the importance of being able to identify warning signs in friends and family members. Students learned through PowerPoints, skits, and games, and were then able to answer questions on what endometriosis is, why is it important for both sexes to be educated on the topic, and how to reach out to someone for help. The PowerPoint presentation gave them the straightforward information, the skit gave them a case study to show the effects of endometriosis on a person’s life, and the games got students involved in the learning so they could answer trivia questions and test their knowledge. Following our presentation, male students could identify the importance of identifying the symptoms in girlfriends and wives as it could affect their ability to start a family since endometriosis can lead to infertility. Students reported back that they had learned a great deal and that they had known very little about how many people endometriosis affected each year and how difficult it can be to diagnose prior to our presentation. They reported feeling more confident about the topic and recognizing the importance of women’s health.

Approximate impact number: 470
34) Maurice Acree

Course: SOP 3723 Cross-Cultural Psychology
Instructor: Dr. Martha Hubertz
Community Partner: Boys & Girls Clubs of Central Florida

For the service-learning project I volunteered with the Boys & Girls Clubs of Central Florida. During my time volunteering I addressed a community need by helping kids at the center with various tasks and provided more support to the short staffed club. Some of the needs I helped with were helping the kids of the club with their homework, helping supervise the kids at all times, helped serve the kids snacks and dinners, and I helped clean up at the end of each day. This has met learning objectives of this course by my immersing myself in the community and getting involved with Youth Advocacy and Children’s services while implementing some things I’ve learned in the modules of the course.

The mission of the Boys & Girls Clubs is to “to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.” I know this because they recite this at the club everyday. I

The approximate impact number of people that I served during this project is 50. This project was very beneficial for me and made me realize how much of an impact you can make on kids and how that impact can help mold their futures.

35) Aquaphonics
Christopher Bible, Daniel Bonsignore, John-Mark George,
Avery Lee, Max Loew, and Megan Turner

Course: BSC 3312 Principles of Marine Biology
Instructor: Dr. Linda Walters and Christian Pilato
Community Partner: Galileo School

Sound is created when a mechanical event, such as knocking on a door, causes molecules to vibrate through different mediums. Sound can travel through solids, liquids, and air. However, other than it “sounding” different in a liquid medium, how sound propagates and travels through water effects many marine organisms. We will present the underwater noise phenomenon to Ms. Jessica Russell’s second grade class at the Galileo Gifted Charter School in Seminole County. We will introduce the concept of underwater noise and provide examples, such as a ship engine, whales, and dolphins using echolocation.

We will discuss the characteristics of sound waves, how they are created, how they are processed by living organisms, and how air and water affect the audition of sound, then our attention will turn to underwater noise and how it works. We will look at the different noises that one can hear when diving or swimming underwater, such as the “white noise” that one hears and the ocean water rushing past as it pushes towards the shoreline. We will use sound samples to give our audience an immersive experience of sounds from the waves of the open ocean and those of the shallow waters to the lower depths of the deep sea.

Finally, we will examine the effect of man-made noises sound originating from shipping operations, noises from cruise ships, and construction near shorelines on marine organisms. We hope to characterize the interaction between humans and marine life, and how each manages to coexist with one another.

Approximate impact number: 75
36) Let’s Talk Trees
Suraj Singireddy

Course: SPC 1608 H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: Kelsie Johnson, UCF Arboretum

As part of a service-learning course, I volunteered to run an informational booth for the UCF Arboretum. The Arboretum’s goal is to "become a leading center that serves the needs of the Central Florida community by creating and fostering partnerships to advance ecological knowledge, promote natural resource conservation, and support human and environmental well-being."

In order to inform students about the Arboretum’s resources and opportunities, we spent two and a half hours every other Monday setting up and answering students’ questions about the Arboretum. These opportunities include volunteering at the Arboretum’s greenhouse or plant beds and events held periodically throughout the semester to teach students about the environment and the ways in which they can interact with it safely.

37) Morgan Simonds

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: Give Kids the World

Give Kids the World is a non-profit resort which houses families of children with life-threatening illnesses who wish to come to Central Florida. This organization was founded in 1986 and will continue to exist “for as long as there is a need.” Since January, I have helped serve with them, and have no intentions of stopping even when my time enrolled in SPC1608H comes to an end. So far I have logged over 27 hours in the past two months. I’ve had the opportunities to help at various locations at The Village, including: Concierge Café, Café Clayton’s, Noah’s Nook/Park of Dreams, La Ti Da Spa Attendant, and Amberville Attendant. My goal is to always be smiling and try to interact with as many families as possible. Whether it’s saying hello while walking in or engaging with a family by the pool deck, I want to make sure I can provide the service these families deserve.

One of the most memorable experiences I have had so far was when a young boy named Isaac spent roughly ten minutes telling me about how he was going to be a cop and catch “three bad guys” when he grew up, and his mom thanked me for listening to him. This was just one of my approximately 140 family interactions so far. Though this number is small in comparison to the over 100,000 families who have stayed in the past 30 years, I am still proud to have made these lasting interactions.
38) Aquaculture AFISHianados
Alesha Kate-Linn Stevens, Dakota Michelle Lewis, Tanya Imam, Katherine Paige Harris, and Elizabeth Abney

Course: BSC 3312 Principles of Marine Biology
Instructor: Dr. Linda Walters
Community Partner: Markham Woods Middle School

As the population of our planet continues to grow, the need to increase output of protein-based foods that minimally affect the environment will be paramount. Currently, The State of World Fisheries and Aquaculture reports that approximately one-third of commercial fish stocks are in a biologically unsustainable state (FAO 2016). Aquaculture provides an opportunity to farm fish and shellfish in a controlled environment, allowing for wild populations to return to sustainable levels. With this service-learning project, we hope to increase awareness of the importance of sustainable seafood consumption.

In our Principles of Marine Biology class (BSC 3312), we have spent the semester becoming experts in the pros and cons of aquaculture. We shared this information and practiced our science communication skills with students at Markham Woods Middle School. After describing the importance of aquaculture we played a game we developed involving multiple pools of fish to represent the harvesting of fish in aquaculture versus the open ocean and some of the challenges that may arise. Using two pools, students competed to see which group could harvest the most fish. As harvesting occurred by students catching the fish, invasive species and diseases were unexpectedly introduced to the sampled populations. We hope to emphasize the pros and cons of aquaculture with this presentation. By providing students with printed information about sustainable seafood consumption to take to their families, we were able to reach over 100 individuals. This service-learning project has given us the opportunity to practice communicating scientific information to an audience of different ages. Having the opportunity to have educated a young audience about our passions has given us a sense of fulfillment that we are helping preserve and protect our marine environment.

39) S.O.S.-Scribe of the Soul—“Memory is the scribe of the soul.” – Aristotle
Caitlyn Braswell, Laura Flores, Rebecca Terranova, and Shiri Zweibel

Course: SPA 6417 Cognitive Communication Disorder
Instructor: Dr. Anthony Pak-Hin Kong
Community Partner: SHARE the CARE, Inc.-Winter Springs

Individuals with dementia view the world through different lenses at different times. Sometimes, life is clear. Other times, life becomes blurry. This service learning project allowed our group to reach into the pasts of the individuals in our setting and help them relive their memories. It was our intention to take different aspects of life and create lesson plans that could trigger memories. These lesson plans are referred to as reminiscence activities. We took themes such as nature, sports, art, and music and focused on them in order to create conversation and associations between the members participating. Knowing that each participant had his or her strengths and weaknesses, it was crucial that the themes were reached through different modalities such hands-on tasks, arts and crafts, music, trivia, and other brain games. Through this approach, we were able to create discourse between the participants and give them a way to access the memories created throughout their lifetimes.

Approximate impact number: 15 people
40) Knight Nurses Give Back to Parramore
Sierra Gorman, Athena Carson, and Molly Nelson

Course: NUR 4637L Public Health Nursing
Instructor: Donna Breit
Community Partner: Lila Mitchell Head Start

Background: Head Start is a federal program provided to preschool aged children of low-income families. These programs foster social, emotional, cognitive, and physical development in a nurturing environment. Lila Mitchell Head Start is located in the Parramore area of Orlando. In a previously conducted Community Assessment, it was noted that the surrounding area lacked resources in several categories, including sufficient nutritional super-markets, police and first responder presence, and safe and sufficient housing. Teaching topics chosen were those most beneficial to the students at Lila Mitchell.

Objectives: The purpose of this project was to identify key issues among the community in order to implement fun and interactive lessons using developmentally appropriate activities.

Methods: Six lesson plans were developed in coordination with the Head Start center manager that were implemented in each of five classrooms over thirty minutes. Topics included hand hygiene, dental hygiene, community safety, nutrition, anger management, and nature safety and awareness. Supplies and handouts were obtained from the College of Nursing’s CNC store to enhance the learning process. Each classroom was supplied with parent letters for each child to take home with information about each lesson.

Results/Conclusion: The six lesson plans were implemented successfully. Upon evaluation, all teaching objectives were completed and assessed with extensive rationale. Additionally, the preschool age is a time of exploration and assertive play, in which many important developmental milestones are reached with the help of parents, teachers, and the community. Teaching children at a young age helps them acquire a strong foundation in the knowledge and skills needed for overall success.

Approximate impact number(s): 67 students per lesson (339 total encounters for all lessons)

41) Abigail Youngless

Course: LDR 2262 LEAD Scholars Global Leadership
Instructor: Michael McFadden
Community Partner: Naples Council

As socio-political lives begin to merge across the planet, the need for international organizations and innovative solutions will only become more pressing. UCF acknowledges this, and as such has created The UCF LEAD Scholars Global Leadership Program. The need for multinational/international organization, like the United Nations, will only grow as we continue to globalize. For this reason, I chose to participate in running a high school Model United Nations Conference at Florida Gulf Coast University. The mission of the FGCU’s Model UN Chapter is to teach negotiating, bargaining and communication skills; to represent a foreign perspective in a disciplined form, and to enhance awareness and inform students on critical global issues. While I handled many semantical duties (locking/unlocking classrooms, sorting supplies into tubs, debriefings with staff, students and judges, etc.), my primary duty at this conference consisted of chairing debate in one of the many committee rooms. I chaired a crisis committee; the nature of crisis committee entails that delegates representing a specific region/individual handle a pressing, evolving issue. The students begin with a dynamic current or historical event, draft legislation and press releases, and then send such to our crisis staff. Our crisis staff then plays off of these paper and creates more issues for the students to address. My committee room had fourteen students and four judges. As chair it was my duty to correct and inform students of proper parliamentary procedure, assure that the rhetoric and setting remained professional, and encourage cooperation amongst students to produce.

Approximate impact number: 150
43) Nicole Valenzi

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: Planned Parenthood

When I first learned about Planned Parenthood, all I knew about it was that my parents didn’t like it and they offered abortions. After working with them for three months, I can now see how utterly unworthy that summary was. Planned Parenthood offers a variety of services and screenings to poverty-stricken and low-income households, and here in Orlando much of the UCF population will go to a Planned Parenthood clinic to get healthcare due to the privacy and quality of the services they provide. In a single year Planned Parenthood helps as many as 2.5 million people, and by talking to only a handful of these diverse patients and volunteers I not only enhanced my public speaking skills through practice, but also learned a lot about myself and about how diverse the United States really is.

Planned Parenthood’s mission is to provide safe and affordable healthcare to the underserved, and by working with them I got the chance to see outside my upper-middle class, white upbringing and really see the community I was a part of. I helped with things as serious as being part of a human wall so that patients could enter the clinic without being harassed by protestors, and as silly as walking in downtown Orlando to hand out candy and condoms. I not only managed to get the speaking practice and experiences I needed for my class, but also found an organization I’ll be proud to help far past the end of this semester.

Approximate impact number: 2.5 Million
Personal impact numbers (estimate): 40-50
44) MedPACt Pharmacy Committee
Morgan Irwin-Weyant and Sirikanya Sellers

Course: Longitudinal Curricular Theme
Instructor: Dr. Judith Simms-Cendan
Community Partners: Farmworker Association of Florida, University of Florida College of Pharmacy, UCF College of Nursing, UCF College of Social Work, and UCF Physical Therapy

The Apopka Clinic was founded by Medical Students Providing Across Continents (MedPACt), the College of Medicine’s global outreach organization, in collaboration with the Farmworker Association of Florida, to provide free healthcare to an underserved community in Apopka, Florida. In addition to delivering a valuable service, the clinic offers students an opportunity to work with a local population that faces similar barriers to care as many populations abroad. Furthermore, the clinic recruits students and faculty from the University of Central Florida Colleges of Medicine, Nursing, Social Work, Physical Therapy, and the University of Florida School of Pharmacy, to create interdisciplinary teams that provide a diverse range of care.

Interprofessional education is a significant component of the curriculum at the UCF College of Medicine. Echoing that sentiment at the clinic, working in interdisciplinary teams ensures volunteers provide comprehensive care that is sensitive to both medical and economic constraints. Moreover, by serving the predominantly Hispanic population in Apopka, students can develop medical Spanish-speaking skills while forming a deeper sense of cultural competency. In order to measure the clinic’s efficacy and possible avenues for improvement, the UCF College of Medicine and UF College of Pharmacy will investigate prescription fill rates after clinics held during the 2017-2018 academic year, which will be compared to the primary medication adherence rates in previous clinics. By using these metrics as quality control measures, medical and pharmacy students will be able to work together closely to choose accessible medications that best meet patients’ medical and economic needs.

Approximate impact numbers: 300+

45) Fatimah Alli, Christine Goodrich, Tiffani Harper, and Amanda Ross

Course: NUR 4637L Public Health Nursing
Instructor: Dr. Heather Peralta
Community Partner: Farmworkers Association of Florida

The Farmworkers Association of Florida (FWAF) largely consists of a demographic without reliable access to health care due to lack of insurance and transportation as well as long work hours. We addressed this need by orchestrating a free clinic day with volunteers from many different medical disciplines to provide basic health care services and screening at an easily accessible location during late evening hours that would accommodate this population.

The clinic was established in July of 2016 and has been held three times now, seeing over 250 patients ranging in age from 1 month to over 80 years. Patients arrived in the afternoon, and were checked in, triaged based on their chief complaint and any apparent needs (which were determined by students from nursing, medicine, pharmacology and social work), and then seen by the physicians and specialists that were present. Other patients were referred to social work for information on resources to follow up with. Nursing students contributed to this process by helping set up and break down the clinic, obtaining medical histories and vital signs, and providing translation services and patient education.

Upon completion of this community outreach program the nursing students were able to fulfill all of the syllabus objectives and work alongside other healthcare professions, as will occur on a daily basis post-licensure. Service-learning experiences such as this help us grow as nurses by encouraging compassion, empathy and understanding for those we serve, and are therefore an invaluable part of a nursing education.
46) Orlando VA Community Living Center
Christina Bourbon, Michelle Doerr, and Danielle Paternoster

Course: SPA 6417 Cognitive-Communicative Disorders
Instructor: Dr. Anthony Pak-Hin Kong
Community Partner: Orlando VA Community Living Center (CLC)

For this service-learning project we worked with the recreational therapist at the Orlando VA Community Living Center to provide services for Veterans with cognitive-communicative disorders course, specifically with dementia and TBI in the geriatric populations. Working with the recreational therapist we were able to participate in activities and community based interventions and techniques aimed to improve the physical, cognitive, emotional, social and leisure needs of the Veterans. The activities also assist the veterans in developing skills, knowledge, and behaviors needed for daily living and community involvement.

We were able to apply our background knowledge in speech language pathology to implement language and cognition therapeutic techniques to aid in the veterans’ participation in the activities. Some of the activities that we had the opportunity to participate in include (but are not limited to): sensory stimulation, creative arts, table games, dominoes, salsa music, pet therapy, trivia, music appreciation, Texas hold ‘em, basketball social and advanced wheelchair skills. Throughout our time at the Orlando VA Community Living Center we have been able to gain experiences working with a multidisciplinary team (recreational therapist, nurses, PT, OT, etc.) and learned how to incorporate our expertise into other activities.

47) Knights Clinic Laboratory Team
Leroy Jemison, Jr. and Rachel Rendon

Course: Longitudinal Curricular Theme
Instructor: Dr. Magdalena Pasarica
Community Partner: The Diebel Legacy Fund

Introduction: The KNIGHTS (Keeping Neighbors In Good Health Through Service) Clinic is organized and directed by medical students from the University of Central Florida College of Medicine. It is funded by the Diebel Legacy Fund at Central Florida Foundation and staffed by student and physician volunteers from multiple areas of study, including medicine, pharmacy and social services. Medical students who volunteer at the KNIGHTS Clinic laboratory have the opportunity to provide important services such as venipuncture, pulmonary function tests, urinalysis, electrocardiograms and vaccinations.

Problem: At KNIGHTS Clinic there is a constant effort to improve the quality of care and the efficiency of its delivery. In the laboratory, two areas of potential improvement were identified: 1) extended periods of time spent with patients, 2) communication barriers between the patient care group and the laboratory. In previous years, while the total time the patient spent at the clinic was monitored, the laboratory did not keep specific records on what procedures were being performed or how long each procedure took. Without this information it was not possible to assess laboratory performance or improvement. The key barriers to communication were related to the clarity of the laboratory order form and the potential for student-physician miscommunication before placing the order.

Intervention: To address these areas of potential improvement, detailed information regarding the type of procedure, how much time was spent with each patient, and whether clarifications were needed from the patient care team in regards to the laboratory orders was obtained. Additionally, a new laboratory form was developed, which clarified what laboratory tests were available, streamlined the order process, and required the attending physician’s signature of approval.

Results: When compared to the start of our data collection, preliminary data shows that following the implementation of laboratory performance monitoring the average time spent with patients has decreased from 15 minutes to 5 minutes. Following the implementation of the revised laboratory order form there was a 25% decrease in the number of times the laboratory had to clarify an order with the patient care team.

Conclusion: The preliminary results from the implementation of a new record keeping system has resulted in an improvement in laboratory efficiency and patient care quality. The usage of the new laboratory order form has improved laboratory efficiency and reduced the risk of medical errors.
48) The Tree Folk
Adam Johnson, Collin O'Rourke, and Joshua Steiner

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: UCF Arboretum

Through the service-learning component of our Fundamentals of Oral Communication class with Dr. Hanlon, we have had the opportunity to work with the UCF Arboretum. The UCF Arboretum aims to preserve vital native Florida ecosystems and wildlife, give the UCF community green space to enjoy and learn from, and grow fresh food for underprivileged members of our student body through the Community Garden.

The experiences we gain through tabling at the Student Union enriches the lessons of our class in a unique way. In order to convince people that the Arboretum is important and worth volunteering at, we have to be persuasive and utilize the same techniques that are used for giving an effective presentation. We have found that this opportunity enhances our speeches and prepares us for other public speaking engagements in the future by giving us experience in educating others about a topic that we are passionate about.

Through our tabling, we raise awareness of the UCF Arboretum to a largely unknowing audience. The Arboretum offers a wide variety of unique experiences and services to our campus, including workshops that promote healthy cooking and eating, walking trails, and a host of volunteer opportunities. These services are very beneficial to college students and promote a healthier and more knowledgeable lifestyle; most of the students that we have talked to took an interest in at least one of the aspects that this organization offers, and left with flyers and information on how to help the Arboretum.

Approximate impact number(s): We have directly informed, through tabling, approximately 60 people thus far about the services and benefits that the UCF Arboretum offers to our university.

49) UCF MedPACt
Arjun Patel, Jacklyn Locklear, and Jenna Driscoll

Course: Longitudinal Curricular Theme
Instructor: Dr. Judith Simms-Cedan
Community Partners: UCF College of Nursing, Farmworker Association of Florida, UCF Social Work, UCF Physical Therapy, and University of Florida College of Pharmacy

Medical Students Providing Across Continents (MedPACt) is a University of Central Florida College of Medicine student-run organization focused on promoting awareness of global health problems and providing opportunities to help medical students develop their global health skills. In July of 2016, MedPACt partnered with the UCF College of Nursing and Farmworker’s Association of Florida, to initiate a much-needed free clinic for the farmworker population in Apopka, Florida. This local clinic was built upon principles gained from the annual College of Medicine service trip to the Dominican Republic; however, there was improved interprofessional education as the College of Medicine was joined by not only the UCF College of Nursing, but also UCF Social Work, Physical Therapy, and the UF College of Pharmacy. Students and faculty from within these programs were accompanied by volunteer physicians in order to host three clinics to date, during which more than 300 patients have been treated. Services provided during these clinics have included internal medicine, rheumatology, dermatology, occupational health, obstetrics and gynecology, ophthalmology, pediatrics, physical therapy, pharmacy, and social work.

Although the major goal for this clinic was to provide essential healthcare services for a marginalized population, the clinic also serves to satisfy several curricular requirements for medical and health professions students, including interprofessionalism, medical informatics, and patient care for a diverse population. Going forward, this clinic hopes to establish a paradigm that integrates healthcare with interprofessionalism, education, and research that can be applied to other local and global student-run free clinics.
50) Aspire to Inspire STEM
Tiffany Gilliard, Victoria James, and Kirsten Williams

Course: HSC 4906 Independent Study
Instructor: Dr. Danielle Webster
Community Partner: The Society for Scientific Advancement (SoSA)

The Independent Study course (HSC 4906) is designed to help students develop the skills and perspectives for organizing and executing outreach programs targeting schools in low socioeconomic areas. Students enrolled create a fictional non-profit organization with community outreach programmatic activities. They also collaborated to execute a workshop that directly contributes to the mission of an existing organization, "The Society for Scientific Advancement (SoSA)". SoSA's mission is to use science as a tool to facilitate the development of emerging economies in the Caribbean. SoSA hosts the annual STEM Talent Expansion Through Promotion of Science (S.T.E.P.S.) workshop as its primary outreach program in Kingston, Jamaica. Enrolled students had the opportunity to put course theory into action by volunteering as teachers for SoSA's 2016 S.T.E.P.S. workshop.

During the course, we collaborated to develop a laboratory manual of cutting-edge science experiments used during the S.T.E.P.S. workshop. The laboratory manual was crafted with experimental questions and specific learning objectives related to physical science topics to actively engage students. We provided Jamaican elementary and middle school-age students underperforming in the STEM discipline with rewarding scientific experiences to increase their interest in science and education. We were surprised how much we could inspire with so little and are thankful to have had the opportunity to build on our cultural awareness, innovation and project management knowledge and skills through this course. Further, this course allowed for a better understanding of a curriculum and major and how instructing others can aid in understanding our fields of study beyond the course.

Approximate impact numbers: 124 primary students and 80 secondary students were served (204 total students)

51) Head Start for Care of Sick Kids
Kateri Kraus and Kaman Cheng

Course: NUR 4637L Public Health Nursing
Instructor: Donna Breit
Community Partner: Shepherd’s Hope

Our service-learning project was to teach parents of children in the head start program about how to take care of their children when they are sick. Many parents of young children do not know when they should keep their child home from school or how to care for children with the Flu, pink eye, a fever, or vomiting with diarrhea. We gave parents essential information about these illnesses and the best things to do to prevent the spread of the illness. We hope that the information we provided will promote hand hygiene and decrease sharing of personal hygiene items. This would reduce the spread of these viral and bacterial infections.

Teaching this class allowed us to meet course objectives 2. Use community assessment data to formulate and refine community health interventions, 3. Conduct a health promotion project in the community in collaboration with community partners, and 5. Formulate a method to evaluate the outcomes of community health interventions. We were able to participate in making the Head Start mission statement possible. The NHS’s (National Head Start Association’s) mission is to coalesce, inspire, and support the Head Start field as a leader in early childhood development and education. We taught our lesson to about twenty parents and gave them handouts on each illness to look back on with any questions.

Approximate impact number: 20 people
52) Pet Rescue by Judy
Kaitlin Miller

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: Pet Rescue by Judy

I am currently completing my service-learning opportunity at Pet Rescue by Judy. At this organization, the volunteers’ main job is to socialize and exercise the dozens of dogs that reside at Pet Rescue by Judy while they are awaiting adoption. This is the most fun and important job at the center because socialization, in most cases, is the deciding factor in whether a dog or cat gets adopted or not. This socialization is completed by walking the dogs around the premises of Pet Rescue by Judy and by spending one-on-one time with each of the dogs. This impacts a greater amount of people than it may appear to because not only does this benefit the volunteer and the animal, but it also impacts the family that this dog will one day go to. So, in fact, spending just half of an hour with a dog could impact the lives of easily five or six different people. Communication is key in this organization because it allows you to both verbally and nonverbally communicate with the staff, other volunteers, animals, and potential adoptive families that are at Pet Rescue by Judy. Being at this organization, has helped me to create meaningful, authentic speeches that convey the mission of Pet Rescue by Judy: to rescue animals, provide proper care for these animals, and to find them loving homes.

53) Knights Working with Lions
Edward Wagner

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: The Lions Club of Oviedo and Winter Springs

The motto of the Lions Club is “We Serve.” Through this class, and my service with the Lions Club, I have learned how I can serve the world around me, even through small actions such as cleaning and sorting donated pairs of glasses. The project that I worked on with the Lions Club was Project Right to Sight. What I learned from this experience is how the small things that I did to help the Lions Club have an impact all over the world. For example, one day I helped to clean and organize 1,000 reading glasses to be sent to missions in Mexico and the Philippines. As someone who needs glasses, I know how much of a difference that something as small as glasses can make in a person’s life. And with the Lions Club I can make that change happen for people all over the world.

Approximate impact number(s):
2,000 pairs of glasses
100 people indirectly impacted personally
2,000 people impacted by Lions Club
54) Sustainability Initiative in Intabazwe, South Africa
Marielena Burdge, Selena Houck, Danille Dickey, Zachary Good, and Lisa Goldsworthy

Course: IDH 395SH Study Abroad Honors South Africa
Instructors: Michael Callahan and Lesanne Brunswick
Community Partners: Nkosinathi Community Center in Intabazwe, South Africa

In May 2016, eight students from the Burnett Honors College traveled to South Africa in order to implement various sustainability projects focused on education, health, and technology, among other concentrations. The South Africa Honors Abroad Program is a collaboration with community partners in South Africa, addressing their specific needs while giving students valuable leadership, fundraising, and service experience. In preparation for this month-long service-learning experience, they raised over $10,000 during the Spring 2016 semester. Once in South Africa, they traveled to the township of Intabazwe to begin their collaboration with the Nkosinathi Community Center. Students brought $650 worth of donated medical supplies and worked with about 200 locals to educate the community on basic health and hygiene practices. In order to improve sanitation, a greywater drainage pipe was installed. The students raised $250 for supplies and books for the orphanage’s school, as well as provided about 14 school uniforms to allow older students to attend public school. Another education project implemented was providing Kindles for students to share, servicing about 50 students. This gave them access to books in Zulu as well as English. In order to power the Kindles and the Community Center as a whole, one student installed portable solar panels to expand the center’s access to power. One student worked with Dressed in Hope to procure dresses for about 250 young girls. This was foremost a partnership, and in helping to improve sustainability within the township we learned about another culture and formed meaningful bonds with the locals.

Approximate impact number(s): Dressed in Hope Project: 250 people/$0; Kindle/Education Project 50 people/$418, health education project 200 people/$100, Project C.U.R.E. supplies 500 people/$660, Portable Solar Panels: $1,177, School Supplies: $250/50 people, Uniforms: $350/14 people

55) Better Benthic Bureau
Syl’Quaia Bright, Braden Poolder, Harrison Price, Dene Anastasiou, Gabriel Tigeros, and Russell Fernandez

Course: BSC 3312 Principles of Marine Biology
Instructor: Dr. Linda Walters
Community Partner: Galileo School

Our goal is to share knowledge on specific topics of marine biology with a third grade classroom. Only five percent of the deep sea has actually been explored, so there is plenty we have yet to discover about the deep sea. Using the proportion of unexplored areas of the deep sea to grab their attention, we provided a brief background of the deep sea (depth zones, temperature, and pressure). Engaging them, we showed images of deep sea organisms, featuring all the strange looking ones. We then ventured back into “why the deep sea is so important?” and “what the anthropogenic impact is?” Our selected class was a 3rd grade section at the Galileo Gifted School so, of course we included hands-on activities to spark interest. To mimic the living conditions of the deep sea, we created several work stations that emulated the intense pressure, pitch black environment, and the deep sea soundscape. Another station consisted of epibenthic/benthic organisms and adaptations that make them well suited to the deep sea environment. Using the different stations, our hope was for each information to reinforce the other, gradually turning into complete understanding. We provided all of the children, with take home packets that applied to our topic; which included a word-search puzzle, coloring images, fun facts and a link to a Youtube channel (that streams live deep sea discoveries). The children could show their packets to their parents or siblings. Taking into account that eighteen children are in our class; we expect impact numbers to fall within the range of 36 to 72 people (1-3 family members). To assure that the key points were received, we conducted a pre-test and post-test, to gauge how much information was retained. Through the completion of this service-learning project, our desired goal is that the students will be more likely to get involved in marine conservation, potentially become interested in this field, and have gained knowledge about topics that aren’t typically discussed. After our presentation, we each took this experience as a way of learning to communicate science in a way for everyone to understand. Moving forward this service-learning experience has shown us that by sharing our knowledge in fun and inventive ways, we can change the world for the better.
56) Sean Dovale

Course: LDR 4912 LEAD Civic Engagement
Instructor: Michael McFadden
Community Partner: Shepherd’s Hope

Community service has always been a strong passion of mine, especially the needs of low-income families and their health. The healthcare system in the United States seems to cater to much of the population; however, there is a large population that either do not receive any assistance at all or are a part of a system that does not sufficiently cater to their needs. I have chosen to conduct my research on the healthcare system, with a focus on the low-income population that do not qualify for any healthcare assistance programs and do not make enough money to be able to afford insurance coverage.

There are many types of healthcare that contain multiple programs that most Americans, or immigrants, can qualify or partake in. These programs can be part if private insurance companies, such as Cigna or United Healthcare, government subsidized programs, such as Medicare and Medicaid, or situational programs for special groups, such as the Department of Veteran Affairs and the Department of Health and Human Services. Unfortunately, as previously mentioned, there are many individuals that do not fall into any of these categories and therefore are not covered for any health needs that they may have. Thankfully, there are some organizations that exist that cater to these individuals; however, these benefits are extremely limited and are unable to remain sustainable.

This issue is not sustainable and affects our society in many ways. Currently, there is a large population of individuals that are not receiving any health care coverage. There are organizations that exist, such as Shepherd’s Hope, that attempt to assist with this issue. These organizations only exist due to the assistance of good-hearted medical professionals that offer their service pro bono, private donations that cover facility overhead, and partnering organizations that contribute to the cause. Unfortunately, these organizations and their resources are limited and not sustainable. Today, the entire population cannot be assisted due to resources, as well as the individuals’ lack of knowledge that these organizations exist, to name a few. Our society will further be affected by this issue when these resources run out and these organizations no longer exist. At this point, the health of those individuals that have been lucky enough to receive benefits will rapidly decline and this population will suffer major health issues, leading to decreased life expectancy and increase occurrence of preventable disease and illness.

Healthcare, in its entirety, is extremely complex. I believe that my research on the topic can help increase awareness and educate our generation in the effort to eliminate this issue today.

57) Planned Science
Gina Ciluffo and Austin Wright

Course: SPC 1608H Honors Fundamentals of Communication
Instructor: Dr. Christine Hanlon
Community Partners: Julia Desangles, Planned Parenthood of Southwest and Central Florida and Michael McConville, March for Science

Our service-learning projects were designed to address the need for science and reproductive rights education within the Orlando community. The March for Science aims to promote scientific literacy and encourage politicians to enact evidence-based policies. Austin is helping organize the Orlando satellite march on April 22, 2017, at Lake Eola Park, one of many sites involved in this inaugural national event. The March will feature various workshops and keynote speakers in an effort to increase scientific literacy in the general population in interactive and entertaining ways. Planned Parenthood’s mission is to educate and enable every individual to be in control of their own fertility and general health, regardless of income, marital status, race, ethnicity, sexual orientation, age, national origin, or residence. Gina has been working with Planned Parenthood of Southwest and Central Florida at several community outreach events. She participated in “Cupid’s Condom Crawl” and passed out over 1000 gift bags containing condoms, candy, and sexual education resources. Gina has also been collecting patient stories from the East Orlando Planned Parenthood Clinic, which may be used to help lobby for further reproductive legislation. These projects have helped us learn how to better communicate to a diverse public audience and improved our ability to address common stigmas within a community in an ethical manner while actively working towards educating our community.

Approximate impact number(s):

The Orlando Satellite March for Science is expected to receive an attendance of 8,000 to 12,000. This effect will be amplified by over 150 additional satellite marches across six continents. Planned Parenthood provides sexual and reproductive health care and education to an approximated 4,665,000 people each year (Planned Parenthood). Gina helped to distribute over 1,000 condoms at Planned Parenthood’s Condom Crawl and had meaningful conversations about Planned Parenthood’s services with people at the event.

58) Emily Squared, Giving Kids the World
Emily Bom and Emily Chang

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: Give Kids the World

The mission of Give Kids the World is to provide an all-inclusive resort stay for children with terminal illnesses. They partner with other Make-A-Wish organizations to be able to turn a kid’s wish around in 24 hours or less. According to the Give Kids the World website, of all the children eligible for a wish, half of them decide to come to Central Florida, making the need for an organization such as this very great. Since 1986, more than 150,000 children and families from all 50 states and over 75 countries have benefited from Give Kids the World. Volunteering at Give Kids the World offered us opportunities to serve in many different capacities, including serving ice cream, working concessions at the movies, and playing life size Candy Land. Additionally, serving has allowed us to grow in the character program. Through this, we helped fulfill the need for entertainment and smiles in the tough lives of the visiting children and their families. We also gained valuable experience communicating with people from all over the world and of different abilities. This assisted us in meeting several learning objectives of our Oral Communications course, as it allowed us to gain confidence and grow in our public speaking abilities. The main outcome of this experience is that we were able to positively impact the lives of many families that many would never have a chance to meet. In return we were impacted by the joy that shown, even through the uncertainty they face.

Approximate impact number(s): Since 1986, more than 150,000 children and families have benefited from Give Kids the World. They have come from all 50 states and over 75 countries.

-Individual Impact for Emily Bom: about 420 families (six different days of volunteering with an average of 70 families at the village on any given day)
-Individual Impact for Emily Chang: about 560 families (eight different days of volunteering with an average of 70 families at the village per day)
-Group Impact: around 980 families have been impacted by the services that we have provided through Give Kids the World.

59) Share the Care-Conway
Kathryn Smolen and Megan Ingalls

Course: SPA 6417 Cognitive Communicative Disorders
Instructor: Dr. Anthony Hin-Pak Kong
Community Partner: Share the Care, Inc.

For our service-learning project, we volunteered at Share the Care Conway. Share the Care is an adult day care service that cares for individuals with dementia, traumatic brain injury, or other intellectual disorders.

Being graduate students in the speech-language pathology Masters’ Program, we interacted with the clients and conducted activities that benefited communication and socialization. In addition, we completed a resource for caregivers on activities that are functional for individuals with communication disorders and tips on more successful communication. While volunteering at Share the Care Conway, we were able to gain more experience working and interacting with individuals with dementia and traumatic brain injury, which is valuable for our future careers.
62) H4H Orlando
Theodore Meza, James Chang, and Elizabeth Aguilar

Course: LDR 3950 Leadership in Action: Capstone Experience for LEAD Scholars and LDR 3215 Advanced Leadership through Service
Instructor: Dr. Germayne Graham and Angela Newland
Community Partner: Hearts for the Homeless Orlando

My group and I individually wished to acknowledge a side of our community that is largely ignored and underserved. Our efforts and paths crossed when we all joined Hearts for the Homeless Orlando, a group formed recently within UCF made up of another 70 members. We felt that their mission: “Contribute[ing] to the health and well-being of one of the most vulnerable populations in our nation with free blood pressure screenings, education, and by providing clinical outreach opportunities for students who wish to contribute to our effort” aligned very well with our values and leadership styles. Our initiatives along with Hearts for the Homeless significantly impacted the Homeless population, with the growing 450+ screenings we have provided for them. On top of the service, we purposefully educate and interact with them so they get more than just numbers, they receive insightful health info and a friendly conversation. Inversely, our organization provides students the opportunity to take an active role in their community, each screening is a new story, an addition to the monolith we call our captain’s log. In addition to our regular visits, we held a clothing drive that raised 566 articles of clothing during the winter season that served the homeless population. This project connected to course objectives by allowing us to establish our identities as leaders by taking more responsibilities as Directors for the Vice-President, Treasurer, Medical Information Officer. In doing this, we learned to examine the skills needed to lead change in our communities.

Approximate impact number: 456

63) KNIGHTS Clinic Volunteer Coordinators
Saskia Groenewald, Colin Kruger, Yi Luo, and Michelle McGee

Course: Longitudinal Curricular Theme
Instructors: Dr. Judith Simms-Cendan and Dr. Magdalena Pasarica
Community Partners: KNIGHTS Clinic and Grace Medical Home

The KNIGHTS Clinic is a student-run free clinic at the UCF College of Medicine. It utilizes interdisciplinary teams to provide health care, including preventative services, social services, and referrals for the underserved population of Orlando and neighboring communities. The clinic has seen a decline in attendance of third and fourth year students due to increased workload and away rotations. It was important that these issues be addressed to ensure the clinic runs as smoothly as possible.

To increase participation, we have 1) created availability surveys, 2) initiated a collaborative effort with the internal medicine/family medicine (IM/FM) clerkship at UCF COM, 3) implemented text message notifications for upperclassman volunteers, and 4) utilized KNIGHTS Clinic Active Volunteer Facebook group to find replacement volunteers.

Data was collected from archived records from the past 30 months. The records show the number of 3rd year volunteers went from 51 in 2015 to 100 in 2017. The number of 4th year volunteers in 2015 went from 31 to 114 in 2017. Data was also collected on the number of cancellations by 3rd and 4th year students over 15 months. There were 4.75 average cancellations per night before IM/FM integration and an average of 1.19 cancellations per night after IM/FM integration.

This study has shown that through availability surveys, collaboration with the UCF COM IM/FM clerkship, and alternative forms of communication, volunteer participation has greatly increased and cancellations are minimized. The changes that have been made could be applied at similar clinic models having difficulty with recruitment.

Approximate impact number(s): 2016-2017: 122 patients increased from 114 in the previous year; Clinic Dates: 21; Upperclassman volunteers: 214 increased from 154 the previous year
64) reHAB
Chrystal VanDeventer, Thomas Lemos, Brooke Conley, Vikhil Patel, and Blaire Kleiman

Course: BSC 3312 Principles of Marine Biology
Instructor: Dr. Linda Walters
Community Partner: Galileo Gifted School

Harmful algal blooms, the rapid proliferation of colonies of microalgae that produce harmful toxins, pose a threat to marine flora and fauna worldwide. They have been reported in every coastal state (NOAA, 2017), and, locally, blooms of both brown and green microalgae have been observed in the Indian River Lagoon. In this location, algae prevented light from reaching seagrass and depleted the water of oxygen, which resulted in the death of thousands of fish through both hypoxia and toxicity (Kang et al, 2015). These blooms often have anthropogenic contributors, especially runoff from farms and industrial plants.

The purpose of our service learning project is to educate students of Galileo Gifted School in grades six through eight about the dangers of harmful algal blooms, as well as treatment and prevention options. Ideally, this education will help to reduce the likelihood of future blooms and improve the conditions of waterfront communities by encouraging students to be more considerate of their habits.

Following a short informative presentation outlining the causes and effects of harmful algal blooms and what can be done to reduce these effects, students will plant Spartina alterniflora, commonly known as smooth cordgrass or salt-marsh cordgrass, which consumes nutrients that cause algal blooms and aids in oxygen restoration. Students will also observe some algae samples from the Indian River Lagoon under a microscope and be quizzed on their knowledge of algal blooms.

Following the administration of a pretest and posttest, students were shown to be better equipped with knowledge to aid in harmful algal bloom prevention. As UCF students participating in a service-learning project, we have come away with the knowledge to better educate the public on the issues we study.

Approximate impact numbers: 24 students, 60 Spartina plants

65) Shepherd’s Hope Knight Nurses Unite
Kimberly Emery, Kelly Flesh, and Caroline Chu

Course: NUR 4637L Public Health Nursing
Instructor: Donna Breit
Community Partner: Shepherd’s Hope

Throughout the nation, healthcare workers struggle to provide optimal care due to many struggles in the community such as lack of knowledge, management means, and language barriers.

For our service-learning project, we decided to serve the clients at Shepherd’s Hope, a free clinic located in downtown Orlando. Our group had the opportunity to educate patients in the waiting room before being seen by the physicians. We used data collected throughout the community on pertinent healthcare issues of the region. We educated patients on the prevention and management of skin cancer, hypertension, heart attacks, strokes, diabetes mellitus, as well as mental health. Our group aligned lessons with this nonprofit’s mission statement of being “a faith-based organization of volunteers that exists to provide access to health care for the uninsured”. Before receiving medical care, clients were educated on prevalent diseases in this particular community in hopes of better management and overall prevention. We approximately impacted 150-250 clients.

We provided handouts about each lesson in English, Spanish, and Creole to take home the key points about each topic. When possible, a Spanish translator was available during the lessons. The created handouts were made available to other volunteers that wanted to teach similar lessons. After each lesson, we implemented an interactive game in order to gauge how much information our clients learned. Clients were responsive in interacting as well as engaging in questions. After the teaching lesson, we were able to provide triage care and obtain vital signs and medical history.
66) KNIGHTS Clinic Physician Referrals
Stacey Lee and Syed Hamad Sagheer

Course: Longitudinal Curricular Theme
Instructors: Dr. Magdalena Pasarica and Dr. Judith Simms-Cendan
Community Partner: Grace Medical Home

The KNIGHTS (Keeping Neighbors in Good Health Through Service) Clinic is a student-run free clinic coordinated by medical students and staffed by volunteers from medicine, pharmacy, social work, etc. Physician Recruitment Co-Directors are responsible for scheduling and communicating with physicians and ensuring physician satisfaction. Our underserved patient population demonstrated an unmet need for continuity in specialist care and social work. We also determined that our volunteer physicians were being overbooked.

Within the past year, several protocols were implemented to address these problems. The total number of physicians volunteering was increased from 13 to 21 physicians (+61%). In addition to the nine specialties previously offered, psychiatry, otolaryngology, urology, rheumatology, dermatology, and infectious diseases were added; we also recruited social work faculty and students. Scheduling physicians three to seven months prior to their clinic date and sending out Microsoft Outlook calendar invites increased patient follow-up planning and generated positive physician feedback. Offering CME credits for volunteering contributed to more effective physician recruitment and satisfaction; eleven physicians have received a total of 53.5 CME credits for 323 hours of volunteering to date. The average number of physicians and patients per clinic increased from 3.05 to 3.81 (+25%) and 5.90 to 6.75 (+14.4%), respectively, while the average number of patients seen per physician per clinic decreased from 1.93 to 1.77 (-8.3%).

These interventions have increased clinic operation efficiency and patient care at the KNIGHTS Clinic. These principles may be applied to other clinics to improve quality of care.

Approximate impact numbers:
Clinic Nights: 20
Total patients: 122

67) Down Syndrome National Conference
Sara Brownstein

Course: SPA 6559 Augmentative and Alternative Communication
Instructor: Dr. Nancy Harrington
Community Partner: National Down Syndrome Congress

Every year, thousands of people from all over the world attend the National Down Syndrome Convention. The convention is a three day event in which people of all ages with Down syndrome and their families get to interact, become empowered and overall have an amazing time with people that they can relate to. Professionals and experts in the field come to run workshops for the three day event. My class was extremely lucky and fortunate that during summer 2016 the convention happened to be in Orlando Florida and our service-learning project was to spend all three days at the convention as volunteers.

The National Down Syndrome Conference is impossible without the volunteers since many of these individuals need assistance and personal attention 24/7. The parents of these individuals have their own workshops all day during the convention so it is up to the volunteers to monitor the individuals and help enhance their experience. During the convention two students were put in charge of eight individuals with Down syndrome. Our main responsibilities were to spend all three days with these individuals and help them with whatever was needed. We also had schedules and needed to get the participants to all the correct workshops.

The most interesting part of our job, however, was to create and utilize individualized alternative and augmentative communication to help these individuals communicate better at the convention. Since we are master’s students in the field of communication science and disorders we got the chance to utilize many skills and theories that we were learning in class. Many of us made visual schedules, pace boards, yes no cards, and pictures that would assist the participants at the convention. Some groups utilized I-PAD applications that assisted with communication as well. The convention was an amazing success and the directors said it could not have been possible without the UCF volunteers.
68) Nasty Women
Stephanie Borden, Lynn-Caelle Valere

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: Planned Parenthood

Planned Parenthood’s mission is to ensure the right of all individuals to privately manage their sexual and reproductive health by providing medical services, education and advocacy. Although Planned Parenthood offers as many services to men, they focus on women and LGBTQ+ rights and services because they are the two groups most commonly denied proper reproductive healthcare.

As active members of our society, Planned Parenthood provides support wherever we can at our clinics and in the community. Traversing the crowds of protesters that gather outside the clinic can be daunting for patients, which is why our escorts are the first face they see upon arrival so they know there are people willing to offer judgement-free support despite the protesters’ opposition. Supplying condoms, dental exams, and sex education via community seminars and our speeches encourages the practice of safe sex and ensures access to free contraception for everyone. Contacting our representatives is the easiest way to stoke real change in society by convincing the lawmakers that their constituents want reproductive health rights and for them to fight against legislation that tries to take that away.

Working with Planned Parenthood has inspired within us a passion for social justice advocacy, a need to take civic responsibility and engage with the issues around us, and an appreciation for the impact education about reproductive rights and health has on making people more aware, safe, and capable of making decisions about their body.

Together we have benefitted the lives of approximately 120 people.

69) Salary Survey in Florida Municipal Organizations
Timothy Hill

Course: PAD 4414 Human Resources Administration
Instructor: Staci Zavattaro
Community Partners: Andy Brooks (City of Casselberry), Florida Public Human Resources Association

For this service-learning project, students were tasked with solving real-world concerns within the field of Human Resources Management. To complete the project students were to analyze the Florida Public Human Resource Association (FPHRA) annual salary survey and understand why state municipalities are not engaging in the survey. During the experience, interviews were conducted with various cities within Florida such as the City of Dania Beach, City of Hollywood, and City of Miramar. Based on the results of the conducted interviews, it was found that state municipalities were not aware of the FPHRA salary survey. Additionally, organization leaders have found that the survey is too lengthy or participate in another compensation survey. From information gathered from the interviews, it was concluded the FPHRA has an internal marketing concern that needs to be addressed within the organization. Finally, students were asked to develop plans to resolve the marketing concern so that the survey can be effectively marketed to municipal human resource departments.

This project addressed the community need for fair, equal and competitive benefit packages within state municipalities. The project and findings met course objectives by understanding current practices in human resources. Furthermore, students were able to develop solutions to the discovered problem and discuss organizational aspects for human resource leaders in today’s society. The mission of FPHRA is described as a professional organization with the purpose of building a network among various human resource agencies across the state of Florida.

This project impacted all 660 members of the organization.
70) Creating Hope and Providing Opportunity
Emareli Gonzalez

Course: SOP 3723
Instructor: Dr. Martha Hubertz
Community Partner: Ministerio Resturaccion y Esperanza

My service-learning project has embedded the importance of helping others. I intend to work tirelessly helping those in need. I have learned that in order to bring about change and see something get done it must start with myself. I plan on providing assistants to many of those individuals who have immigrated to our land of opportunity for a remote chance of a better life for themselves and their children. We are currently experiencing a great deal of controversy on the bases of immigration which can adversely impact the lives of many individuals. I am a member of a community that is offering support and guidance, as to the resources/tools that they will need in order to fulfill their aspirations for a better life. Within my community we have been working diligently assisting members in learning how to speak, read, and write English. We have also coordinated food drives, donations of material goods, financial literacy workshops, and assistance with applying for asylum. What I have taken from this experience is that we mustn’t forget that we are all human beings different in attributes, personalities, and intellect; yet with a common desire to do better for ourselves, our families and future generations. Many of our Nation’s greatest leaders came to that realization early on and did everything they could to help bring about the changes that our nation so desperately needed. It isn’t simply about learning how to get along with one another but learning how to work together.

71) Bye-Bye By-Catch
Xena Abella, Gina Gomez, Dominique Gray, Sarah Hart, Melinda Paduani, John Sinnott, and Johnny Wilke

Course: BSC 3312 Principles of Marine Biology
Instructor: Dr. Linda Walters
Community Partner: Ms. Kay Borglum, Sanford Middle School

For the Spring 2017 course, BSC 3312- Principles of Marine Biology, taught by Dr. Linda Walters, our group participated in a service-learning project in which we presented a marine biology topic to a middle school class in Seminole County. In addition to enhancing public understanding of a pertinent scientific topic, this project was a valuable opportunity to improve our communication skills and inspire a younger generation of scientists. Our group presented the subject of overharvesting to a class of 25 students taught by Ms. Kay Borglum at Sanford Middle School.

The multifarious consumer products made from marine organisms create a high demand on wild-caught marine fisheries. Overharvesting drastically reduces target populations and long-term yields and represents a significant threat to non-target species through both by-catch and ecosystem degradation. We had three primary goals for our presentation: 1) educate the students on practices that contribute to overharvesting, 2) discuss policies that would facilitate sustainable fisheries, and 3) provide ways that they themselves could support sustainable fisheries. With approximately 85% of the world’s fisheries being fully exploited, over exploited, depleted, or recovering from depletion, educational initiatives like ours are of ever-increasing importance.

By nurturing interest in overharvesting, our service-learning project impacts these 25 students and, potentially, their families. For communities around the globe, overharvesting may have dire consequences if corrective actions are not taken. Service-Learning projects such as this one will play a key role in inducing the positive changes in our consumption patterns that may solve the environmental crisis of overharvesting.

Approximate impact number: 25+
Team HOPE
Seth Beyrooti and Antonio De Soto

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: HOPE Helps

With our service-learning partner HOPE Helps, we helped to stock and organize their food pantry, thrift store, and volunteer at their 5k fundraising event. Through various visits, we were able to learn about the relatively short history of the organization and what the future may hold for it. Our work was benefiting many people throughout the surrounding communities who live in food insecure homes, as well as those that cannot afford many common household goods and necessities. Our experiences have given us a much clearer understanding of the situation at hand, especially with regard to food insecurity, a massive problem that many people are unaware of. Learning about these situations and seeing what is being done in order to combat it has given both of us a strong emotional connection with the organization and the work being done. We have both used this emotional connection in order to connect with our audiences and facilitate listening and comprehension. With strong pathos, our persuasive speeches will help to stress a greater sense of importance in the cause, giving us the ability to develop strong arguments in order to support our respective persuasive messages.

The mission of HOPE Helps is based on its acronym, Housing Outreach Prevention Education. The idea is to help people stay in their homes and aid those in food insecure homes through various programs. Assistance with paperwork for food stamps and other applications is also provided.

Approximate impact numbers: Organization’s Impact – According to HOPE Helps’ website, in 2015, 3,196 individuals received services through HOPE’s Resource Center and $866,521 worth of food was distributed.

Individual Impact - In the food pantry on every visit, we stocked enough food to last a week for all the families and individuals who come throughout the week. In the thrift store, we accepted donations, sorted all the goods and organized the store for all the individuals that came in.

Taylor Freeman

Course: LDR 4912 LEAD Civic Engagement
Instructor: Michael McFadden
Community Partner: United Against Poverty

During a campus wide volunteering event, Knights Give Back, I had the privilege of working with United Against Poverty. From that experience, and volunteering at UCF’s very own Knights Helping Knights Pantry, I began to notice nutritional fallacies that were universal to all of central Florida’s food pantries: an overwhelming inventory of junk food, non-perishables, and canned food items. After prolonged consumption, preservatives found in these items can cause mild to serious health complications. Pantry administrations are aware of this deficit but due to limited funding this issue is, unfortunately, perpetuated. My intent is to be proactive before individuals have to be reactive. Paying a couple of extra cents on a healthy meal as opposed to a couple thousand dollars on a hospital bill is a huge difference; especially for an impoverished individual.

Solving the issue of food insecurity was one success, but now solving recurring ailments among the impoverished (such as gout or diabetes) should be next on the agenda. The purpose of my research, therefore, is to create awareness among pantry customers, offer inexpensive alternative meal plans, and construct a model by which food pantries can collect viable refrigerated donations. I have used Knights Helping Knights Pantry as my prototype with the hopes of eventually offering this information to other local food pantries.

Why service learning?
Having first world country privileges, at times, overshadows the pockets of poverty which exists within the United States. We are so tenacious in our pursuit of the American Dream that when we scrape our knees on a rough patch, we don’t consider ourselves as being in poverty. Luckily, there are resources that can come to our rescue in the event that that happens.

I hit my rough patch during my first semester at UCF; orientation didn’t prepare me for the financial reality of being a college student. When I encountered an emergency food situation, I discovered Knights Helping Knights Pantry. Once I got back on my feet, I dedicated myself to helping others get on their feet.

Integrating LEAD Civic Engagement with my altruism at the pantry happened organically. The pantry’s mission is to help knights obtain living essentials in order to academically succeed. Similarly, Civic Engagement’s mission is to inspire leadership through community based volunteering or learning. Once I participated in Knights Give Back, I knew that this project would address my desire to alleviate poverty and fulfill my civic duty as a member of the UCF community.

Approximate impact numbers: Knights Helping Knights Pantry services approximately 13,000 students a year.
KNIGHTs Clinic Patient Education
Michelle Russin and Nicholas Toselli

Course: Longitudinal Curricular Theme
Instructor: Dr. Magdalena Pasarica
Community Partner: Grace Medical Home

Introduction: KNIGHTs Clinic is coordinated by UCF College of Medicine students. Volunteer students work in interdisciplinary teams alongside licensed practitioners. The clinic assists the medically underserved in Orlando—those earning below 200 percent of the poverty line and are uninsured. The Patient Education board provides information and resources to help patients maintain healthier lifestyles.

Problem 1: Patient Education board members needed effective tools for communicating with patients.

Intervention 1: The education provided includes informational handouts, sunscreen, condoms, and setting SMART (Specific, Measurable, Attainable, Realistic, Time Sensitive) goals. Goals set with patients are recorded in the patient’s chart to encourage continuity of care.

Results 1: In 16 months, 90 patients were provided skin cancer prevention education, 70 were counseled on nutrition, and 40 were counseled on exercise routines. This increased communication and knowledge among patients and students.

Problem 2: There was no screening for IPV done in the clinic.

Intervention 2: The HITS question screen to assess for victimization was implemented using the R3 app. Patients in a romantic relationship in the past year were confidentially screened. Positively screened patients were then provided with resources to get: necessary help.

Results 2: So far, no patients were found to be currently experiencing IPV. Screening for IPV initiated conversation about relationship health and five percent of patients disclosed past abuse.

Conclusion: The interventions have increased compliance, enhanced patient motivation for managing health, and improved rapport between students and patients. These interventions have the potential to be implemented in other clinics with similar goals.

Approximate impact numbers: Thanks to the research conducted by the Clinic Directors, we know that 114 patients were seen at the clinic during the 2015-2016 year and 122 patients were seen at the clinic during the 2016-2017 year.