“I wondered why somebody didn’t do something. Then I realized, I am somebody.”

- Author Unknown

Service-Learning
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Service-Learning Student Showcase

Thursday, April 12, 2018
10 a.m.-3 p.m.
Cape Florida Ballroom, Student Union
Agenda

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

2:30  Student Welcome, Hannah Klonowski
      Recipient of the Fall 2017 Showcase Experiential Learning Scholarship

2:35  Awards Ceremony
      Hannah Klonowski, Peer Choice Award
      Dr. Leandra Preston-Sidler, Women’s and Gender Studies

2:55  Recognition, Thanks, and Closing Remarks
      Dr. Jason Jude Smith, Director, Experiential Learning
Awards Committee:

Gregg Buckingham, Public Administration
Leslie Connell, Business Administration
Germayne Graham, LEAD Scholars Academy
Kelsie Johnson, UCF Arboretum
Stephanie Krick, Public Administration
Stacey Malaret, LEAD Scholars Academy
Iryna Malendevych, Criminal Justice
Michael McFadden, LEAD Scholars Academy
Irina McLaughlin, School of Teaching, Learning, and Leadership
Jarrad Plante, Center for Community Partnerships, UCF
Leandra Preston-Sidler, Women’s and Gender Studies
Kerry Purmensky, Modern Languages & Literatures
Debra Ross, Criminal Justice
Haley Winston, LEAD Scholars Academy
Amy Zeh, Experiential Learning

Many thanks to showcase committee members, 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, and Experiential Learning for ongoing support and generous contributions in scholarship awards for this event.

A special thanks to President John C. Hitt who has supported service-learning programming throughout his leadership role and has produced a culture at UCF that understands the importance of the relationship between academics and civics.


Course: Longitudinal Curriculum
Instructor: Dr. Magdalena Pasarica
Community Partner: Grace Medical Home and Diebel Legacy Fund at the Central Florida Foundation

Introduction:
The KNIGHTS (Keeping Neighbors in Good Health Through Service) clinic is a volunteer-based, student-run organization dedicated to providing free healthcare to underserved patients in the greater Orlando area. The role of the Quality Improvement Director is to identify ways to improve the clinic’s efficiency and implement changes that will benefit the standard of care provided to our patients.

Problem:
It was found through an assessment that some KNIGHTS clinic patients were missing essential preventative health screening services. This was hypothesized to be related to missed appointments and lack of follow-up, due to a lack of education of the benefits of preventative screening.

Intervention:
Electronic medical record (EMR) reports were generated via algorithms that compared patients’ information to current guidelines from the U.S. Preventive Services Task Force. Before the intervention was implemented, 61% of patients had a yearly lipid panel, 85% had an immunochemical fecal occult blood test (iFOB), and 63% of female patients had a mammogram screening. The patients who were missing screenings were contacted and given a brief explanation regarding necessity and benefits of screening. The patients were then offered to schedule an appointment to complete their recommended screenings. This intervention was performed between October 2017 and February 2018.

Discussion: After the intervention period, 86% of patients had a yearly lipid panel, 92% had an iFOB, and 68% of female patients had a mammogram. Due to this improvement in screening rates, the KNIGHTS clinic will continue this intervention to promote compliance with preventive screening services among our patients.

Approximate impact number: 200
2) Christopher Santos

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

For my service-learning project, I worked with the UCF Arboretum. My work consisted of tabling at the UCF student union to raise awareness of the Arboretum and its events as well as helping maintain the grounds at the arboretum itself. I think this work is important to the community because the Arboretum is a valuable resource for students that should not go missed, as it provides so many services to students. The Arboretum helps students in ways they might not even be aware of, such as planting trees around campus and donating produce to Knights Pantry.

I think this work has helped me greatly with speaking in my oral communications class, as I spent a lot of time talking to people about the Arboretum. Each time I talked to someone, it was like I was giving a small speech. I think it sharpened my oration skills as well as my people skills. The mission of the Arboretum 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.”

Approximate impact number: 30 individuals talked to while tabling

3) Conservation Projects at Nambiti Private Game Preserve
Taylor Collins and Erica Castaneda

Course: IDH 3655H South Africa Honors Program
Instructors: Dr. Martin Dupuis and Lesanne Brunswick
Community Partner: Nambiti Game Reserve and the Cheetah Ridge Lodge

We were a part of a group of eight students in the Honors Service Learning Abroad program to South Africa. Through collaboration with our partners, our class was able to fundraise for, plan, and implement several conservation projects at the Nambiti Game Reserve.

The reserve expressed that there was a need for more leopard research to learn about their population and help boost their ecotourism. We provided them with three wildlife cameras and helped bait areas and set them up so they may collect more data of the elusive leopards.

Additionally, rhino poaching is a major concern in Africa, so the reserve takes preventative action to protect their white rhino population by having a veterinarian safely remove their horns. We were able to get hands on experience with this procedure on two rhinos and see directly the plight of these animals and the drastic measures that need to be taken to save them. We provided the rhino rangers at Nambiti with three new handheld GPS’s and binoculars. Furthermore, we aided in the reserve’s efforts to control invasive plant species.

Overall, we contributed about $3,000 worth of equipment/services for our projects, which directly impacted the lives of two white rhinos, and indirectly aided the reserve’s entire rhino population and their rangers. On daily game drives, we learned about the native wildlife and ecology as well as conservation issues. We were able to immerse ourselves in the culture and history of South Africa and make meaningful connections with our partners abroad.

Approximate impact number: 3,000
4) Christi West

Course: SOP 3723 Cross Cultural Psychology
Instructor: Dr. Martha Hubertz
Community Partner: Early Head Start Program

My project will consist of shining a light on how the Early Head Start program helps not only the child but their parents as well. I want to get the stories from a few families that have been in the program for a while and find out how it has helped them. I want the project to enlighten and educate others about the fact that many families who live in poverty and/or are not from America yearn to not only learn about how to help their child’s development but also learn how to promote a better life for their child.

My project will also expose the difference it makes with children who get the proper amount of peer to peer interaction to those who do not. Giving children the chance to develop social emotional skills properly not only helps that child navigate through life and work but it is the core of a healthy community.

Many of these children and their families feel restricted by their circumstances in their environment; either it be that they are not from this country or they do not know another way. These are the parents struggle but they keep fighting to help their children. Without programs like Early Head Start, those families have a high possibility of falling through the cracks of society.

Approximate impact number: 12

5) Share the EBP
Karla Chacon, Zoreen Syed, and Jennifer Rego

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

Our group worked with the organization known as Share the Care in Winter Springs. Share the Care is a non-profit organization established in 1986. Its purpose is to provide services, education, training, and support to the caregivers of older adults with physical and cognitive impairments. Some of the individuals served in this center have been diagnosed with Alzheimer’s Disease or Parkinson’s Disease. By providing these services, the mission of Share the Care is to help families postpone or avoid having to put a loved one in a nursing home. Share the Care in Winter Springs provides clients with opportunities to express themselves, be creative, and socialize. Additionally, the location aims to provide individuals with the opportunity to use their skills and life experiences to feel valued and productive. The following is the mission statement of this organization:

“Share the Care is a not-for-profit organization providing services, education, training, and support to family caregivers, enabling them to maintain their family member at home, delaying or eliminating the need for institutional care.”

This organization provides an excellent option for elderly people who have dementia or similar conditions. It provides a safe place for them to go during the day, so they can remain at home with their families at other times. Their experience at Share the Care is enriched by having volunteers come from UCF or other institutions plan and implement evidence-based activities. Each week we worked with about 15-20 clients, and planned activities that encouraged them to actively participate and communicate with one another. Our project at Share the Care in Winter Springs was to expand evidence-based practice activities for individuals with memory impairment. Our focus was to maximize cognitive and linguistic aspects of communication by keeping these individuals as highly engaged, sociable, and conversational. We took into consideration the varying levels of these individuals - accounting for their strengths and weaknesses, their abilities and barriers (i.e., vision impairment, bilingual speakers) in order to meet their individual values while supporting them with clinical judgement and research-based approaches.

Approximate impact number: 15
6) Liliana Rubrecht

Course: SOP 3723 Cross Cultural Psychology
Instructor: Dr. Martha Hubertz
Community Partner: Advanced Care Center

During my service-learning project I was able to work hands on with therapists of all kinds: I was able to observe Occupational, physical, speech, and emotional therapists and see the way that all of the different levels of therapies are used cohesively in order to gain results in their patients.

At the Advanced Care Center I was able to see hands on the kinds of jobs I will be able to have after graduating with my Psychology degree, as well as talk one on one with these therapists about the pros and cons of their jobs verses my personality and being that I worked with these therapists regularly we got to know each other well and the insight I gained from them really helped me solidify that I am on the right career path. I got to see that each and every time a therapist visits a patient whether it is a good or a bad day it is a job where you are positively impacting another person’s life.

Approximate impact number: 1

7) Lila Mitchell Head Start
Kelsey Dobes and Natasha Poveromo

Course: NUR 4637 Public Health Nursing
Instructor: Geraldine Luzincourt and Donna Breit
Community Partner: Orange County Fire Department, John Holmes

Lila Mitchell Head Start was designed to help break the cycle of poverty by providing preschool children, of low-income families, with a comprehensive program to meet their emotional, social, health, nutritional, and psychological needs and support the families by improving their lives.

During our time at Lila Mitchell Head Start we taught five lessons to the students, with two parent lessons that coincided with what their children were learning. These lessons included fire safety, healthy nutrition, stranger danger, bullying, and hygiene. With each lesson we provided an interactive activity for the students to participate in. This was used to reinforce the lesson and measure the learning outcomes. Once the students efficiently and correctly completed each lesson and activity we knew the goals had been reached. With each lesson we sent home a newsletter to the parents with ideas on how they could reinforce these topics with their children, in order to help support their healthy life style. We also took the opportunity to bring community members, like firefighters, into the classroom to help establish healthy community member relations at an early age.

Through the lessons we implemented, we were able to represent the mission of Head Start, by providing health education to the young community members and their families. Throughout our time teaching at Lila Mitchell Head Start we had the opportunity to impact approximately 80 children and adults from the community.

Approximate impact number: 80
8) Stephanie Ageeb

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

Hope Helps strives to help people in the Seminole county facing homelessness or those who are at-risk for homelessness. There is a need for their service as many people in this area have financial struggles.

I helped at their food pantry this semester. They provide food for those who are lacking in food expenses. I got to work face-to-face with over 150 families. I also had the opportunity to connect this experience with my speech class. The class taught me how to communicate effectively with the families I aided. Additionally, my speeches were aimed at informing UCF students about Hope Helps and persuading them to volunteer with the organization.

Approximate impact number: 150

9) Shoreline Saviors
Alexandra Grant, Sydney Tichenor, Carolyn Cook, Sara McGrory, Sophie Wild, Briana McIntosh, and Brandon Lee

Course: BSC 4312 Advanced Marine Biology
Instructor: Dr. Linda Walters
Community Partner: Tomoka State Park and Longwood Elementary School

The shorelines of Florida are integral in maintaining diverse and abundant marine communities. Unfortunately, our coasts have faced erosion from hurricanes and boat wakes, causing vital shorelines to dwindle away. By leading a living shoreline stabilization project, our group returned 200 feet of shoreline at Tomoka State Park in Volusia County to a stable state.

We planned and prepared this event from January through March during the spring 2018 semester. To prepare for our event, we created an advertising campaign, prepared and transported materials, and participated in a newspaper interview. To expand our educational outreach, we gave community presentations at Tomoka State Park and Longwood Elementary School. At the Tomoka State Park presentation, we informed our audience about the importance of living shorelines and encouraged them to participate in our event.

At Longwood Elementary, we provided two third grade classes with an engaging learning experience featuring an interactive presentation, an educational game, and oyster storytelling yoga. It was clear that they thoroughly understood the importance of living shorelines, and it was rewarding to see how excited the students were about it.

We led our main event on March 24th while ensuring that the volunteers had the best experience possible. Over 50 volunteers helped us plant 80 red and black mangroves, 120 marsh grass plugs, and deploy 450 oyster shell bags on the shoreline to protect it from erosion. This project taught us what it means to be leaders by giving us exciting, life-changing experiences with community engagement and restoration.

Impact numbers:
Direct: 30 students from Longwood Elementary and over 50 Tomoka State Park participants
Indirect: If each kid and adult tells 3 people, then 80 * 3 = 240 people indirectly impacted
10) SLPs@VA
Shannon Specie, Sarah Shipman, Caryne Perrone, and Kelsi Prescott

Course: SPA 6417 Cognitive-Communicative Disorders
Instructor: Dr. Anthony Pak Hin Kong
Community Partner: Veterans Affairs Medical Center

We completed our project at the Veterans Affairs Medical Center. The VA hospital’s mission is “We, the Orlando Department of Veterans Affairs Medical Center, honor America’s Veterans by providing exceptional health care that improves their health and well-being” and their vision is “We are committed to being a patient-centered integrated health care organization for Veterans providing excellent health care, research, and education; an organization where people choose to work; an active community partner; and a back-up for National emergencies.”

Our group observed approximately 35 clients receive cognitive communication therapy. The treatment targeted goals for attention, memory, executive functioning, and language. We viewed counseling sessions, which discussed the TBI severity and strategies to compensate for deficits. We observed assessments, such as the Cognitive Linguistic Quick Test and the Attention Processing Training Test, being administered to clients. The VA’s TBI population includes a range of patients with recent injuries to multiple years post onset. Cognitive-communication deficits secondary to a TBI can take a few years to appear causing the later collection of patients to be misdiagnosed.

This project has given us the opportunity to work with patients with various time post-onset so that we as clinicians understand how to assess and develop interventions most beneficial to each. This project helped us reach learning objectives including understanding levels of prevention and summarizing strategies used for these patients. We were able to compare and contrast intervention approaches and explain how to structure specific activities to achieve changes in individuals who exhibit cognitive-communicative disorders.

Approximate impact number: 35

11) Walking to Save Lives
Evan Raidt

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: Relay for Life @ UCF

I have been working with Relay for Life at UCF, an organization focused on fundraising and raising awareness for the fight against cancer. Relay for Life fights for “The hope that those lost to cancer will never be forgotten, that those who face cancer will be supported, and that one-day cancer will be eliminated.” This organization relies on people from all walks of life coming together to volunteer and fight for this cause.

During my service-learning project with Relay for Life, much of my time leading up to the event was spent tabling to raise awareness and get people excited for the main event. At the main event, I was there to help set up the event, as well as ensure that the event ran smoothly. Setting up involved setting up tents and ensuring that things like the luminaria and beads were accounted for. During the event, I would do things like help guide families through the event, to helping people decorate the luminaria. This project taught me a lot about communicating with people in a sensitive environment.

This experience has taught me that communication is key when comforting and guiding people through an emotional time, and that you can truly impact someone if you know how to communicate with them. I will focus on how to be a more effective speaker to strangers because of this event. I impacted approximately 125 people, ranging from strangers to those affected by cancer during the event, throughout my service-learning project.

Approximate impact number: 125
12) Fighting for Our Heroes  
Nicolle Pizarro

Course: SPC 1608H Honors Fundamentals of Oral Communication  
Instructor: Dr. Christine Hanlon  
Community Partner: Friends of Fisher House Orlando

Friends of Fisher House Orlando is what supports the Orlando Fisher House through building awareness, building relationships in the community, building a volunteer base, advocacy and fundraising. My project entailed building advocacy by tabling and speaking on their behalf while also fundraising to meet the humanitarian needs of the families that will stay at Fisher House. This semester I was honored to be a part of the opening and dedication to the Fisher House in Orlando.

Through this course and my organization, I grew as not only a student but as a person as well. I was also able to learn how to conquer my public speaking anxiety while learning more productive ways to give a proper presentation or speech in any given situation. Long-term I know Fisher House will continue making an impact on the lives of many veterans and their families. While they surely had a long-term impact on my life which is why I do plan on continuing my efforts with Friends of Fisher House after completing this course.

Impacted families: 10

13) Brain Fitness  
Brittney Morgan, Sumreen Kassoo, Amber Coventry, Gavin Levy, and Javier Riera

Course: SPA 6417 Cognitive-Communicative Disorders  
Instructor: Dr. Anthony Pak Hin Kong  
Community Partner: Brain Fitness Club of Winter Park/Peggy Bargmann

The Brain Fitness Club is a strength-based program that supports individuals who are experiencing early memory loss. The Brain Fitness club is a ministry of the First United Methodist Church of Winter Park, and serves individuals diagnosed with mild cognitive impairment or early dementia who are mindful of the challenges they are experiencing and choose to participate in group activities that promote brain health. The mission of Brain Fitness Club is to boost the self-esteem of its members and help members celebrate their strengths, rather than focus on their weaknesses and challenges.

The purpose of this project was to review all activities used within the brain fitness club in order to determine their effectiveness for individuals who have various types of dementia. The final section of this project was to create an activity per each area assigned, as well as observe the implemented activity. The result of this project was that all activities utilized at the Brain Fitness club were carefully evaluated and either confirmed or reassigned areas of cognition. Five new activities were also created for the Brain Fitness Club's 30 members.

This project is related to the classroom content/objectives, in a variety of ways. For example, pertaining to classroom objective III-C (4), the Brain Fitness Club gives us the opportunity to explore the social and cognitive characteristics associated with cognitive-communicative disorders, including dementia. Pertaining to objective III-D (1), the Brain Fitness Club uses group activities that promote brain health. We were able to observe strategies used in order to slow down deterioration of brain cells for individuals who exhibit cognitive-disorders.

Approximate impact number: 30
14) Desiree Olivo

Course: SOP 3742 Psychology of Women
Instructor: Dr. Martha Hubertz
Community Partner: Union Mission, Savannah, GA

A service-learning project is an educational approach that combines learning and community service to address a need in the community, while providing students a hands-on learning experience. This presentation examines my personal experience volunteering at Union Mission in Savannah, Georgia.

Union Mission’s mission is to prevent and end homelessness in the Greater Savannah area. Each day, I helped prepare food that would serve approximately 80 to 120 clients. Over the course of five days, we fed approximately 500 clients. Union Mission serves over 84,300 meals per year. By providing local community support that is deemed necessary, I successfully met learning objectives for this course.

One learning objective was to appreciate the inequalities many people face due to social categories. In volunteering at Union Mission, I gained a cross cultural experience while developing a connection with other women outside of my ethnicity, age, and social class. This experience not only served as an extension for learning outside of the classroom, but it impacted me in more ways than one. It enabled me to learn new information and skills, learn about people who are different from me, learn to think less of myself and more of others, and really helped me to re-affirm my choice in choosing a career that is focused on helping others. Living the research, as opposed to reading about it, was eye-opening. The picture of the life of a woman living in Savannah has been permanently repainted in my head.

Approximate impact number: 500

15) Knight Nurses (1)
Meghan Ackerson, Barbara King, and Alexa Ratigan

Course: NUR 4637 Public Health Nursing
Instructor: Erica Hoyt
Community Partners: Shepherd’s Hope and West Orange Health Care District

This service-learning project focuses on a health literacy need of the Ocoee/Winter Garden area. After conducting a needs assessment, it was determined that there were uninsured and underinsured, low income families who have limited or no access to healthcare and would benefit from education about preventable disease. The project’s objectives involved teaching patients at Shepherd’s Hope information about the flu, such as prevention, symptoms, and management. This was able to be accomplished due to the West Orange Healthcare District grant, which helps to support a partnership between UCF and Shepherd’s Hope.

The vision of Shepherd’s Hope is to be the leading organization providing compassionate healthcare to those in need by collaborating with community partners. This organization provides healthcare services to clients whose income is at or below 200% of the poverty level, are uninsured, and not eligible for government assisted health care (Shepherd’s Hope, 2011). Shepherd’s Hope Ocoee accounted for 15.9% of all 2016 patient visits to all Shepherd’s Hope locations (M. Stahlman, personal communication, January 11, 2018). This project will impact all patients served.

Because of the epidemic during this flu season, an interactive flu prevention poster was developed and presented to patients in the waiting room at Shepherd’s Hope. Pre/post surveys evaluate if objectives were met. Additionally, course objectives were able to be met through this service-learning experience. The poster will remain at the Ocoee Shepherd’s Hope to continue to provide patients with information regarding the flu.

Approximate impact number: 2,862
16) Brain Exercisers  
Kathleen Escalante and Diana Matos  

Course: SPA 6417 Cognitive-Communicative Disorders  
Instructor: Dr. Anthony Pak Hin Kong  
Community Partner: Life Care Center of Orlando  

The elderly community is often overlooked and underserved; the goal of our service-learning project was to provide residents at the Life Care Center of Orlando with communicative, functional, and social support that would enhance their quality of life and participation. This was completed through a variety of engaging, social, and evidence-based approaches. Some activities included group sessions to increase participation, and individual sessions that targeted orientation, social skills, and problem solving abilities. The approximate impact numbers were 10 clients with a variety of cognitive communication disorders including, dementia, cerebrovascular accident, and Parkinson’s disease.  

This experience allowed us to better understand cognitive communication disorders among the geriatric population. Our time with these individuals provided a mutually beneficial experience that had lasting effects on all parties involved.  

Life Care Center of Orlando has the following mission statement: “Life Care Centers of America are committed to being a premier provider of long-term health care. It is our desire to be the facility of choice in any community in which we operate. Our programs, services, and facilities must be designed and operated with superior quality in order to satisfy the needs of our customers.”  

Our service-learning project addressed the following course objectives:  
1. To equip students with various approaches and methodologies to design treatment for persons with cognitive communicative disabilities.  
2. To acquaint students with professionals in other disciplines who treat persons with cognitive communicative disabilities and how to partner with them in designing treatment.  

Approximate impact number: 10  

17) Spring 2018 Environmentalists  
John Carpenter, Amber Rutstein, Tammy Van, Christian Steiner, Indira Avendano, Anousack Nachampassak, Maxim Manera, Kalyn Bradley, Silvia Zavarella, and Rebecca Smith  

Course: IDS 3150 Foundations of Environmental Studies  
Instructor: Dr. Richard Plate  
Community Partner: Ideas for Us  

Ideas for Us is a nonprofit organization that encourages and promotes sustainability projects to help solve world-wide environmental concerns. The projects are focused on five main areas of study including energy, water, food, waste and ecological concerns. The Ideas for Us organization utilizes a multidisciplinary approach relating to ecology, sociology, and economics to assess grant proposal projects of local communities all over the world. Ideas for Us is a non-governmental, goal-oriented organization that is currently operating in association with the United Nations.  

As student volunteers, during phase one of our service, our initial reward in assisting the Ideas for Us organization involved encouraging young people to appreciate the value of helping others, caring for the environment, and contributing to society. The organization has benefited from our participation through our grant proposal comments and conference call debates to successfully aid in the selection of the best candidate to receive the grant proposal fund reward needed to further their ecological and social sustainable aspirations.  

The student volunteers individually read, reviewed, and commented on fifteen chosen grant proposals from all over the world. Each application addressed an ecological need within their community, included what sustainability goals were touched upon, and included a budget proposal. Upon completion of our initial grant proposal reviews we individually selected our personal top three contenders for the ideas for Us grant award consisting of one thousand dollars.  

As phase two of our service-learning project began, we participated in a conference call led by our Ideas for Us organization representative, to discuss at length the importance of each proposal based on community needs, sustainability goals, and environmental benefits. Ultimately our group concluded the selection process by comparatively choosing our top three finalists. The final three projects chosen were “Training of Women in Innovate Agriculture” in Ghana, “Pollinator Garden” in Kenya, and finally “Solar Project” in Cameroon. After the conference call, group members formed questions to interview each grant proposal representative, and to facilitate the answers to those questions we devised metrics in the form of surveys. This method allows the Ideas for Us organization to obtain the perspective of the community in which the interviewee represents. The survey is also used to field implementation concerns and address any other potential over sights relating to the project or the well-being of community.  

During phase three of our service project, interviews were conducted based upon the ideas for Us organization and the student volunteer questions and metrics (surveys), to determine the grant proposal winner. During the final and fourth phase of our volunteer service the Ideas for Us organization drafts contracts in support of the grant proposal project winner and their community, then announces the winner.  

Approximate impact number: 500
18) Ubuntu
Abbygail Lapinski, Jonathan Brescia, Sage Emerson, and Kellan Ritter

Course: IDH 3955H South Africa Honors Program
Instructor: Dr. Martin Dupuis and Lesanne Brunswick
Community Partners: Nkosinathi Community Center and School, Dressed in Hope, and the University Animal Hospital

Through collaboration and research, eight students from the Burnett Honors College devised service-learning projects to promote sustainable practices at the Nkosinathi Community Center in Harrismith, South Africa. The Nkosinathi Community Center’s mission is to ensure the safety and welfare of the orphans of Harrismith. Drawing inspiration from their goals, the students centered their projects around the core themes of health and hygiene, education, and infrastructure.

Upon arrival in Pomolong Township in South Africa, the students met with their community partner to formulate a schedule, build relations, and learn firsthand about their culture, customs, and lifestyle. Through generous donors and donated supplies, the students were about to provide 150 dresses, and over 100 pounds of clothes and shoes to members of the community. Further, to promote a safe and supportive living space for the children, six three-tier bunk beds were given to the center. In collaboration with the school teacher, educational and classroom supplies were provided to support the education of 47 children. To foster a deeper understanding of health topics, one student worked with community members to educate 100 locals on infection control, hygienic practices, and women’s health. Alongside health education, students brought donated medical supplies, hygiene kits, and reusable feminine hygiene products. To kindle self-expression, students collaborated with some of the 160 children, the center feeds daily, to create vision boards, and sports activities.

Through our partnership, students developed alongside this beautiful community while learning invaluable lessons in leadership, service, life, and the rich diversity of South Africa.

Approximate impact number: 435

19) Relay for Solar
Kyle Musil and Michael Hopwood

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partners: Relay for Life and UCF Arboretum

The Arboretum focuses on promoting natural resource conservation, which is best demonstrated in their recent initiative to study the effects of a potential solar panel project implemented by the University. Relay for Life is a fundraiser for the American Cancer Society where communities are brought together to remember loved ones, honor survivors of all cancers, and raise money to fund research. Although we come from two different organizations, the Arboretum and Relay for Life, we took a unique opportunity to work together because we have a shared interest: promoting awareness for our causes.

To promote awareness, we tabled at the Student Union, a highly trafficked area on campus. Tabling entails communicating with pedestrians and handing out pamphlets. The first step to activism is awareness; therefore, ensuring the public is cognizant of the projects and mindful of the opportunities that they create. The real-world application of the communication techniques we learned in class strengthened our abilities to effectively inform and persuade public audiences.

Approximate impact number: 130
20) Hygiene Helpers
Victoria Kruger, Jasminh Flanagan, Caylee Schultz, and Lauren Micalizio

Course: NUR 4637 Public Health Nursing
Instructor: Dr. Heather Peralta
Community Partner: Phyllis Wheatley Elementary School and the Apopka Community

As nursing students, teams are assigned an underserved community where, throughout our two-year program, they participate in many functions benefiting the public health of that community. For the duration of nursing school, Hygiene Helper’s community was Apopka.

One of our favorite public health events was held at Phyllis Wheatley Elementary School. We had been to this school in September 2017 and noticed an issue of hygiene and bullying that should be addressed. We held a teaching and learning day on this subject to fourth graders. We taught them about caring for their hair, teeth, face, and general body hygiene. We presented the students with facts and tips on how to improve their overall health and hygiene, and how it can both negatively and positively affect bullying. We also discussed how they need to stand up for their classmates and not allow bullying due to hygiene happen in the school and community. The students were very receptive to the information that was being taught to them. Interactive questioning was used for evaluation of understanding.

Our project was able to meet the course objective of “Conduct a health promotion project in the community in collaboration with community partners.” We hoped that by the end of our day the students would take the information provided to them and use it in their daily life.

Approximate impact number: 30

21) Khuong Chung

Course: SOP 3723 Cross Cultural Psychology
Instructor: Dr. Martha Hubertz
Community Partner: Give Kids the World

For my service-learning project I chose Give Kids the World Village (GKTW). GKTW mission is 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 GKTW. With more than three million volunteer hours logged, over a quarter of a million volunteers have shared countless heart-to-heart moments like these. The Village and its community partners provide children and their families’ accommodations in fully-furnished villas, transportation, tickets to theme parks, meals, daily entertainment and much more.

My experience at GKTW truly opened my eyes to appreciate life and the small things as well as my appreciation for kids has grown immensely. This experience gave me the opportunity to meet people from all over the world and was tough as you never know what the child you’re helping is going through. I also got to see different aspects of the resort and was very useful in learning about what it takes to run a facility like GKTW.

This experience at GKTW has made me think of ways they could improve. The facility is in need of a heavy makeover, the employees and volunteers need to engage more, there should be a nature park plus a sports field with a handicapped accessible playground as well as more interactive games and state of the art equipment. Give Kids the World Village is an amazing facility that helps you develop commitment, appreciation, and responsibility.

Approximate impact number: 50
22) **How Different Service-Learning Opportunities Effect Cultural Competency and Team Dynamics of Medical Students**  
**Zachary Helm**

Course: Longitudinal Curriculum  
Instructor: Dr. Marcy Verduin  
Community Partners: UCF College of Medicine, Apopka Clinic, and KNIGHTS Clinic

The University of Central Florida College of Medicine has developed and facilitated several unique service-learning opportunities for students that help provide care to approximately 1000 patients each year. Importantly, these service-learning opportunities focus on caring for vulnerable populations including minorities and those from low socioeconomic status. The Apopka Clinic and medical trip to Yantalo, Peru are also included participation from interprofessional students at UCF College of Nursing, Physical Therapy, Social Work, and UF College of Pharmacy.

We propose that similar service-learning projects can be used as a tool for the education of medical students in the areas that address cultural competency and interprofessional collaboration. When combining student leadership, an interprofessional approach, and care for minority populations such as at the Apopka Clinic, students were able to make significant gains in these two recently emphasized areas of medical care. This is shown by our survey that was distributed to all students at UCF COM assessing student’s self-perceived cultural competency and team dynamics of service-learning events. The positive correlation between the number of service-learning projects attended in the past, dynamics of those events, and student’s cultural competency indicates that service-learning opportunities are a viable way to teach medical students certain components of their required curriculum. We hope this leads to increased adoption of more service-learning opportunities at student-run free clinics throughout the country, and that service-learning can be further validated as a supplement to healthcare professional’s education in the areas of cultural competency and interprofessional education.

**Impact numbers:**  
Apopka clinic is able to serve approximately 100 patients every 3-4 months  
Knights clinic serves - **approx. 10 patients every 2 weeks = 240**

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23) **Raelynn Vigue**

Course: SPC 1608H Honors Fundamentals of Oral Communication  
Instructor: Dr. Christine Hanlon  
Community Partner: Nemours Children’s Hospital

For my service-learning project, I have worked weekly with Nemours Children’s Hospital, a nonprofit hospital that strives to provide quality medical care to all children in need, regardless of financial status, and to provide an optimal care environment to all patients and their families.

In my time at Nemours, I worked with the Child Life Department, where I spent time one-on-one with patients to assess their needs and to ensure that they had company and entertainment throughout their stay. I worked to effectively communicate those needs to the care staff and Child Life Specialists so that they could further improve the patient care.

At Nemours, my constant interaction with patients and healthcare providers facilitated my development of communication skills in conjunction with the course objectives. In addition to countless quality memories and experiences, Nemours helped to fuel my passion for giving back to the community and further inspired me to pursue a future in the medical field. Over the course of the semester, I completed 75 hours of service, impacting over 100 people, but the impact that it left on me is priceless.

**Approximate impact number: 115**
24) Krystal Lurie

Course: SOP 3723 Cross Cultural Psychology  
Instructor: Dr. Martha Hubertz  
Community Partner: IMPOWER Florida

Problem:
In 2015, over 670,000 children spent time in U.S. foster care and more than 60% of children in foster care spend 2-5 years before being adopted. (adoptionnetwork.com) Some are not even adopted and children who are adopted may be at elevated risk for mental health disorders, such as attention-deficit/hyperactivity, oppositional defiance, major depression and separation anxiety disorders, according to a wide body of research. The longer a child has been institutionalized increases the potential for behavioral and other problems. (cnn.com/health)

IMPOWER Florida Mission:
IMPOWER changes lives by protecting, counseling, teaching and inspiring individuals and families to reach their full potential. IMPOWER is a non-profit community partner, leader and expert that responds to local needs. They protect and guide individuals and families to recognize their personal potential, gain independence and achieve self-reliance. IMPOWER offers a continuum of care for children, adolescents, adults and families focused on addressing mental health and behavioral health and child-well-being.

Service-Learning Role & Experience:
When I was volunteering at IMPOWER I made it my business daily to sort through donations for children among the ages of infant-15 both girls and boys. The donations ranged from clothes, school supplies, toys, book bags/lunch boxes, and personal items. My experience at IMPOWER was nothing but inspirational and I was happy that I did something for my community.

Approx. Impact Number: 175  
IMPOWER Impact (current):
Year of 2015: There were an amount of $10,553 of programs distributed for foster children. Number of meals and clients is not available.

25) Central Florida Brain Injury Support Group
Kelly Lippman, Kayla Berenson, and Emily Marvin

Course: SPA 6417 Cognitive-Communicative Disorders  
Instructor: Dr. Anthony Pak Hin Kong  
Community Partner: Central Florida Brain Injury Support Group

Our service-learning project was completed at the Central Florida Brain Injury Support Group. We attended support group meetings on Wednesday evenings for people that have experienced a TBI. In addition, we will attend the monthly Brain Game Nights.

According to the organization’s website, they are a “group that meets monthly for socialization, education, exchange of resources, and support.” As budding Speech-Language Pathologists, we must realize that our clients are unique individuals with hobbies, passions, families, friends, etc. By offering them the services of a support group, they can connect to people that have shared similar experiences and feel as though they are not alone on this journey.

Through working with Dr. Diane Robinson, the chairperson of the support group, we were assigned three tasks, such as creating resources, as well as brochures and social media to help spread the word about CFBISG to the Greater Orlando community. We also planned the organization’s annual picnic that we will help with on March 25th.

Approximate impact number: 25
26) The Women’s Conference
Nichole Galindaz, Lina Navas, and Hailey Samuels

Course: NUR 4637 Public Health Nursing
Instructor: Dr. Heather Peralta
Community Partner: The Farmworker Association of Apopka

This service-learning project addresses the underserved community needs of the women of the Farmworker Association in Apopka, specifically the proper nutritional needs of their children. We recognize that proper nutrition may not be possible for many families due to financial constraints many of them face. This project aims to provide cost effective strategies to promote healthy, nutritional practices that are developmentally appropriate for children of farm worker families.

Our presentation will consist of a demonstration using food props, visuals, and step-by-step instructions that are culturally appropriate provided or translated in their primary language- Spanish. After the presentation, the women can then replicate the steps with our assistance and by following our example. It is hoped this project will inform and educate farm worker families so they are able to make healthy, economical nutritional decisions that will positively impact the health of their children.

Approximate impact number: 200

27) Rosa Rodriguez

Course: SOP 3742 Psychology of Women
Instructor: Dr. Martha Hubertz
Community Partner: Boys and Girls Club

I’ve been volunteering for the Boys and Girls club since I had been working at New Balance, which has been almost five years. My company is very dedicated in helping others and making sure we have an impact and influence others and their company to follow our leads. These past months I have been working with the event coordinators to raise two million this year to continue to keep the after school clubs and create more. The more money we raise the more help we can give out to all the kids that need motivation and to keep them out of trouble, which is the main key. These clubs have brought a lot of opportunity to a lot of kids and scholarships. The Boys & Girls Club of Central Florida has helped to inspire hope and opportunity in those who need it the most to about 200- 250 at each of our 30 clubs. The mission is to continue to provide the help to this organization and to help open more after school programs and clubs.

I contributed in finding companies that would donate items for the upcoming silent auctions that would bring a good amount of money. For example, The Diamond Resorts, New Balance, and Dunkin Donuts. Each of these companies had created gift baskets of the value of $300 or more. Our goal for the two upcoming auctions is to raise up to $65,000 and bring at least fifteen to twenty more people to become one of the board members. These board members represent at least one or two kids that are currently involved in the club and to start representing a kid they will just have to donate $500. These kinds of contributions from people gives a hope for a kid and they’ll feel the love and motivation.

Approximate impact number: 200
28) Sarah Marie First

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

I worked with Give Kids the World; they firmly believe that by bringing happiness into the families that come through the village they, in turn, inspire hope. They do this by providing cost free lodging, entertainment, tickets to the theme parks in Central Florida and much more to children with life-threatening illnesses and their families.

I personally worked in as many places across the village as I could, from the spa, to the castle, to delivering pizzas, and everywhere in between. Through interacting with volunteers and families I learned multiple speech, listening, and research techniques and employed them both in casual and formal settings, including three presentations on their behalf for my service-learning course.

The biggest takeaway from this experience was learning skills for interacting with different types of people with different ages, abilities, and even those who spoke different languages. Above that I gained a greater appreciation for life and everything I have. I impacted over 300 parents and kids, helping them in one way or another make their stay at the village as convenient and fun as possible.

Approximate impact number: 350

29) Knight Nurses #2  
Ashley Sitzes and Rachael Sweet

Course: NUR 4637 Public Health Nursing  
Instructor: Erica Hoyt  
Community Partner: Windy Ridge K-8

Within our Public Health clinical, we partnered with Windy Ridge K – 8 to provide education to third and fourth grade students—44 students total. Windy Ridge K – 8 is a part of the Orange County Public School System. As a part of OCPS, one overarching mission exists: “to lead our students to success with the support and involvement of families and the community,” (Orange County Public Schools, 2018). Being a part of UCF’s College of Nursing, we are members of this community and to help add to the OCPS mission, we got involved and conducted several teaching projects to help contribute to these children’s overall success.

When we first visited the site, we found that there was an overwhelming majority of the children who were overweight or obese. We decided to focus our teaching around healthy eating and the importance of staying active. Our overall project development focused around the following Healthy People 2020 Goals and Objectives:

NWS-10.2: Reduce the proportion of children aged 6 to 11 years who are considered obese.  
NWS-11.2: Prevent inappropriate weight gain in children aged 6 to 11 years.  
NWS-17.3: Reduce consumption of calories from solid fats and added sugars.

By completing these teaching projects, we also met the following learning objectives from our course:

- Learning Objective #3: Conduct a health promotion project in the community in collaboration with community partners.  
  ◦ We completed this objective by going to Windy Ridge and completing our teaching projects.
- Learning Objective #4: Integrate the use of technology in the delivery of nursing care in the community setting.  
  ◦ We completed this objective by implementing the use of technology while researching various facts and information to support our teaching topic.

Approximate impact number: 44
30) Michelle Mathews

Courses: EDF 2005 Introduction to Teaching and EDF Diversity for Educators
Instructors: Dr. Philip Koger and Dr. Constance Goodman
Community Partner: Boots on the Ground

Knowing that you are making a difference in a child’s life is one feeling you will never be able to beat. During service-learning days I work with a small group of children, which we then practice pronouncing letters, writing sentences, and incorporate the phonic method of learning. I have volunteered at many Title one schools and a few others, I have come to learn that Title one is where I want to be. The satisfaction and the gratitude these young kids have towards you is something you can’t put into words. They really appreciate your time and you helping them with their work and what they are learning. Being able to get a child to be excited to learn is part of the experience.

Also, helping the school’s appearance is another activity I have been involved in. The school I have been at is Deerwood Elementary and they have what is called the “Green Team”. This team meets before school to freshen up the plants, water them and check out the garden. Also, on occasional Saturdays I have gone into the school with students from the Green Team and refresh the landscape and plants around the campus. Being able to be involved with the students outside of the classroom has been a wonderful experience as well, they feel more comfortable in this environment. It is more than just a student learning to be an educator, it’s the connections involved with the students as well.

Approximate impact number: 20

31) Arden Courts
Terran Gilbert, Dana Kaufman, Holly Kennon, Abigail Mina, and Hannah Seivers

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

Description of Agency (Purpose, Mission, Clients/Population served)
Arden Courts Memory Care Community caters to the special needs of individuals with memory loss. Arden Courts cares for individuals diagnosed with Alzheimer’s disease and related dementias. Arden Court features friendly common spaces, inviting kitchen and family rooms and walking paths within enclosed courtyards, all designed for the safety and comfort of our residents. Beyond the layout of Arden Courts, their focus is to maximize the capabilities of the residents and fostering maximum independence through engaging programming, and professional assistance which is available 24-hours a day.

Description of Project (Purpose, Participants, Activity contents and rationales, Products to be generated or Services to be delivered, Hour distribution of service, Agency expectations)

Project Four is providing group activities for individuals with memory impairment. The purpose of this service-learning project is to create and carry-out communication activities/programs for individuals with different types of dementia. The group’s schedule will consist of three 4-hour days (February 9th, 16th, and 23rd) and one 3-hour day (March 2nd). Group members will arrive at 1:30 pm on these days.

Activities to be completed at Arden Courts include facility developed “community” activities. Specific activities to be run by the group participants will be decided after first meeting with patients and observation of participation among residents in group activities. The agency expressed that their primary objective for the students is to engage with residents and facilitate communication amongst themselves and to bring activities to residents who do not leave their respective “living rooms.” Encouraging residents to participate, engage, and move around the facility is the primary expectation of the agency.

Approximate impact number: 20-30 patients
32) The Lions
Julian Gentry and Tim Tuper

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

Lions Club International take it upon themselves as the largest community service organization worldwide to help those maligned by poor eyesight and hearing, diabetes, and hunger, as well as supporting the growth of today’s youth into caring and attentive adults.

The project we attended is called Project Right to Sight. It aims to place working, properly prescribed glasses in the hands of those in need within two hours of walking into the clinic. We ushered people around the clinic, receiving hands-on experience seeing how the machines that prescribe people work.

Patients from many walks of life came to the clinic, and the Lions Club members had to talk to each of them to get proper documentation and sight examination information. This requires a well-developed sense of oral communication, especially when they took the time to explain everything that was going on to the service-learning students in attendance.

Chiefly, we learned what prescriptions mean, how they are measured, and how they affect afflicted eyes. We also learned how to better interact with people in need to ensure they get the help they require. Short term goals include giving out glasses to people in Orlando, and long-term includes the whole world, like Third World countries. We both intend to look into the Knight’s Lions Club on campus to continue our involvement with Lions Club International.

Our impact includes 100 washed, dried, and sorted eyeglass pairs each and 22 patients helped during the clinic, for a total of 222.

33) Share the Care-College Park
Marni Rosenstein, Anissa Jordan, and Catherine Quintero

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

Throughout our time at Share the Care, we will be expected to work hands on with patients with varying needs and provide them with beneficial and appropriate services. The participants at this location have a TBI, CVA, or dementia. Throughout our time there, we will be developing functional activities and utilizing compensatory strategies to maximize their communication abilities and cognitive linguistic skills. We will be working hands on to help these individuals increase their independence and make personal gains.

During our time together, we will provide them with useful skills and strategies that they will be able to utilize after the project is completed. These activities will be delivered in a one on one or group of six fashion. Due to the specific needs of these patients, we will ensure that they will be participating in activities that are meaningful and useful to them. As we get to know these individuals, we will be able to tailor these tasks and strategies to meet their personal needs.

Approximate impact number: 50
34) Oakridge CNC
Arina Ruiz Aguilar, Elsa Genova, and Leahra Antonio

Course: NUR 4637 Public Health Nursing
Instructor: Geraldine Luzincourt
Community Partner: Taft Community Center

This semester our clinical group paired up with Seniors First at Taft Community Center. The mission of Seniors First is to “enhance the quality of life of seniors by maintaining their independence and dignity”. Furthermore, the Taft Community Center provided this to the seniors through breakfast, lunch, exercise programs, learning programs, blood pressure screenings, glucose checks, and more.

One of our objectives was to use community assessment data to formulate community health interventions. We were able to reach this objective through six learning presentations we did based on the topics selected by the seniors themselves. Our teaching projects covered the topics of hypertension, heart attacks, strokes, diabetes management and nutritional needs based on the seniors’ learning needs. Furthermore, we evaluated our teaching through group discussions, which were able to show us that we positively impacted the community by educating the seniors on topics pertinent to them.

Approximate impact number: 60

35) Seeing Eye Lions
Zach Roch and Rohit Navani

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

Our service-learning organization is the Oviedo-Winter Springs Lion’s Club. Their primary mission is to empower volunteers to serve their communities, but that’s very nonspecific. Most Lion’s Clubs get involved in providing eyeglasses to people who need them at little to no cost.

In order to complete our objective, which is providing eyeglasses, we need to acquire them. The primary way our chapter gets glasses is through donations. We ask people who have pairs that they don’t use or don’t work for their prescription anymore to donate them, and we put them back into circulation with someone who they fit. We match people to glasses at our eye clinic, where we measure the patient’s prescription and cross check our inventory. We also take the glasses we receive on mission trips to impoverished countries, to improve quality of life where we can.

Working with Lion’s Club has inspired both of us to be active members of our community, and we’re proud to have helped as much as we have. We’ve also gained an appreciation for the impact that charitable organizations can have, at all levels.

In our time working with Oviedo-Winter Springs Lion’s Club, we have directly affected the lives of about 50 people, and indirectly thousands more.

Approximate impact number: 200
36) Sharing the Care through Communication
Valeriya Fedorova, Hannah Johnson, Amanda Bhanote, Brittany Mitrick, Tiy Brown, Coral Lozano-Romero, and Lindsay Rappaport

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

Share the Care, Inc. specializes in adult day care and respite for frail, physically, and cognitively impaired adults. The population we worked with included individuals with varying stages of dementia, traumatic brain injury, and stroke infarction. At this specialized facility, we used our knowledge of acquired disorders and their implications on cognition, communication, social interaction, and quality of life to facilitate a supportive and engaging environment for the individuals at Share the Care, Inc. (Conway).

We provided skilled services that directly support individual’s cognitive skills, like memory, attention, and executive functioning, as well as their language skills to communicate more effectively with employees and other residents. We also used our knowledge of holistic patient-centered therapy techniques to support the individuals’ affect and quality of life.

This was also a time for us to see the progressive and varying effects of dementia on the geriatric population, as well as how its effects differ from those who suffered from a traumatic brain injury or cerebrovascular accident. This also gave us the opportunity to apply our knowledge of intervention and therapy for this specific population.

There was a sense of mutualism in our interactions, where the residents of Share the Care, Inc. (Conway) gained support from skilled speech-language pathologist graduate students to increase their participation in community activities, and the students received direct hands-on learning of classroom knowledge.

Approximate impact number: 15

37) Joshua Robinson

Course: SOP 3723 Cross Cultural Psychology
Instructor: Dr. Martha Hubertz
Community Partner: Field of Dreams Therapeutic Riding Foundation

With mental health illnesses currently on the forefront of America’s mind, treatment options are steadily being diversified. One area of therapy includes equine therapy a.k.a. horse therapy. Given that horses show no emotion, this a great tool for children and adults alike to bond with this animal and be able to truly heal.

Through my service-learning project, I had the unique opportunity of working hand-in-hand with the therapist and children/adults. Their main target audience is the military who have persistent issues with PTSD. What we are finding through therapy is that PTSD symptoms are slowing showing from their time in war years ago. Contrary to popular belief, these symptoms can take years to develop and do not immediately show after the trauma.

While working at this facility, I had the opportunity to work with over thirty-seven people, most of them veterans. These people were from all different cultures and from all different walks of life and backgrounds. “Field of Dreams Therapeutic Riding Foundation (FODTRF) is a non-profit 501(c)(3) organization offering therapeutic horseback riding, equine-facilitated Learning (EFL) to children and adults with disabilities. We also have a Veterans & Senior program.”

Approximate impact number: 30
38) Two Old Eagles  
Scott Savage and Ralph Krumins

Course: THE 6756 Methods of Teaching Drama  
Instructor: Dr. Elizabeth Horn  
Community Partner: Boy Scouts of America

In partnership with the Cub Scouts branch of the Boy Scouts of America, University of Central Florida MFA candidates in Theatre for Young Audiences we devised a series of arts-integrated lesson plans to facilitate the creative achieving of WEBLO Rank Requirements with three different Cub Scout Packs; Pack 179, Pack 79, and pack 6. These rank requirements fell under two specific umbrellas of utility and requirement for the scouts.

The first was a single session done with each pack that engaged youth and leaders in understanding the mechanics of a game in order to help the scouts develop and devise new game ideas. The second unit was a two-session lesson plan that engaged the young scouts in meeting the requirements of the First Responder Rank Requirement exploring ideas of simulated emergency or first aid situations the scouts may need to respond to.

The process of developing and creating the community partnership stemmed from the scout office in Apopka, FL and then reached out to multiple scout packs to gauge interest in partnering with UCF students on this project.

Approximate impact number: 30

39) Walkie Talkies  
Noelle Frantz, Amber Keller, and Jenna DeBell

Course: SPC 1608H Honors Oral Communication  
Instructor: Dr. Christine Hanlon  
Community Partner: Relay for Life

Relay for Life is a fundraiser for the American Cancer Society which raises funds to research cancer, support cancer patients, and remember survivors and those lost to cancer. Our service-learning project consisted of tabling for the event and helping to run the event itself on March 24th. During our tabling experiences prior to the event, we were able to interact with those unfamiliar with Relay for Life and its goals and persuade them to donate and/or attend the event. At Relay for Life, we served 300 participants. During the event, which runs (including set up and clean up) from 12:30 P.M. to 7:30 A.M., we were able to talk with many families that attended, all while helping to make sure activities like the Luminaria Ceremony ran smoothly.

Through service-learning, we became more comfortable talking to others and persuading them to take action toward a good cause. It also prepared us for our class assignments and benefitted the organization by helping the event to run smoothly. Specifically, the persuasive symposium will be a beneficial experience that will prepare us for Keynote addresses and other speeches in the future. We were able to persuade a larger audience to take action toward our cause.

We plan to help with the Relay for Life event next year. The experiences we gained from working with Relay this year were valuable, and we hope to continue working with them for years to come.

Approximate impact number: 300
40) Serving Orlando’s Underserved: UCF College of Medicine’s Student Run Clinic, A Year in Review
Sandeep Bala

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

The University of Central Florida, College of Medicine-affiliated KNIGHTS (Keeping Neighbors in Good Health Through Service) Clinic is committed to providing high quality healthcare to uninsured, underserved patients in Orlando.

Patients at KNIGHTS clinic receive comprehensive and longitudinal care, which differentiates KNIGHTS clinic from many other free clinics. Patients are initially seen by a newly implemented intake team. They are then interviewed by second year medical students and third year students who have reviewed the charts in advance. Students then present their findings to an attending physician, then visit the patient again with the guidance of the physician. Patients receive their labs in house for necessary lab work and can receive medications from our pharmacy, both of which is run by students. Additionally, students assess health literacy and provide patient education. Patients are also scheduled to in-house follow ups and specialists when necessary.

Over 32 lab visits were performed with our patients this year, over 115 opportunities for patient education were addressed, and over 75 samples of medications were distributed. A large majority of patients report as being ‘very satisfied’ in patient satisfaction surveys.

Improvements this year included significant increases in patient satisfaction, a decrease in patient wait times, increased patient compliance, and an increased primary care to patient ratio. These improvements were attributed to additions in clinic procedure this year, such as a dedicated intake team, revising patient-pair training, increased interdisciplinary cooperation, the addition of new providers, and the addition of quality improvement focused board member positions.

Approximate impact number: 200

41) The A-Team
Alex Mize and Andrew Keehan

Course: SPC 1608H Fundamentals of Oral Communication  
Instructor: Dr. Christine Hanlon  
Community Partner: Relay for Life @ UCF

Alex and Andrew have been working with the service-learning organization Relay For Life @ UCF this past semester. Relay for Life’s mission is to memorialize those who were lost due to cancer, to support those fighting cancer, and to eventually eliminate cancer through its mother organization, the American Cancer Society. Cancer never sleeps, and Relay for Life @ UCF wants to fight against this disease, one that has affected families all across the world, as well as here at home.

Our work with Relay for Life here at UCF involved us tabling with the organization, informing others about the wonderful steps the organization is taking to fight cancer through the main event, which is the actual “relay”. The tabling opportunities have allowed us to develop effective human communication skills and allowed us to perfect our communication competencies—key aspects of the learning objectives of Fundamentals of Oral Communication.

During the night of Relay for Life, we assisted with the set-up of the event and we also facilitated the assembly of the Luminaria bags for the Luminaria ceremony as well as arranging the bags to spell out “hope”, the message Relay for Life intends on spreading throughout the world. The night of Relay for Life exhibited more of the learning objectives, such as how speakers and listeners give, receive, and respond to oral messages; and the importance communication has in equipping future leaders with a voice that may change the world.

Approximate impact number: 500
42) SL Group 8 VA
Kristen Bunda, Wren Humphrey, and Jennifer Fox

Course: SPA 6417 Cognitive-Communicative Disorders
Instructor: Dr. Anthony Pak Hin Kong
Community Partner: Orlando VA-Lake Nona

The agency that our group served with is the Orlando Veterans Affairs (VA) Medical Center at Lake Nona. The purpose of the project was to provide cognitive memory exercises to dementia patients at the on-site skilled nursing facility. According to the U.S. Department of Veteran Affairs the mission is “To fulfill President Lincoln’s promise - ‘To care for him who shall have borne the battle, and for his widow, and his orphan’ by serving and honoring the men and women who are America’s Veterans.” The clients that we worked with are U.S. veterans who are living at or receive care at the Lake Nona VA skilled-nursing facility. Specifically, the Audiology and Speech Pathology services of Veterans Affairs are “dedicated to providing high quality, comprehensive, state of the art clinical services to Veterans with hearing, speech, language, voice, and swallowing disorders.”

The purpose was to design cognitive memory exercises that are appropriate for the dementia patients at the on-site skilled Nursing Facility. The services and products to be delivered include working with patients on various memory and attention tasks. Activities varied as we were instructed by the Recreation Therapist. We will learn rationale for activities and how they address the needs of the patients which allowed us to come up concepts for our own ideas for activities.

Approximate impact number: 100

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43) Student KNIGHT Nurses: Making a Difference at the YMCA
Ellany Torrez, Kimberly Bogers, and Alicia Jagprashad

Course: NUR 4637 Public Health Nursing
Instructor: Geraldine Luzincourt
Community Partner: South Orlando YMCA Family Center

Mission statement: To deliver positive change via health education and empower Oak Ridge high schoolers to live healthy and productive lives, ensuring that each student has the opportunity to learn, grow, and thrive regardless of income or background.

The authors met with the program’s director before the first teaching session to discuss which topics would be most beneficial. She stressed that many of the students struggle with anger problems, personal hygiene, and pressure to abuse substances. The teaching sessions were created in accordance with the mission of the South Orlando YMCA: to improve the lives of all by connecting individuals, families and communities with opportunities to strengthen the mind, body, and spirit.

Topics focused on healthy lifestyle practices: stress relief; anger management; nutrition; healthy eating; mental health; substance abuse; sexually transmitted diseases; and personal hygiene.

The sessions provided the students with a safe space to ask questions, share stories, and learn together. PowerPoint presentations, videos, informational handouts, group discussions, games, and interactive activities were used to keep the students engaged.

Each session exceeded the course objectives, and encouraged students from an underserved area of Central Florida to maximize their physical and mental health while striving to achieve their goals.

Impact: Service-learning directly impacted approximately 30 high schoolers, and it is likely that additional students were indirectly impacted by the distribution of informational handouts in the Teen Room.

Approximate impact number: 30
44) **Shepherd’s Hope Spoken Message**  
*Brittany Baxter, Elizabeth Guzman, and Tersy Jean Louis*

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

Our service-learning outreach was at Shepherd’s Hope which is an organization of volunteers that provide access to health care for the uninsured. Shepherd’s Hope’s vision is to be the leading organization providing compassionate healthcare to those in need by collaborating with community partners.

The population served by this organization faces many health disparities resulting from factors such as inadequate socioeconomic conditions, lack of health insurance, and lack of health literacy. We used community assessment data to formulate lesson plans to educate the populations on common health risks, conditions, and preventative measures in order to respond to health education needs. The taught topics included: The Flu, Stroke and Hypertension, Smoking Cessation and Secondhand Smoking, Heart Diseases and Healthy Eating, Diabetes Mellitus, and Heart Attacks. We used posters, pictorial teaching aids, and anatomical models to enhance learning. In addition, we provided the population with educational brochures, hand sanitizers, MyPlate plates, etc. The teaching contents were delivered in four languages (English, Spanish, French, and Creole), which allowed us to overcome language barriers.

Our service-learning outreach impacted approximately 180 people; we met our course objectives by implementing our health promotion projects based on community assessment in collaboration with Shepherd’s Hope.

Approximate impact number: 180

45) **Edwin Rivera**

Course: SPC 1608H Honors Fundamentals of Oral Communication  
Instructor: Dr. Christine Hanlon  
Community Partner: Florida Symphony Youth Orchestra

The Florida Symphony Youth Orchestra, popularly known as FSYO, is an organization that provides extracurricular music education opportunities to the Greater Orlando area. Their mission is to create “passionate leaders, thinkers, and contributors” to the local community through the “practice and performance of orchestral music.”

My work with FSYO has consisted primarily of leading sectional, or group lessons, with the double bass section of their highest orchestra. The process of communicating with the students and analyzing the information I both gave to them and received from them supports the learning objectives of Dr. Hanlon’s “Fundamentals of Oral Communication” course. Although I would say I am moderately experienced teaching large groups and individuals, I have had both little experience and little success working with small groups. This service-learning project gave me the opportunity to work on my methodology with a focus on making sure everybody is getting the attention they need.

In the short-term, I will continue working with FSYO until the end of their season as both a section coach and a performer; however, no long-term arrangements have been made for me to continue to work with them yet.

Impact number: I worked intimately with a group of five students.
46) Marvelous Marine Mathematicians

Katherine Harris, Jessica Needham, Noah Friedland, Allison Huss, Megan Robbins, Jordan Nguyen, Cassandra Underwood, and Britany Perry

Course: BSC 4312 Advanced Marine Biology
Instructor: Dr. Linda Walters
Community Partner: MAE 4326 How Children Learn Mathematics course and Nemours Children’s Hospital

The educational development of hospitalized children is often unintentionally overlooked. Children receiving extended hospital treatments fall grade levels behind in their education. Well-meaning teachers focus on the health of the child, and provide children with worksheets as an attempt to keep them on track. Children often find these worksheets repetitive and unengaging. Without guidance and exciting material, they lose interest in learning altogether.

To improve this model, a novel multi-disciplinary partnership was formed in spring 2018 between the Advanced Marine Biology class (BSC 4312SL) and the Elementary Math class (MAE 4326) at UCF. We developed marine biology content that was transformed into exciting, educational math problems for children in the cancer ward of the Nemours Children’s Hospital in Orlando, FL. We shared these products with children in groups and at their bedside, based on individual needs. Through photographs, videos, and tangible collections, we created lessons on shoreline restoration, marine microplastics, Florida biodiversity, and marine rehabilitation. Our project aimed to educate children in innovative and engaging ways, so they could learn essential math skills while becoming marine biologists, rather than sick children in hospital beds.

We directly impacted 10 children as well as hospital staff, parents and siblings through our interactions with these children. (Indirect impact: 48 people). This project will be integrated into a long-term education program at Nemours. It was such a rewarding experience to be a light in these children’s day. We hope that through our work we have made a difference in the lives of struggling families.

Approximate impact number: 50

47) The Storytellers

Victoria Guise and Brandon Caradonna

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

Give Kids the World is an amazing organization that helps provide children who face life-threatening illnesses with an opportunity to enjoy themselves to the fullest extent. Their mission statement, "where happiness inspires hope," is what drives every member of the GKTW family to aid each child in having the most joyous time of their lives.

While the GKTW Village offers a wide array of various opportunities to help, our team focused on assisting with the holiday parties, helping out in Café Clayton, and giving makeovers in the Rockin' Spa. These activities involve direct interactions with the children and their families, which was extremely important to us when determining which service-learning opportunities to put our efforts toward. These interactions not only provided a more personal experience in our service-learning but also helped us to fulfill our learning objectives in our course. Each interaction enabled us to apply our knowledge of different communication styles in order to better communicate with and serve the families, as well as identify different listener responses and incorporate what we learned from each interaction to better serve others in our next exchange.

Through our service-learning experience at Give Kids the World we were able to both better our knowledge of course material and more importantly help others in a meaningful and impactful way. Our time with Give Kids the World has allowed us to have a meaningful impact on 235 individuals in diverse and rewarding ways.

Approximate impact number: 235
48) Nursing Service-Learning Body Changes  
Kassidy Mills and Hannah Stein  

Course: NUR 4637 Public Health Nursing  
Instructor: Donna Breit  
Community Partner: Marquette Carmichael.

The service-learning project that we implemented was a body changes program for around thirty 4th and 5th grade girls at the Boys and Girls Club of Central Florida. The curriculum we used was adapted from Proctor and Gamble’s ‘Changing Body’ program. The curriculum was split up into four one-hour lessons: Introduction to changing bodies, Body growth and development, personal hygiene, and emotional changes and empowerment.

We assessed the specific need of the Boys and Girls Club by discussing with the youth program director, Marquette. She advocated for the education of the 4th and 5th grade girls regarding the changes that will start to happen physically and mentally with puberty as well as ways to be equipped. The mission of the Boys and Girls Club is, “To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.”

Throughout the program, our goal was to educate the girls on the changes they would be experiencing and practical preparation for those changes. Another goal of ours was to empower these young girls to feel comfortable and confident in themselves as they grow into women. By the end of the four weeks, the girls graduated from the program feeling qualified and ready to embrace the transformation from girls to women. Through our project, we met our course’s main objective of working as a public health nurse through the process of assessing a need in the community and implementing interventions to meet that need.

Approximate impact number: 30

49) The Green Thumbs  
Brett Mahara and Betty Chen  

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

The mission of the UCF Arboretum is to serve the student body and college community by increasing awareness of ecology through volunteering, service-learning, and educational opportunities. The arboretum provides the community with knowledge and resources about the environment and healthy life styles.

Our service-learning project consisted mainly tabling for the Arboretum. We were able to inform students about what the UCF Arboretum has to offer and the events it hosts. Through tabling we were able to inform students about how they can get involved with volunteering with the Arboretum. We also were able to provide students with information about the various hiking trails on campus and how to live a healthier life style.

In doing a serving-learning project with the Arboretum, we were able to become proficient speakers. We were able to take the theories we learned in class, such as how to deal with managing communication apprehension and becoming more positive speakers and apply them in the real world. The short-term benefit of our service-learning was helping to spread information about all that the arboretum offers. In the long term, we learned about fruits and vegetables and how to live a healthy lifestyle.

Over the course of tabling, we were able to reach out to 50 students. It allowed us to inform students about the environmental opportunities on campus and promote events hosted by the arboretum as well as how to incorporate fruits and vegetables in students’ diets.

Approximate impact number: 50
50) MicroFantastics
Carly Eisenberg, Elizabeth Boggs, Payton Dowd, Kevin Elliott, and Haley Jayne

Course: BSC 4312 Advanced Marine Biology
Instructor: Dr. Linda Walters
Community Partner: Sanford Middle School and Deerwood Elementary School

Microplastic pollution is an emerging environmental threat. As the use of plastic grew exponentially in the 1960s, so did the amount entering our ecosystems. Microplastics are pieces of plastic smaller than 5 millimeters; this small size allows them to slip through most normal water filtration. Our goal was to teach the elementary & middle school students about these pollutants and how they get into the environment and move throughout the food web.

In the classes we visited, we discussed alternatives to single-use plastics that significantly contribute to the problem. To complement our research on microplastics in sediments in the Indiant River Lagoon, we had students process sediment samples for microplastics so that they could learn hands-on what researchers do in the laboratory. Students poured the sediment into deionized water so that the microplastics would float, filtered that water through filter paper, and then observed the paper under microscopes to find the microplastics.

At Sanford Middle School, we presented to 25 students, and at Deerwood Elementary we presented to 50 third and fourth grade students. The students were encouraged to educate their family and friends about the effect plastic has on the environment. If each student shared microplastics information with four other people, we indirectly impacted over 300 individuals.

This experience helped us develop our scientific communication and community outreach skills. We felt it was our civic duty to help the next generation of leaders learn about a pressing environmental issue that will surely become more widespread as they grow up.

Approximate direct impact number: 76
Approximate indirect impact number: 300

51) KNIGHTS Clinic
Sandeep Bala

Course: Longitudinal Curriculum
Instructor: Dr. Judith Simms-Cendan and Dr. Magdalena Pasarica
Community Partner: Grace Medical Home

The University of Central Florida, College of Medicine-affiliated KNIGHTS (Keeping Neighbors in Good Health Through Service) Clinic provides free healthcare to uninsured, underserved populations in Orlando, Florida. The KNIGHTS Clinic has provided high quality care and continues to improve this through student run quality improvement and research projects. KNIGHTS Clinic uniquely offers medical students to learn to better address challenges in healthcare through the unique intersection of service-learning and research. Students were able to identify areas of importance through numerous research and quality projects, which they presented at the annual Society of Student Run Free Clinics (SSRFC) conference.

Students conducted over 11 different quality improvement or research projects. There were several specific interventions that included tracking unavailable medications and improving treatment adherence, following up with patients to ensure adherence to SMART goals, implementing consistent electronic medical records (EMR) practices to reduce overall clinic times, addressing the language barrier for non-English speaking patients, implementing a waiting list tool to decrease unfilled appointments, and improving screening rates for KNIGHTS Clinic patients.

Importantly, these projects allow students the opportunity to learn vital skills in inquiry and problem solving while helping the underserved. Furthermore, students there nationally recognized research at the SSRFC while learning about successful strategies that can be applied to our clinic from student run free clinics across the nation. These skills will equip our students to better help patients by addressing systematic problems in medicine as they move forward in their career.

Approximate impact number: 200
52) Boys and Girls Club  
Rachel Ohman and Karina Gutierrez

Course: NUR 4637 Public Health Nursing  
Instructor: Donna Breit  
Community Partner: Boys and Girls Club Downtown Orlando Campus

During our time working with the Boys and Girls Club Downtown Orlando Campus, we came to learn that a fundamental need was education on nutrition and healthy eating for the teen community. Utilizing our community partners input, we were able to create a lesson plan based on those needs.

Our service-learning project focused on the middle school and high school students at the Boys and Girls Club. During our teaching portion, we were able to educate the students not only about healthy food options but tips on how the students can recognize these healthy options for themselves. In addition to healthy eating, our team focused on exercise and the importance of a healthy body image. After the lesson we used an interactive Jeopardy game to review with the students in a fun and competitive manner. After our structured lesson and interactive game, we provided the students with the chance to make their own smoothie as a healthy snack in the Club kitchen. We were able to provide the healthy smoothie ingredients and the students got to be creative with the two new blenders that we were also able to gift to the Boys and Girls Club.

Our nutrition lesson fulfilled certain course objectives in our course. The specific objective we fulfilled was being “Conduct a health promotion project in the community in collaboration with community partners.” By communicating with the Boys and Girls Club head director and teen directors we were able to see a need for this lesson and develop a plan tailored to the individual needs of the population at the Boys and Girls Club.

Our work at the Boys and Girls Club aided them in achieving their overall mission statement, “To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.” During our nutrition lesson we impacted about twenty middle school and high school students.

Approximate impact number: 20

53) The Green Team  
Cassandra Arrigo and Emma Turner

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

The UCF Arboretum is an organization that spreads ecological awareness. Their mission is to engage students with the environment and promote sustainability. Our project addresses the community need for sustainable practices. Our service-learning project was a combination of tabling and volunteer shifts. While tabling, we promoted events, recruited volunteers, and taught about ecological issues.

Our service-learning project addressed the learning objectives overall by engaging us with the campus community through oral communication. We learned the power of interpersonal interaction and the power of knowledge. The more one knows about the environment, the stronger the desire to get involved. The short-term benefits to our organization are provision of food for students on campus. The long-term benefits of our organization are eliminating food insecurity on campus, promoting locally grown produce, and overall fostering widespread concern for the environment.

The individuals served by our organization rely on free produce and realize the value of sustainability. The short-term benefits to ourselves are interaction with other students and faculty, especially those within the organization. In addition, we become aware of the services provided by the Arboretum. The long-term benefits are that we can successfully communicate our point across and maintain a genuine concern for our surroundings. We plan on continuing our work with the Arboretum after this experience.

Our impact numbers totaled approximately 60, which identifies all of the individuals benefited by our service project with the Arboretum as well as educated by our tabling endeavors.

Approximate impact number: 60
54) Valerie Cervantes

Course: SOP 3723 Cross Cultural Psychology
Instructor: Dr. Martha Hubertz
Community Partner: Crisis Text Line

Problem:
According to National Alliance of Mental Illness (2016), 1 in 5 adults in the United States experience mental illness in a given year. Suicide is the 10th leading cause of death in the United States; the highest rates occurring between age groups of 15 to 24 and 25 to 34 years old (Centers for Disease Control and Prevention, 2015).

Crisis Text Line Mission:
Crisis Text Line offers a free 24/7 national crisis intervention service via text and social media platforms. The non-profit organization’s mission is to offer texters of various demographics a safe and confidential space to disclose personal information regarding their crisis before undergoing collaborative problem solving with a certified crisis counselor.

Service-Learning Role & Experience
As a level 3 Crisis Counselor, I commit to volunteering on a weekly online basis to establish safety action plans, coping mechanisms and referrals to overcome texters’ critical moments alongside the fellow team members of equally diverse cultural backgrounds. Each hour on the platform, I devote my attention to 1 to 5 conversations simultaneously while practicing good contact techniques to build rapport before exploring each case in order to bring texters to a calm state of mind as well in ensuring their physical and mental well-being. Overall, volunteering for CTL has positively improved my own listening and intercommunication skills as well as embedded a greater sense of empathy, compassion and knowledge regarding mental health to promote awareness in reducing stigmas and biases often associated with these prevalent issues.

Approximate Impact number(s):

Personal Impact (current):

Since October 2017: 201.5 unique texters/conversations (low risk: 131; high risk: 70.5 - including 1 active rescue), +117 active hours on the CTL Platform (and 34 hours of training)

Crisis Text Line Impact (current):

Since January 2018: 50-60,000 unique texters and 70-80,000 conversations per month

Year of 2017: 507,308 unique texters and 917,553 unique conversations (more than 2013-2016 combined also double of 2016), including 10,000 active rescues

Note:
Average quality rating in texter satisfaction: 86%
Average wait time < 5 min: 75% (90% of high risk texters in under 5 min)
About 7,800 Crisis Counselors who took at least 1 conversation
Breached 100,000 conversations in December, which is equivalent to CTL’s initial 17 months (August 2013 - Jan 2015)
Before January 2017: Over 29 million text messages
Since 2013: Over 64,000,000 messages exchanged

55) Building Community in Nicaragua
Amy Lebanoff, Joshua Bom, and Diana Abarca

Course: IDH 3955H Honors Study Abroad
Instructor: Alice Korosy and Carla Craig
Community Partners: Finca Mystica and Selva Negra

As part of a cohort from the Burnett Honors College, we travelled to Nicaragua in summer 2017 with the objective of developing cultural fluency by planning and implementing multidisciplinary service projects. In 2016, about twenty-five percent of the Nicaraguan population was living at or below the national poverty line (World Development Indicators Database). Rather than approaching this issue by working with a single nonprofit organization, we chose to serve at the grassroots level with community members. Our contacts led us to two particular regions in need.

The Mérida community lacked a central gathering place for residents, and creating such an area required more manpower and materials than were available. In Selva Negra, two families lived without electricity and rose before dawn to work on the farm. We held fundraising events to finance the necessary materials for the planned projects. With help from locals, we built two park benches in Mérida using recycled materials. Upon request from the Mérida community, we installed gutters on the local schoolhouse and assisted in the painting and construction of a community center building. We also purchased and installed solar panels to provide light and electricity in the homes of two families at Selva Negra. The solar panels provided sufficient charge for more than twenty-four hours of light.

Residents expressed immense gratitude for these improvements. Through our side-by-side efforts, we heard the stories of various locals and developed a deepened appreciation and understanding of Nicaraguan culture and society.

Approximate impact number: 235
56) Timothy O’Brien-Pifer

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: US Sailing Center Martin County

Over the course of the last three months I have worked for US Sailing Association’s Martin County Sailing Center (USSCMC). I have put in over 150 hours and impacted over 500 sailors, mostly middle and high school sailors in the youth programs. USSCMC serves five high schools and hundreds of members in the Jensen Beach area. The organizational goals include teaching the sport of sailing to youth, my main area of focus, community outreach through HIBSCUS and Project LIFT, and adult community programs like weekly races.

I have been shadowing and assisting the various instructors and youth coaches, and as a result of this experience I will in May be completing the certification course to be an instructor myself. I have also been involved in regatta management, as USSCMC is the winter home of almost a half dozen national racing tours.

In my work at USSCMC I have acquired or improved upon a wide range of skills, ranging from my own sailing abilities to the interpersonal communication skills I went to learn. I have noticed the variety in the types and methods of communication I employ in my work, from teaching a technical class, to speaking to potential donors, to radio communication during the regattas. Each of these mediums has different needs and I have, together with my classroom experience, greatly improved my abilities as a speaker. These same skills are also likely why I have been recruited to complete the formal training and work full time next summer.

Approximate impact number: 516

57) Anna for Change
Colin McCracken

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: Anna Eskamani Campaign for Florida House District 47

The service-learning organization that I partnered with this semester was the Anna Eskamani Campaign for Florida House District 47. Our mission was to promote Anna and her message and get her elected in the upcoming election. My contribution to the campaign mainly consisted of canvassing potential voters and making calls to get people out to these canvasses. In the calls, I spoke with potential volunteers in a semi-scripted format and ascertained their availability for upcoming campaign events. For the canvasses, I knocked on doors of potential voters, having them fill out pledge-to-vote forms or adding their contact information to our voter bank.

Through my work on the campaign, I was exposed to different communication mediums that allowed me to test strategies and hone my skills for a range of situations. I was able to gauge the reactions of my audience in real-time and alter my approach between each interaction to strengthen my speaking abilities. On a personal level, I was able to work past my generalized anxiety about public-speaking through repetition and the effective support structure surrounding the campaign. I used audience responses to evaluate my performance, often tweaking my approach mid-event. Beyond my personal gain, I was able to support a candidate that will make big changes for Florida and its people. I will continue to support Anna until the election this fall. All in all, I’ve impacted 150,000 people, because if Anna is elected, then I’ve benefitted the lives of everyone that lives in District 47.

Approximate impact number: 150,000
58) Franceska Gonzalez-Torres

Course: SOP 3742 Psychology of Women
Instructor: Dr. Martha Hubertz
Community Partner: Army SHARP

The non-profit organization I chose for the service-learning project is the Army's SHARP (Sexual Harassment Assault/Response Prevention) Program. The Army SHARP Program's mission is "to reduce with an aim toward eliminating sexual offenses within the Army through cultural change, prevention, intervention, investigation, accountability, advocacy/response, assessment and training to sustain the All-Volunteer Force" (Mission and Overview).

During my service-learning experience, I worked directly with a SARC (Sexual Assault/Response Coordinator) who supports unit levels. We conducted a one-hour training on three different occasions to three different companies within our unit to bring awareness of the program. Aside from conducting the training, we mentored and supported four victims who had reported a sexual harassment/assault. While mentoring those Soldiers, we ensured that they reported everything that occurred and felt safe in their work environment, whether it had been us moving them or moving the accuser.

During this service-learning project, I learned a lot more than what I knew about the SHARP Program and I helped a few women slightly overcome their assault. It was very difficult having to deal with victims of an assault especially in the variance of severity. Overall, I thought it was a learning experience especially for when I want to become a Child Psychologist.

Approximate impact number: 207

59) Nicolas Berube

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

The University of Central Florida (UCF) arboretum is an on campus open greenspace that allows students to experience more than a city's type landscaping, but an interactive exhibit with nature. Their mission statement explains that they are a "creative learning community that uses our comprehensive outdoor laboratory to support relevant, experience-based learning, urban ecology research, and human connection with ecosystems and landscapes." In doing so they allow students plenty of different opportunities to take part in the outdoors.

My work with the service-learning organization entailed speaking to others on the topic of said UCF Arboretum. Many times it involved tabling in front of the UCF student union, providing pamphlets and speaking to others. Of course I helped out at the Arboretum to gain knowledge about the opportunities provided by the Arboretum. When I talked, I mainly focused on explaining how the arboretum worked to benefit the campus and the students as well as the opportunities offered; such as the community garden, the hiking trails, the geocaching, the FreshU courses, and many others.

The Arboretum allowed for me to gain the oral practice that I needed to prepare me for public speaking. I learned that when it came to speaking, the best is really to know the topic well beforehand, and I learned about a great organization on campus. I impacted around forty other people, either through giving them small tidbits of info on the arboretum or showing them the benefits of such a wonderful organization.

Approximate impact number: 40
60) Apopka Four
Katherine Frangoul, Austen Sargent, Madison Ward, and Kirsten Kielma

Course: NUR 4637 Public Health Nursing
Instructor: Dr. Heather Peralta
Community Partner: Quest-Apopka

The city of Apopka holds a small community of residents within the service facility of Quest. Quest is home to adults who are intellectually disabled and in need of special care during the day. In specific, this community lacks education in correctly understanding necessary activities of daily living.

My group and I presented on the importance of exercising regularly, anti-bullying awareness, dental and hand hygiene, and having a balanced nutrient-dense diet. We were able to inform roughly 20 participants by showing them examples of ways they could improve their overall health. They were sent home with water bottles to encourage hydration, hand sanitizer, information sheets on healthy eating, and much more.

We received great positive feedback from the members at Quest. They were able to repeat back to us what healthy meals should consist of, a plan of exercises they could perform daily, hygiene etiquette to incorporate, and ways to deescalate and avoid bullying situations.

Overall this learning project fulfilled objectives for the role of a public health nurse by educating the community and providing essential resources to decrease future diseases and illnesses within this population.

Approximate impact number: 20

61) Psychonauts
Tarik Husseini

Course: SOP 3723 Cross Cultural Psychology
Instructor: Dr. Martha Hubertz
Community Partner: Doha Film Institute

I assisted in the development of educational programs that focused on bridging the gap between the inherent language barriers of the teachers, mentors, and their direct student base. The institute also allowed me to assist on the development of a student film made up of a production crew that represent various backgrounds and communities. I also in assisted a local filmmaker production and assisted a director with his short film production.

The educational component focused on workshop hosting, we in tandem hosted two workshops with a total of 25 film students where I provided supportive assistance to the teaching staff. The course focused on the creative development of defining a script and how film and its literacy plays a crucial role in bringing out the creative spirit.

Approximate impact number: 10,000
62) Geoffrey Clark

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

Kindred Hospice’s mission statement is to “support and educate persons and organizations dealing with life-limiting illnesses.” My service-learning project with Kindred Hospice addressed the community need of human support for terminally-ill patients and their families during one of the hardest parts of life. Through my project, I served to help contribute towards this goal by visiting and bonding with an end-stage pulmonary disease patient named Victor and his family. I visit Victor each week and we’ve become warm supportive companions to each other.

Victor is a caring and authentic elderly man from Puerto Rico who treats me as if I were his grandson. We’ve gotten to know each other’s pasts, hobbies, and beliefs. We like to laugh and joke around, being silly and not too serious. I’ve met all of Victor’s warm family who continue to communicate to me how endearing it is to them that I’ve become such good friends with Victor. I joined them for Victor’s 90th birthday celebration a couple weeks ago.

Through my service-learning project with Kindred Hospice, I was able to fulfill my learning objectives and experience the importance of quality human communication firsthand. I was able to provide genuine companionship and social support for a terminally ill patient and his family. Furthermore, I was also able to become more aware of human mortality and what truly matters in life. I plan to continue volunteering for Kindred Hospice and visiting Victor beyond my service-learning commitment.

Approximate impact number: 5

63) CITA
Emily Vozzella

Course: SOP 3723 Cross Cultural Psychology
Instructor: Dr. Martha Hubertz
Community Partner: CITA (Christ is the Answer) Rescue Mission of Melbourne

I chose to volunteer at the Christ is the Answer (CITA) mission in Melbourne, Florida. Getting to work at this mission has truly been a life-changing experience. CITA addresses the issue of homelessness. This mission provides food, clothing, shelter, and a support system. Many of the individuals that CITA takes in are addicts. The only requirements for someone to stay at CITA is that they must be sober and working.

Their mission is to provide refuge for those who need it most, and to get them on a path towards health, happiness, and success. They believe that this can be done through faith and a relationship with God. Working at CITA has taught me a lot about myself and others. It has helped me to understand the various social, political, economic, psychological, and environmental factors that contribute to homelessness and addiction. This experience has helped me to look at myself and acknowledge that there are many people who have not received the advantages that I have in life. It has also helped me to be less judgmental.

I have participated in dinners as well as serving in the thrift store. Working at CITA has taught me that oftentimes homeless individuals struggle with addiction, psychological problems, and trauma. One of the most important things about CITA is that it is rehabilitative and provides a support system. This mission is truly a family that helps each other and holds each other accountable. CITA houses and serves about 60-65 individuals.

Approximate impact number: 60
64) Proactively Preparing for Puberty
Nathanael Mercado, Kara Pasawicz, and Jamie Spuches

Course: NUR 4637 Public Health Nursing
Instructor: Donna Breit
Community Partner: Legends Academy Charter School

Our service-learning experience at Legends Academy Charter School dealt mainly on educating 5th grade students regarding the changes and expectations of puberty. Many of these students lack the resources to obtain accurate knowledge about puberty. As future nursing professionals, we provided the opportunity for them to receive this necessary knowledge and have a comfortable environment for them to have their questions answered. We also met with 6th and 7th graders to give a refresher on the topic as well as provide answers to new questions.

This project met the objectives of our course, as we fulfilled a gap and an educational need in the community. Legends Academy Charter School's philosophy centers on the development of a culturally responsive and safe learning environment with the educational best practices. Our project correlated with their philosophy by providing a safe environment for them to learn and providing evidence-based knowledge regarding puberty.

Approximate impact number: 60 students

65) Kimberley Sinanan

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: American Cancer Society's Relay for Life

The service-learning organization that I have chosen to work with is the American Cancer Society's Relay for Life. Raising both a significant amount of money and awareness for cancer and those affected by cancer Relay for Life is extremely important in thousands of communities around the world. The American Cancer Society strives to "remember, celebrate, and fight back."

In my service-learning project in particular, we did more than just attend the Relay for Life event. I learned that there is so much preparation and fundraising needed to be done prior to the event. By attending team meetings and making myself aware of smaller events that fundraiser for Relay for Life at UCF, I was able to gain the full experience and truly see the value of what is being done. Through this course, I was able to connect the real world to the course and involve myself in the community all while learning how to communicate my experiences to others.

Overall, my eyes have been opened to the needs of the community, and I have come to realize that I am not too insignificant to help. In serving my organization, Relay for Life has gained some help with hosting their event this year, but in a long-term sense they have gained support, funds, and another person to testify of the good works of the organization. In the future I plan to continue my work with the American Cancer Society and attend other Relay for Life events.

Approximate impact number: 300
66) Alec Santiago

Course: SPC 1608H Honors Foundations of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: Relay for Life

Relay For Life is done with the intention to celebrate the bravery of those living with cancer and those who have overcome it. It also aims to remember those who lost their fight to cancer and raise funds to fight the spread of the disease. The act of coming together as a community to show support to those struggling with cancer and their families is something which really helps them make it through incredibly tough times.

The act of the Relay is symbolic of the exhausting fight those with cancer must face. Each person there honors their fight by having at least one person from each team on the track until dawn. Each bag at the luminaria ceremony represents a loved one lost to cancer, and the silent lap around the track allows everybody to come together in mourning, as well as really show the shocking number of people that have been affected by cancer. The lights in the luminarias represent the hope that, with hard work and dedication, a cure will one day be found.

As a service-learning member of this event, I worked with and spoke to members of this volunteer community and began to understand the importance of a community support system. It left me with a greater appreciation for Relay for Life and has given me something to speak about, not for a grade, but out of genuine passion.

Through my work tabling, I impacted about 40 people between my handing out of flyers and conversations that I held with people who were interested in taking part in the event. At the event, I spoke with about 10 other volunteers, and about 20 team members raising money.

Approximate impact number: 70 individuals

67) UCF COM MedPACT Yantaló, Peru
Zach Helm, Bradford James, and Chavi Rehani

Course: Longitudinal Curriculum
Instructor: Dr. Marcy L. Verduin
Community Partners: Yantaló Peru Community Clinic

MedPACT, Providing Across Continents (MedPACT) is a student-run organization dedicated to increasing awareness of global health disparities and meeting the needs of medically underserved populations, locally and abroad. To this end, MedPACT now organizes and facilitates an annual service-learning trip to Yantaló, Peru.

MedPACT’s first trip to Yantaló was in 2017, and our interdisciplinary team included 10 volunteer faculty across 8 medical specialties, and 22 students from the UCF College of Medicine, UCF College of Physical Therapy, and UF College of Pharmacy. Planning of the trip required multi-institutional collaboration to build our partnerships, locally and within Peru, into an impactful service-learning experience focused on sustainable global health. Through our partnership with Fundación Yantaló, our team provided comprehensive free medical care and specialty surgeries to 355 patients at the Yantaló Community Clinic. The team used evidence-based best IPE practices, including huddles and debriefs, to facilitate student learning and optimize patient care. Integration of a local electronic health record (EHR) promoted continuity of care and encouraged asset-based thinking in a limited-resource setting. Students gained experience in clinical skills, interprofessional collaboration, and cultural competency while caring for a diverse patient population.

The Yantaló trip allows medical, physical therapy, and pharmacy students the opportunity to provide sustainable care through an interprofessional approach. We aim to continue this trip every summer to provide longitudinal care to the same underserved population, and expand our outreach by bringing students from different medical specialties including nursing and social work.

Approximate Impact Numbers:
355 patients
16 surgeries