

*"Every individual matters.  
Every individual has a role to  
play. Every individual makes a  
difference. And we have a  
choice: What sort of difference  
do we want to make?"*

- Jane Goodall

Service-Learning  
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## Service-Learning Student Showcase



Wednesday, November 14, 2018  
10 a.m.-3 p.m.  
Pegasus Ballroom, Student Union



Experiential Learning  
Division of Teaching & Learning

### **Agenda**

- 10:00 Presentation of Student Service-Learning Displays Open  
for Public Viewing
- 2:30 Student Welcome, Victoria Guise and Brandon Caradonna  
Recipients of the Spring 2018 Peer Choice Scholarship
- 2:35 Awards Ceremony  
Victoria Guise and Brandon Caradonna, Peer Choice Scholarship  
  
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  
Jennifer Elliott, Biology  
Germaine Graham, LEAD Scholars Academy  
Kelsie Johnson, UCF Arboretum  
Stacey Malaret, LEAD Scholars Academy  
Michael McFadden, LEAD Scholars Academy  
Irina McLaughlin, School of Teaching, Learning, and Leadership  
Leandra Preston-Sidler, Women's and Gender Studies  
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 our past and current leaders who have supported service-  
learning programming and have produced a culture at UCF that understands  
the importance of the relationship between  
academics and civics.*

### 1) Alexandra Waller

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

I had the privilege of conducting my service-learning through the UCF Community Veterans History Project, an organization that makes it their mission to record and preserve the lives and stories of all veterans who served in the United States Military regardless of age, race, or gender. The community benefits greatly from the efforts of the UCF Community Veterans History Project as the organization works to inform and teach the public about the inspirational lives of veterans whose stories are often ignored or politicized.

My service-learning with this project entailed attending a workshop where I learned the skills necessary to conduct oral history interviews, transcribing veteran's interviews to make them more accessible to the public and for research, and helping conduct events for the UCF Community Veterans History Project during Veteran's Month.

My service-learning within this organization was vital in helping me meet the objectives of my oral communication course and gave me first-hand knowledge about the art of speaking and its importance. From my experience with this organization I learned about the challenges and rewards faced in preserving oral histories. For posterity, the UCF Community Veterans History Project will help form the knowledge and stories we pass to the next generation, and thus I hope I have the opportunity to continue working with them in the future.

## 2) Taylor Barnes

Course: SPC 1608H Honors Fundamentals of Oral Communication

Instructor: Dr. Christine Hanlon

Community Partner: Hagerty High School Robotics

The products of engineering constantly surround us. In order to sustain this technologically-driven world, it is important to train the innovators of tomorrow, today. Hagerty High School does exactly this with its robotics club, an organization whose goal is to inspire children to learn about STEM and professionalism. The club uses robotics competitions as a platform for students to learn in ways that ordinary schooling cannot provide.

I have had the privilege this semester to see Hagerty High School Robotics up close, working as a mentor to the youngest of three robotics teams that comprise the club. I have been attending the meetings where this team designs, builds, and programs their robot. My role in this process has been to workshop with them, teaching and giving them advice on how to effectively work through the design process.

My purpose in this service-learning partnership was to enrich my understanding of oral communication, largely through communicating on behalf of the club through speeches. Communicating effectively requires experience and knowledge. Putting in as much time and effort as is required in service-learning gave me the experience and knowledge needed to communicate effectively on my organization's behalf. It should also make me a more effective speaker in general because of my increased level of experience.

The students of Hagerty High School Robotics benefit from having mentors who teach them new things; I hope to continue to be one of these mentors after this semester.

Impact Number: 50 club members

## 3) Stop Straws

Allison Pecenka, Santiago Gonzalez, Cameron Moore, and Max Desiano

Course: LDR 3215 Leadership through Service: Environmental Issues

Instructor: Dr. Haley Winston

Community Partner: IDEAS for Us

In recent years ocean and marine life conservation has been brought to the forefront of environmental activism efforts due to the growing stress human consumption puts on these ecosystems' survival. With population growth and consumerism on the rise, more trash is being produced than ever with an unprecedented amount ending up in our oceans. According to *The World Economic Forum*, seaborne trash is expected to outweigh fish by the year 2050.

One of the more recent campaigns has been to eliminate the practice of single use plastic straws, posing significant threats to the oceans and marine life due to their easy ingestion, non bio-degradable makeup and single use nature. In our LEAD Scholars course, "Environmental Issues" we were tasked with developing a "Change Project", creating tangible social change in our community by partnering with a nonprofit focused on environmental activism.

We chose to work with IDEAS For Us, an international nonprofit funding environmental community action projects. IDEAS For Us challenged us with the mission of turning UCF's campus away from single use plastic straws and toward more sustainable alternatives. We have been working to have straw policies implemented at all of UCF's restaurants, making the switch to providing straws only when requested rather than automatically with every drink. We have been spreading the word of our movement through Snapchat filters, posters around campus and hosting an event screening the documentary "Straws." Our next step is working with SGA and Aramark, the food service provider to implement a campus-wide straw policy.

#### 4) Daniela Ovando-Martinez

Course: SPC 1608H Honors Fundamentals of Oral Communication  
Instructor: Dr. Christine Hanlon  
Community Partner: Patty's Parrot Palace

"The bird comes first" is the mission statement that is respected by the non-profit organization, Patty's Parrot Palace. This organization fulfills their mission statement by rescuing and rehabilitating parrots around the country. Parrot Palace provides the saved parrots a healthy diet, mind-engaging toys, and most importantly a loving home with substantial space to fly around in their home built aviaries.

My service-learning project entailed up-keeping the parrot's homes by making sure it is clean and supplying them with nutritious meals. On top of that, I assisted in Parrot Palace's first grand opening event to fundraise for a new aviary while raising awareness of their organization. My service-learning helped me accomplish the learning objectives by bequeathing a zealous passion for this organization; this has inspired me to construct a powerful speech using the tools of oral communication that will leave my audience with a lasting impression.

From my overall experience, I learned how much work is needed to raise and promote a non-profit organization from scratch in addition to the care that is required for all 101 parrots. The short-term benefits served by me and the organization is providing the parrots a clean, loving home while the long-term benefits are providing this home for decades to come.

My impact number is roughly 301: the guests of the grand opening event leaving with the impression of Parrot Palace and one for each parrot I changed their food or cleaned up after, making their home the best it can be.

#### 5) Grace St. John

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

Buddy Break is an organization under the wings of Nathaniel's Hope that seeks to bridge the gap between the community and special needs children. According to their website, Buddy Break's mission is "dedicated to sharing hope with kids with special needs (VIP kids) and their families."

In my service-learning, I engaged in several activities such as training to interact with special needs children and participating in the actual events by being a buddy to a special needs child. I also helped set up and tear down the buddy breaks, and helped organize all the supplies to their necessary locations. The learning objectives were met in the course as my service learning organization taught me the value of oral communication- both as a speaker to a large audience and in one on one communication.

My experience with working with Buddy Break has been empowering and eye opening. Short term, I learned valuable skills for working with special needs children, like the proper way to handle their equipment. Long term, the experience broadened my view on how to love people and showed me that people have intense value and personality regardless of what is on their medical sheet. I do not have to be "uncomfortable" when interacting with special needs people, because they are people just like me. I am excited to continue to work with Buddy Break more in the future and would even like to take the six hour training course to become a coordinator.

Impact number: 40 people (Parents, VIPs, and siblings)

**6) CATS-CAN Team**  
**Emily Carey and William Hall**

Course: SPC 1608H Honors Fundamentals of Oral Communication  
Instructor: Dr. Christine Hanlon  
Community Partner: CATS-CAN

CATS-CAN is a small organization based in Oviedo, Florida, dedicated to the preservation/care of feral cats. Their primary goal is to either find a loving home for these cats through adoption services, or to elongate the lives of cats being released back into their natural environment. Both of these options prevent cats from otherwise being killed off or faced with unnecessary dangers. Our work primarily involves promoting cat adoptions, maintaining/servicing the cats on display, registering adoptions, moving/constructing cat equipment, and assisting in trapping feral cats outdoors as a part of CATS-CAN's trap-neuter-return program.

Working with CATS-CAN helped us to accomplish our learning objectives by exposing us to real-world work scenarios in a casual, non-stressful format, giving us plenty of time to gain information about the organization and use said info to practice talking to many different individuals about our organization. As such, this experience helped us to learn how to strengthen our individual presentational styles, and led to us being more adaptable in completing social activities. In the short term, we help cats get adopted while also gaining service hours for our speech course, reaching an impact number of BLANK representing the amount of cat adoptions we contributed to. In the long term, we learned valuable speaking skills to use in our future careers, in addition to promoting the extended protection of cats. Both of us plan to continue working with CATS-CAN after this course, as this organization's mission is valuable to us both.

**7) M.A.C.Y.**  
**Yasmine Al-Khub, Meaghan, Carissa Hastings, and Anna Hosner**

Course: SPA 6417 Cognitive Communication Disorders  
Instructor: Dr. Anthony Pak Hin Kong  
Community Partner: Share the Care-Conway

As students studying speech-language pathology, there are many populations that we have the opportunity to serve. One of these populations includes individuals with dementia and other cognitive-communication disorders, which we were able to work with first-hand in a service learning project that was completed as part of a course requirement for our Cognitive Communication Disorders class with Dr. Kong.

Throughout this service-learning project, we met with members of Share The Care, Inc. (STC), an adult day care center. STC is a non-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. The Conway facility is the largest STC and serves approximately 45 adults from Orlando that require supervised daily care. Our role at STC was to lead therapeutic activities and engage the clients in a way to increase self-esteem, cognition, and social interactions. The project consisted of art-based therapeutic activities which helped to increase the client's communication opportunities and interactions with all communication partners. The activities involved skills including following directions, categorizing, and naming. We also used games and worksheets to work on cognitive tasks targeting attention, memory, and problem solving.

The outcome of this project is that we were afforded real-word experiences. We had the opportunity to engage in interprofessional collaboration, as well as gain experience preparing materials and adapting plans to the changing needs and wants of the clients.

## 8) Abigail Reynolds

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

I have been working with the Office of Representative Carlos Guillermo Smith, our District 49 Florida House Representative, for my service-learning experience. This office is entirely focused on the ways in which it can best serve its constituents, whether it be through responding to emails or through the drafting of legislation.

Throughout my service-learning experience, I was lucky enough to help this mission come to life, as I got to respond to many constituent inquiries, which required both policy research and communication skills. Performing these duties allowed me to present more effective speeches in class and learn skills integral to the speech writing process. The most beneficial part of my service-learning project was the opportunity to represent the ideals of an organization rather than my own ideals, preparing me for the work I will do in the future. The organization also benefited from this experience, as I helped them respond to constituents' concerns. I also had an opportunity to impact and assist individuals residing in District 49 by responding to their inquiries, addressing concerns regarding everything from the issue of conversion therapy to the effects of red tide.

My work has impacted all 159,069 civilians residing in the district, as I have been serving this office that essentially works for the people in the district. I do hope to continue working with this organization in the future as it has been a great experience, and I have been able to help serve the local community.

## 9) Sharing the Care

Julia Attaway, Kalyn Schirack, Rachel Hampton, and Emily Mann

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

Service-Learning allowed us the experience to work at Share the Care, which is an adult day care and respite for individuals and caregivers who wish to keep their family members at home. Share the Care's mission is to offer services, education, training and support to caregivers to allow them to eliminate the need for institutional care. The location where we had the opportunity to serve had eighteen clients with dementia, Alzheimer's disease, and traumatic brain injury.

Our role at Share the Care was to come up with new ideas to engage clients in group activities related to building and/or maintaining cognitive abilities. The activities we provided and facilitated included memory scrapbooks, music-related activities, jeopardy, simple crafts and recipes. These therapeutic tasks helped to promote participation and socialization with other clients and to encourage active thinking. It also relieved the limited staff for an afternoon a week from having to come up with beneficial activities. The services we provided helped to meet the learning objectives of knowing the characteristics of cognitive-communicative disorders, identifying characteristics of the disorders for differential diagnosis and learning how to structure activities for people with cognitive-communicative disorders.

## **10) Fairtrade at UCF**

**Emely Beira and Nicole Kraemer**

Course: IDS 3150 Foundations of Environmental Studies  
Instructor: Dr. Richard Plate  
Community Partner: Aramark, UCF Dining

As my service-learning project, I joined UCF's Fairtrade Campaign. The goal of this campaign is to make UCF a Fairtrade designated university. This designation means that there are at least two Fairtrade certified products (FCPs) offered at each campus retailer.

FCPs are critical in contemporary sustainability challenges. FCPs meet the three pillars of sustainability: environmental, social, and economical. FCPs meet the environmental pillar because these products are grown in a sustainable, environmentally-friendly manner. They meet the social pillar because the farmers growing the crops from which these products are sourced are treated fairly and with dignity. Finally, FCPs meet the economical pillar by ensuring farmers have a livable wage so they can cover their production costs and support themselves and their family.

During my time with this campaign, we worked towards achieving goals that are necessary to reach Fairtrade designation from fairtrade-campaigns.org, the organization responsible for giving this designation to campaigns. We teamed up with Aramark/UCF Dining and hosted four major tabling events to increase awareness of our campaign and what Fairtrade means. Our biggest event was a self-care event, where we invited students to make DIY facial products from Fairtrade products. We also focused heavily on expanding our campaign's social media, dramatically increasing followers, thus increasing awareness about our mission and what Fairtrade is.

As the second largest university in the nation, becoming a Fairtrade campus will have a large impact in sustainability and responsible consumerism.

## **11) A Sensory Approach to Reminiscence Therapy for Veterans with Dementia**

**Mayumi Sembrano, Jennifer Martin, Valerie Nevilus, and Tracy Lu**

Course: SPA 6417 Cognitive Communication Disorder  
Instructor: Dr. Anthony Pak Hin Kong  
Community Partner: Christina Lafex

Dementia is a progressive neurological disease that is characterized by memory loss, cognitive decline, and deterioration of other mental functions. It has a devastating impact on activities of daily living and social interactions. A wide range of cognitive-linguistic therapy interventions have been found to be effective with this population. Specifically, Reminiscence Therapy is intended to strengthen cognitive memory and encourage interpersonal communication.

A therapist facilitates discussions of past experiences using physical items that are visually, tactilely, and auditorily connected to a specific topic or theme. Sensory boxes for reminiscence therapy stimulate the five senses to encourage richer memories. The residents at the Orlando Veterans Administration Community Living Center (VA CLC) need stimulation and social interaction to improve their quality of life.

The mission of the VA CLC is to "provide veterans the opportunity to achieve optimal function in order to maintain or improve the quality of their lives." One of the main knowledge objectives this project addresses is "Explaining how to structure specific activities to achieve changes in individuals who exhibit cognitive-communicative disorders." As the clients at the VA do not receive cognitive-linguistic therapy from Speech-Language Pathologists currently, our goal was to provide the rehabilitation therapists at the facility with a ready-made tool that can be used to stimulate cognitive-linguistic skills, which are important to be maintained in this specific population. Each sensory box was curated around an interactive theme, with suggestions to elicit positive emotional experiences.

Our Reminiscence Kits will effect 120 of the residents at the VA CLC.

## 12) Paul Apfelbaum

Course: SPC 1608H Honors Fundamentals of Oral Communication

Instructor: Dr. Christine Hanlon

Community Partner: Roarbots: FIRST Tech Challenge Team

My service-learning organization is the Roarbots, a FIRST Tech Challenge team. FIRST is a robotics competition that hosts events for High School level and younger students. I mentored this team through the first half of the build season. This means that I taught students how to use the Computer Aided Design software, and brought in my previous experience with similar FIRST competitions that have been held in the past. I was hands on with the design and building of the robot, though not as much as the students were.

The personal experiences, and good that FIRST does gave me lots to speak about in my oral communications course. I learned a new CAD software, before I had only used Solidworks, so it gave me a broader background in CAD which will help me as an engineer. I also have gained from the experience from the other mentors who have years or decades of engineering jobs. The team gains a person with tons of prior experience with FIRST competitions, while I get a more diverse engineering perspective by joining with another team. I will continue at least until the end of this competition season. I have impacted 17 students and 4 other mentors.

## 13) Bryan Brock

Course: IDS 3150 Foundations of Environmental Studies

Instructor: Dr. Richard Plate

Community Partner: Marine Science Center

During my time at Marine Science Center, I have learned a remarkable amount of information regarding the organization and how they sustain our environment. I worked in the education department and my main goal was to go into detail about the three R's; rescue, rehabilitation, and release. I worked on the floor of the aquarium and turtle terrace, having guests hear my interpretation of every exhibit we have to offer.

My best experience was educating the public about the jetty tank, being quite similar to the jetty out at Ponce Inlet beach. We had rescued animals from the ocean in this tank and are there to stay because they are not capable to be in the environment because of their injuries.

Every exhibit is different and unique in every way. One exponential reason why guests come to the gallery is because of the touch tank. This tank is to show how fun our environment can be with a first-hand experience of touching wildlife. The gallery has on average 75-125 guests per day and always intrigues those people on what we have to offer.

Education is a great area to show the public of how rehabilitation is key and to denounce how some of those injuries are from humans today. The actions that Marine Science Center takes on sustains our local level and will always be a great source to rescue, rehab, and then release marine animals.

#### **14) Sustainability Stylish** **Jady Chen and Juliette Verley**

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

For our service-learning project, we partnered with the HIVE, a program that focuses on community-based local solutions to United Nations Sustainable Development Goals. The HIVE is a program of IDEAS for US, a nonprofit organization that funds and scales environmental solutions.

Our service-learning objective was to select a sustainable development goal and create a local action project to address that goal in our community. We chose sustainable consumption and production and wanted to create local action around fast fashion. Our goal was twofold: we wanted to encourage college students to not only donate their old clothes to thrift stores to divert them from the waste stream, but also to get college students to shop at thrift stores instead of purchasing typical retail clothes that are detrimental to the environment and violate human rights in developing nations.

We've accomplished our goal by partnering with Plato's Closet/Style Encore for a clothing drive with the incentive of \$5 coupons to their thrift stores- if students donated, they received a coupon. The clothes donated were taken to Plato's Closet and the funds gathered from selling the clothes were given to IDEAS for US as part of the fundraiser. Clothes not taken were donated to local shelters. So far we've diverted 221.7 pounds of textile waste from the waste stream into our community and helped people save \$100 with our coupons.

We are still gathering donations. We additionally created educational materials related to our Sustainable Development Goal for The HIVE to distribute.

#### **15) Nina Lopez**

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

My SL organization is Kiwanis. Their mission is to empower communities by changing the lives of children and developing student leaders. My service-learning project addresses the need for accessible community engagement and the ongoing need for fundraising. This project entailed reaching out to diverse groups of people and implementing direct action. "Friendraising" is a method to support global and local change. It is also a way to make connections beyond conventional networking.

I've attended meetings and contributed to volunteering projects with multiple Kiwanis family branches. SL Objectives 1, 2, and 6 were explored throughout these collaborative experiences. See my SL poster for more details. Throughout my SL, I learned that leadership is learning with those alongside you.

My overall experience taught me that communication is crucial for execution and that miscommunication can be sorted quickly and with a smile. The short-term benefits are fun at service projects and the indescribable feeling you get when you know your presence is enough to make someone's life better. Long-term benefits include face-to-face friendship and fellowship, as well as increasing the health and happiness of communities globally and locally.

Once I complete this course, I will continue to serve with the Collegiate branch of Kiwanis that is on UCF's campus (CKI). In addition, I will continue to attend Kiwanis meetings and participate in their service projects.

My approximate Impact Number is 90. This number represents the number of Kiwanians, Key Clubbers, CKIers and members of the community I worked with and served.

**16) Hoping for Change**  
**Alyssa Martin and Cloe Ryder**

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

This semester we choose to work with Hope Helps for our service-learning project. Their mission is: "To prevent and reduce homelessness in Central Florida by equipping individuals and families to become self-sufficient through Housing, Outreach, Prevention and Education."

We helped at their retail thrift store called Hope Chest. At the thrift store, we sorted donations, placed items around the store, and helped customers. Our project met the learning objectives of our speech course because we each got to meet lots of different people and effectively communicate and listen to them. Based upon our experiences at Hope Helps, we were able to inform students in our classes about their mission.

We both plan to continue working with Hope Helps because supporting their mission is a satisfying means of meeting the service hours requirement for our sororities. In the short-term, we organized the thrift store which allows customers to easily get the items that they need. In the long-term, we helped our organization raise money for families who need it through the sale of the items that we organized and put away. From our experience with Hope Helps, we learned how to make people feel more confident when shopping at the thrift store.

Our impact number is 315. Working for Hope Helps, we connected with 315 people concerned for the homeless and helped them by answering questions, organizing donations, putting away items and making a clear connection between their purchases and the mission.

**17) Kaitlyn McPhee**

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

The mission of Planned Parenthood is to provide comprehensive reproductive health care services, provide public education programs to enhance individual knowledge and community well-being, and to promote further research in the field, while advocating for governmental policy to reflect such values.

My specific service-learning project entailed getting involved in a diverse array of events and to educate and evoke action from all those I engaged with. Whether that be having them call their representative or even signing up to be a supporter, my goal was to help them understand why their help was necessary and beyond that appreciated. Every event that I participated in helped bring the goal into fruition.

My overall experience was tremendously positive. The short-term benefits that my organization provides the community includes things like contraceptives as well as knowledge and control over their own bodies. Long term it would be the confidence that comes with the knowledge they have gained and a sexually healthy body.

I will try to remain involved with this organization to the best of my abilities because I truly believe in their message. My impact number is roughly 150,047. This number reflects the number of people who were exposed to the messages of Planned Parenthood. Primarily this number is composed of a rough estimate of how many people attended Orlando Pride and individuals I personally contacted during a phone bank.

## 18) KNIGHTS Clinic

Sandeep Bala Bala, Ali Martin, and Zachary Thompson

Course: Curricular Longitudinal Theme

Instructor: Dr. Magdalena Pasarica

Community Partner: Grace Clinic

The Keeping Neighbors In Good Health Through Service (KNIGHTS) clinic is a free clinic that serves socioeconomically challenged and underserved populations in the Central Florida community. Students coordinate direct health care services, health promotion, disease prevention, social support, and appropriate referrals to medical and social resources in the community. It is staffed by students supervised by physicians, pharmacists and counseling volunteer faculty who work in interdisciplinary teams. The objective of this quality improvement project is to improve the student and patient experience at KNIGHTS clinic by identifying the most important and actionable opportunities for improvement and create appropriate interventions to address these.

By interviewing students from in and out of clinic leadership positions, interviewing students who provide patient care, looking at the guidelines for each leadership position, creating process maps for patient flow and clinic communication, getting information from other student-run free clinics, and literature review, we identified three major areas of opportunity to improve the patient and student experience at KNIGHTS clinic: (1) To optimize clinic processes, (2) to enhance collaboration and (3) to promote educational opportunities within clinic.

Through multiple interventions, this quality improvement project addresses three major opportunities for improvement to enhance the patient and volunteer experience at KNIGHTS clinic.

## 19) Amy Lebanoff and Abby Lapinski

Course: IDH 3955H Study Abroad: Honors Mexico

Instructor: Dr. Maria Santana and Zholey Martinez Brandariz

Community Partners: Carazon de Maria and Casa de la Salud (Chiapas, Mexico)

As part of a cohort from the Burnett Honors College, we travelled to Mexico in summer 2018 with the objective of developing cultural fluency while addressing the needs of an indigenous community. Chiapas is the southernmost state in Mexico and home to twelve federally recognized ethnicities. Historically, these groups have faced discrimination in education and healthcare among other areas of daily life. Indigenous families' livelihoods often depend on interactions with English-speaking tourists.

To prepare local students with adequate English and math skills and in turn build economic strength, our group from UCF and our Mexican peers team-taught 120 middle to high school age students for five days. We implemented entertaining activities and academic lessons, adapting plans as we became more familiar with our students' abilities and interests. In addition to education, we wanted to make an impact on the community's healthcare resources. Before arriving in Mexico, we raised funds for two medical supply kits totaling \$4,000 in value. These were given to the community leaders following a discussion of the most pressing medical needs. Our nursing and pre-medical students also had the chance to work with the staff of a women's clinic.

Class time allowed for thoughtful discussion about current situations in Mexico and the intricacies of gender and ethnicity that may come into play. This was complemented by the meaningful interactions with our Mexican peers and the students we taught, ultimately making us more aware of and invested in the success and sustainability of indigenous communities.

Impact Number: 120 students; \$4,000 of medical supplies

## **20) Adrian Green**

Course: SOP 3742 Psychology of Women

Instructor: Dr. Martha Hubertz

Community Partner: Second Harvest food Bank of Central Florida

Grateful!

For 5 days I had the privilege of assisting Second Harvest Food bank of Central Florida with the preparation of over 10,000 lunches and dinners for needy families in Central Florida. The amazing part of this experience wasn't the volunteer work that I provided. It wasn't the thousands of families that received this assistance; but it wound up being the lessons I experienced by witnessing various ethnicities, genders, age brackets, and disabilities encouraged and supported one another physically and psychologically.

I attribute this experience as well as my awakening moment to the Service-Learning course SOP 3742 Psychology of Women because it provided a platform that recognized benefits of partnering education with our technical talents. This semester Professor Martha Hubertz challenged us to leave this course with an in-depth understanding of the complexities of gender differences through critical thinking and evaluation. She encouraged us to explore new ideas, attitudes, and traditions concerning traditional gender roles with an unbiased position. She also spotlighted the walls of segregation and discrimination that contributes to the erosion of true humanitarians we are created to true be. So, when I began this process I went in with a critical eye for any unspoken rules, gender bias social norms, and discrimination of any part.

Second Harvest provided none of these unacceptable behaviors and they epitomized their mission to grow hope in Central Florida by creating pathways to nutritious food; which in turn would provide a brighter future for all by cultivating a healthy, hunger-free environment.

## **21) All Level Athletes**

**Kristina Durham and Kristen Scott**

Course: SPC 1608H Honors Fundamentals of Oral Communication

Instructor: Dr. Christine Hanlon

Community Partners: Special Olympics Florida and UCF Football Team & Athletic Trainers

I, Kristen Scott, worked with Special Olympics Florida for my service-learning project which is an organization committed to helping the mentally disabled develop skills, opportunity and life satisfaction through sports.

The UCF football team and athletic trainers, another organization committed to learning through sports, is who I, Kristina Durham, worked with. This fall, I coached athletes and did paperwork for high-level employees, thereby learning more about how Special Olympics operates at a level above that of a volunteer. With the football team's athletic training staff, I was a hydration specialist, and I shadowed athletic trainers. I learned about the important work of ATCs and how they keep UCF's athletes healthy and injury free.

Our projects met the learning objectives for this course because we met with athletes of wide ranging communication skills and we relayed messages in more simplified contexts than they had been given to us, either while coaching or describing treatment. My experience with Special Olympics taught me to appreciate everything that I have been given. My organization benefited from my work with them because I gave ideas on different subject matter relating to events while working with them, and I plan to continue working with them as a camp counselor during the summer.

My impact number during my service was 16. While working with the athletic trainers, I contributed by helping them with whatever they needed and by coming to football practices to keep the players hydrated. My impact number was 164.

## 22) Students for Democratic Change

Emma Bancroft and Ashlyn Picard

Course: SPC 1608H Honors Fundamentals of Oral Communication

Instructor: Dr. Christine Hanlon

Community Partner: Carlos Guillermo Smith and Anna Eskamani Campaigns

Emma worked with the Anna Eskamani campaign for Florida House 47, and Ashlyn worked with Representative Carlos Guillermo Smith's office. While Eskamani is a candidate and Smith an elected official, both are committed to making positive change in Florida through commonsense gun control legislation, LGBTQ+ rights, women's rights, environmental protection, and much more. Through the campaign, Emma's main responsibilities were calling voters for their support, both through their votes and their time volunteering, as well as canvassing door to door.

Ashlyn's responsibilities included managing Rep. Smith's professional calendar and addressing constituents' problems and questions by email or phone. Through these important tasks, we were able to practice our oral communication skills in an informal manner; in class we were tasked with synthesizing the important aspects of our organizations and informing and persuading our audience in a more formal atmosphere.

Through our work with our service-learning organizations, we hope to inspire positive change in Florida by spreading awareness of important issues in today's world as well as passing legislation that will create opportunities for Floridians of all races, ethnicities, genders, sexual orientations, classes, and abilities.

Emma has reached about 220 people through canvassing and phone banking, while Ashlyn has impacted the population of District 49, 159,069 people, through hers. While we plan on continuing our work after the semester ends, the positive mindsets and practical legislation that we can help to set into motion to help all Floridians will long outlive our time with these organizations.

## 23) McKenna Morrissey

Course: IDS 3150 Foundations of Environmental Studies

Instructor: Dr. Richard Plate

Community Partner: Red Tide Epidemic

The service-learning project that my group and I focused on is to decrease the red tide epidemic. The red tide is due to the *Karenia brevis* algae. Red tide has appeared on the southwest coast since October 2017 and recently spread up the panhandle.

Red tide are potent neurotoxins that affect the nervous system of fish, aquatic animals and birds which has driven a decline in their populations. Some of the ways red tide is caused is by runoff of fertilizer with high concentration of phosphorous and nitrogen used in agriculture and recreation. One of the life under sea sustainable development goals includes increasing the population of fish since it is the largest form of protein in the world.

My colleagues and I constructed an ecofriendly fertilizer to decrease the red tide. We used five pounds of food scraps taken from our own homes and worms to make the fertilizer. The food scraps include bread, fruits, vegetables, rice, tea grounds and coffee grounds. My group and I are forming an experiment. A fertilizer with high concentrations of phosphorous and nitrogen (variable A) and an ecofriendly fertilizer (variable B). We plan to plot 2 flowers, one in variable A and one in variable B and measure the difference in growth. Our hypothesis is the fertilizer with coffee grounds (variable B) will grow faster. This experiment will test that my colleagues and I have made a fertilizer that is more cost efficient for the consumer and decrease the red tide epidemic.

## 24) Andi Zavalla

Course: SPC 1608H Honors Fundamentals of Oral Communication

Instructor: Dr. Christine Hanlon

Community Partner: Give Kids the World

Give Kids the World was founded to give children with life-threatening illnesses the experience of a lifetime at no cost. This type of organization was needed in the area because families who have children with these life-threatening illnesses are often going through an emotionally and financially difficult time. There are many opportunities available at the Village and I served by driving the cookie cart and serving in the Rockin' Spa, Castle of Miracles, Ice cream Palace, and pool party.

My project with GKTW helped me achieve class objectives as it served as my topics for my speeches. My experience in the opportunities at the Village aided me in delivering my informative and persuasive speeches, as I was able to inform the audience of involvement available to them and persuaded them to get involved. GKTW taught me the importance of giving back and the power of hope and community support. In the short-term, my work gives families a fun way to escape the difficulties they face in everyday life.

My service benefits my organization, as the Village relies solely on volunteers to serve the families. In the long-term, this experience has encouraged my passion for helping those in need while The WISH families are given hope. The organization benefits because the more people that volunteer, the more awareness is spread about the mission of the Village. After completing the course, I will continue my service at GKTW and am very grateful for my involvement with such a great organization.

Impact Number: 150 individuals served

## 25) Working Towards a More Harmonious Planet

Isabel McCann and Clara Kolterman

Course: SPC 1608H Honors Fundamentals of Oral Communication

Instructor: Dr. Christine Hanlon

Community Partners: Anonymous for the Voiceless and UCF Arboretum

This semester our team worked with Anonymous for the Voiceless and the UCF Arboretum. The Arboretum's mission is "to cultivate, celebrate, and communicate the value of plants, ecosystems, and biodiversity to human well-being." The mission of Anonymous for the Voiceless is to "equip the public with everything they need in switching to a vegan lifestyle." Through education, both organizations prepare people understand how our actions can impact the wellbeing of humans, animals, and our planet. These projects address the community need for ethical, sustainable food.

Through its community garden and plant-based cooking initiatives, the Arboretum teaches students how to make educated choices about sustainable food. Through street activism, Anonymous for the Voiceless educates the public on how to end animal exploitation through our consumer choices. While the UCF Arboretum has no stance on veganism, it does teach UCF students how to prepare dishes with produce from the community garden and grow our own produce.

With the UCF Arboretum, Isabel McCann worked in the community garden and represented the Arboretum at tabling events, where she taught students how to seed their own plants and advertised Arboretum events. Clara Kolterman worked with Anonymous for the Voiceless at Cube-of-Truth events, where she made connections with people to educate them and encourage them to become vegan.

The measurable impact of these organizations may seem small in comparison to the incomprehensibly large-scale solutions required to save our planet. However, every person our organizations impact will help us in our mission to build a harmonious planet.

## 26) Nathan Leemis

Course: SPC 1608H Honors Fundamentals of Oral Communication  
Instructor: Dr. Christine Hanlon  
Community Partner: Florida Fish and Wildlife Conservation Commission

The Florida Fish and Wildlife Conservation Commission (FWC) is a state governmental organization that protects and regulates the natural lands and waterways of Florida. Florida's woodlands and waterways are an important source of recreation for Floridians, and the FWC works to keep these ecosystems healthy. During my service project, I helped an FWC biologist perform duties such as canal maintenance, herbicide treatment, and post-treatment monitoring. I also operated PowerPoint slides at a Florida Aquatic Plant Management conference.

Integrating service with the learning objectives of the course, I engaged in structure reflections in the form of daily service logs and post-speech reflection assignments. By learning to communicate in an academic context and in a service context, I developed a well-rounded understanding of oral communication. Through this service project, I learned to effectively communicate and collaborate with other environmental groups. I also learned the value of networking outside one's own organization.

In terms of benefits, I helped the FWC in the short-term by giving them my service and helping remove non-native plants. My work with herbicides and plant removal will have long-term benefits in both Lake Sarah and Smyrna Dunes Park and impact the communities that use them. My work at the training conference has long-term benefits through improved education and treatment practices. I gained much experience from this project and I intend to continue serving the FWC.

My impact number is 396. This includes the 37 canal-dependent properties, 9 acres of treatment area, and 350 training conference attendees.

## 27) Ashley Welch, Samantha Feliciani, and Brooke Kittleson

Course: SPA 6417 Cognitive Communication Disorder  
Instructor: Dr. Anthony Pak Hin Kong  
Community Partner: Central Florida TBI Support Group

The Central Florida Brain Injury Support Group is a group organized to provide socialization and support for individuals that have experienced a traumatic brain injury (TBI) and their family members. Following a TBI, many individuals experience overstimulation in social settings and tend to isolate themselves, sometimes feeling misunderstood by others because they suffer from an "invisible" disorder. This group provides a chance for individuals to express their frustrations and find comfort in community with individuals with shared experiences.

During our time with the organization we met with the survivors and the family members at their bi-monthly meetings to learn about their stories. We facilitated two meetings and also helped to plan their annual Thanksgiving and Christmas social events, a highlight of the year for many individuals in the organization. There were between 8-15 individuals in the group during these meetings.

## **28) The Green Action Club**

**Raymond Morales, Michelle Metts, Kirsten Bouck, Joseph Gawne, Ashlyn Bazy, Andrew Geml, Allison Pencenka, Emmanuel Soto, and Caralyn Tenney**

Course: IDS 3150 Foundations of Environmental Studies

Instructor: Dr. Richard Plate

Community Partner: Dave Finnegan

Green Action Club's mission is to bring environmental education to early education in Southern school systems. The objective of the project is to get students and parents engaged in creating a clean and green future together through engaging the students in basic environmental discourse and empowering the parents with information they need to make to switch to environmentally friendly living. This addresses the need for education on climate change in elementary and middle schools that most southern states, such as Florida, lack in their curriculum.

Our group is working on developing educational units based on components of Florida's ecology, focusing on key species such as Coral, the Florida Panther, and the Black bear. These species are tied back to climate change in a way that presents environmental research on Climate Change in a simplified manner. The presentations are interactive and include a mixed mode composition with a lecture, a song, and a game that engages the students. Throughout the day, each grade is taught a specific unit tailored to their age group before gathering at the end of the day for a school wide assembly to review what they've learned with their schoolmates. Following the assembly, students and parents will attend an exhibit and receive a checklist that includes information and products available for switching common household practices from unsustainable to environmentally friendly.

Climate Change is Elementary, the founding organization for Green Action Club, has successfully presented in twenty-six schools in Connecticut, Massachusetts New York, New Jersey, Maryland and Colorado.

## **29) Brain Fitness**

**Molly Killane, Jennifer Froehlich, Hannah Bolt, Jamie Summerfield, Jordan Schroeder, and Demi Miret**

Course: SPA 6417 Cognitive Communication Disorders

Instructor: Dr. Anthony Pak Hin Kong

Community Partner: Brain Fitness Club

Our group collaborated with the Brain Fitness Club which is designed to offer individuals with memory loss a therapeutic environment where they can actively participate and learn new strategies, complete tasks that are intended to maintain cognitive strengths, and improve activities of daily living. The purpose and mission of Brain Fitness is to challenge the members in activities that target cognition by providing a success based errorless approach.

Brain Fitness serves individuals who are cognizant of their beginning stages of memory loss and wish to participate in a program that is aimed to assist with brain health. The program was developed using an evidence-based approach and expert knowledge from Dr. Paul Nussbaum. The purpose of this project is to allow the students the opportunity to assist in reviewing and revising the Brain Fitness Club's current curriculum and activities. The students were each assigned a specific area of cognition that will be used to create and facilitate a group activity for 15 people in the Brain Fitness Club.

The mission of the Brain Fitness Club and the work we will be doing for this project relates to the maintenance approach in treatment. As we review the center's curriculum and facilitate new tasks based on specific cognitive aspects, we anticipate learning more about treatment methods for this population.

### 30) Nikhila Anand

Course: SPC 1608H Honors Fundamentals of Oral Communication  
Instructor: Dr. Christine Hanlon  
Community Partner: Dress for Success

Dress for Success (DFS) is an international not-for-profit organization that empowers women to achieve economic independence by providing a network of support, professional attire and the development tools to help women thrive in work and in life ([dressforsuccess.org](http://dressforsuccess.org), 10/16/18). This non-profit serves as a liaison for an underrepresented population of women to gain financial independence.

I volunteer as a professional stylist for the organization and create form-fitting, flattering outfits for each of my clients. We discuss personal and professional goals and how the professional clothing they would be fitted in, would help achieve those goals.

My project met the learning objectives of this course by serving as a prime example and inspiration for all my presentations and offering real-world examples from the content we learned in our textbook and online modules.

Overall, I learned second chances are a part of life and the past does not define what one can become in the future. DFS is the epitome of the ideal that the content of one's character and optimism is enough to mold oneself into the best version of themselves.

DFS ensures financial stability by prepping their clients to enter the job market as top candidates. My future goal is to start a career center for the location in Orlando and create a structured program on professional etiquette. My impact number stands at ten which represents each client I served, each interaction that yielded in nothing but happiness and gratitude in helping change their lives.

### 31) Bailey and Bazley James Bailey and Jackson Bazley

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

Our chosen service-learning organization was the UCF Arboretum. The Arboretum maintains certain valuable pieces of UCF social capital including the acres of natural land, all on campus trees, hiking trails, two community gardens, and countless other health services.

Our service-learning entailed first volunteering shifts at the Arboretum, speaking on behalf of those experiences, and reflecting on the educational community aspect of the activity- fulfilling the criteria of service-learning.

We were able to acquire experiential knowledge from the shifts working with our organization as well as engage better with our community to attain the needed information to give effective presentations on our service-learning project. Giving the presentations forced us to become experts on the Arboretum, establish credibility in that context, and gain the confidence to communicate to an educated audience.

**32) KNIGHTS Clinic: Care Coordinators**  
**Anna Thompson and Amanda McCann**

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

THE KNIGHTS CLINIC AT GRACE: IMPROVING METHODS OF PATIENT CONTACT AND CLINIC SCHEDULING USING CAREMESSAGE, SMS CONFIRMATION SYSTEM Amanda McCann1 , Anna Thompson1 , Andrew Bomar1 , Zach Thompson1 , Kylee Crate1 , Ruhi Vasavada1 ,

Intro: The KNIGHTS Clinic is a student-run, multidisciplinary clinic that provides care to the uninsured population of Orlando at Grace Medical Home. As care coordinators, we schedule and confirm patient appointments.

Problem: Solely using telephone calls and voicemails led to ineffective patient contact. We noticed empty appointment slots and many last-minute appointment cancellations and no shows. Intervention: We replaced phone calls with text confirmations using the CareMessage SMS system. Telephone calls were only used as needed.

Results: Data was collected and a Mann–Whitney U test was performed to evaluate statistical significance. The number of text messages sent weekly has increased (pre = 1.80; post = 6.91;  $p < 0.001$ ); and the number of phone calls made to patients has decreased (pre = 9.13; post = 3.81;  $p < 0.001$ ). The number of patients scheduled per clinic has increased (pre = 6.93; post = 8.40;  $p = 0.06$ ). We have seen a correlating decrease in the number of no shows (pre = 0.80; post = 0.18;  $p = 0.04$ ). Furthermore, the number of patients who responded to the text reminders with appointment confirmation increased (pre = 1.07; post = 4.45;  $p < 0.001$ ). Conclusion: This intervention has decreased the number of phone calls made per week, increased the number of patients scheduled per clinic, decreased the number of no shows, and increased the number of text confirmations. Other free clinics seeking to provide continuity of care can use this approach to maximize clinic efficiency and improve patient outcomes.

**33) Lindsey Mears**

Course: IDS 3150 Foundations of Environmental Studies  
Instructor: Dr. Richard Plate  
Community Partner: Seminole County Restoration and Volunteer

In an effort to improve water quality and fresh water resources in Seminole County, I have volunteered with the Seminole County Restoration and Volunteer (SERV) program. This program allows volunteers to work side-by-side with local Biologists to identify and attempt to correct water quality issues in Seminole County. We begin by identifying fresh water sources in poor health, and then take steps to help balance these specialized ecosystems. By removing invasive aquatic plants and re-vegetating shorelines with native aquatic plants, we give freshwater ecosystems back their natural filtration system. The reintroduction of these native plants not only help to remove excess nutrients from the water and help prevent land erosion, they also provide food and habitat for wildlife.

This program provides a unique opportunity in which we not only identify, analyze and discuss recommended solutions to problems in local freshwater ecosystems; but we actually get to implement the solutions. In my six years of volunteering with SERV, I have participated in the re-vegetation of approximately 36 freshwater shorelines and the removal of thousands of invasive aquatic species. As a result of our volunteer efforts, recent lake indices and assessments of these re-vegetated lakes are continuing to show improvement in water quality and overall health. Being an active participant in an organization like SERV helps build self-efficacy, this is crucial to reinforcing the belief that “one person CAN make a difference!