

34) UCF KNIGHTS Clinic Research Coordinators
Daniel Smerin and Ruhi Vasavada

Course: Curricular Longitudinal Theme
Instructor: Dr. Magdalena Pasarica
Community Partner: UCF KNIGHTS Clinic

Title: Assessing KNIGHTS Clinic Patient Satisfaction to Determine Appropriate Quality Improvement Measures

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The KNIGHTS Clinic, funded by the Diebel Legacy Fund, is a student-run clinic affiliated with the University of Central Florida, College of Medicine. Our clinic provides free medical services to the underserved and uninsured population in Orlando, Florida. One of our primary endpoints is a patient satisfaction survey, which is an important determinant of the clinic's overall effectiveness and efficiency. The purpose of this study is to evaluate and identify potential gaps in patient satisfaction.

While KNIGHTS Clinic has performed well in terms of patient satisfaction, we have noticed consistent dissatisfaction with the overall time spent at the clinic. We have implemented quality improvement interventions, including a reduction in the number of volunteers and a designated intake team, that we anticipate will contribute to a reduction of total clinic time. An additional goal is to identify potential deficits in patient satisfaction including student knowledge, doctor knowledge, education about treatment, education about medication, and courtesy by staff.

Preliminary data analysis reveals an average satisfaction of 4.67 out of 5 in wait time, 4.67 out of 5 in medical care, 4.5 out of 5 in student knowledge, 5 out of 5 in courtesy of staff/students, and 5 out of 5 in overall clinic experience. We expect to find a negative correlation between logged wait times and patient satisfaction as well as a positive correlation between courtesy by staff and patient satisfaction. We also predict a positive correlation between student knowledge and patient satisfaction as well as patient education and patient satisfaction.

35) Lia Fiore

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

My service-learning organization was the office of Representative Carlos Smith. The mission of Representative Smith's office is to help the constituents of district 49 navigate Florida's state agencies, government assistance programs, and related services that benefit their families. This office helps people acclimate if they are new to the community and tries to better the lives of those already living there.

Some of the things I did at Representative Smith's office include managing the office so that it runs smoothly, researching specific data for Representative Smith, and organizing information gathered by other employees so that it's easily accessible and simple to understand.

My project met the learning objectives because it showed me how essential effective communication skills are in real life and how they can make things a lot easier. At the office I learned how stressful but important the work that they do there is. Some short-term benefits that come from my organization are the satisfaction of knowing that you can help make someone's life better.

The long-term benefits of my organization are getting to make a difference in your community and possibly the whole state of Florida, as Representative Smith advocates for many important changes. While I don't plan on continuing there this semester, I hope to still volunteer for Representative Smith and I know I will always support him.

My impact number is 159,069 because that is the amount of people in district 49 and my work with Representative Smith impacts them all.

36) Delaney Graham

Course: EDF 4467 Learning Theory and Assessment

Instructor: Dr. Robbie Ergle

Community Partner: OCPS Academic Center for Excellence (A.C.E.)

My project will focus on my experience in a second-grade classroom at Orange County Public School's Academic Center for Excellence, A.C.E., with an English Language Learner. UCF's College of Community Innovation and Education requires service-learning for many courses.

For this project, I want to discuss how I was able to aid one ELL. I will, also, analyze the influx of English Language Learners due to the hurricane last year and the supports and programs in place for those students at A.C.E. I will, also, discuss how that experience will aid me in my future classroom as well as the supports I will work to provide for my ELL students.

37) Justin Mahoney

Course: SPCH Honors Fundamentals of Oral Communication

Instructor: Dr. Christine Hanlon

Community Partner: HOPE Helps, Inc.

HOPE Helps was founded in 2006 by Krissy Todd. Struck by the rapidly increasing homeless population in Seminole County, Todd established HOPE to assist families to get the services they need to successfully return to their lives to stability. HOPE's self-declared mission statement is "to prevent and reduce homelessness in Central Florida by equipping individuals and families to become self-sufficient through Housing, Outreach, Prevention and Education". HOPE coordinates local agencies, government aid, and their own consulting and charitable services to enable families to utilize all resources available to them to become self-sufficient.

My service with HOPE entailed working in a variety of position, aiding the organization while also giving me hands-on learning with the skills and concepts I learned in Dr. Hanlon's class. I've attended the organization's staff orientation, learning about the rich history and background of the organization. I have experience in their HOPE Chest thrift store, HOPE's primary source of income. In the HOPE Chest, I accepted and sorted donations from the community and assisted guests inside the store with any questions or concerns. I helped prepare their Resource Center campus for a donor appreciation event in September, assisting HOPE staff with preparing the building up for the donors.

My work with HOPE exposed me to many different contexts and scenarios of communication. It helped me practice effective oral communication with many different audiences and to apply skills we learned in class discussion and assigned course work.

38) Sydney Panzone

Course: SPC 1608H Honors Fundamentals of Oral Communication

Instructor: Dr. Christine Hanlon

Community Partner: Planned Parenthood

Although they consistently face threats from outside people and organizations trying to shut them down, Planned Parenthood remains strong in their fight to continue to provide reproductive health care for those who need it. To further connect with their patients and spread positive information about their services, Planned Parenthood created a large service-learning network that I had the privilege of being a part of this semester.

Over the course of the past few months, I participated in phone-banking and tabling alongside veteran Planned Parenthood volunteers, while also becoming a member of their Health Center Advocacy Program, or HCAP, where I was able to personally connect with Planned Parenthood patients and address their needs.

By participating in service-learning with Planned Parenthood, I was able to accomplish the learning objectives set by this course and grow as both a person and a speaker. All the service-learning I participated in dealt with talking to strangers, and I could feel myself grow more confident as the months went on. I learned how to effectively speak with people, not at people, and how to make them feel comfortable about who they are as people.

As the semester ends, I plan on continuing to work with Planned Parenthood because being with their organization has made me feel like I am making a difference in people's lives, even if it just one person every time I go to help.

Impact Number: 250 people spoken to at Planned Parenthood events

39) Martin Danner

Course: IDS 3150 Foundations of Environmental Studies

Instructor: Dr. Richard Plate

Community Partner: UCF Arboretum

I'm doing my service-learning Project at the UCF Arboretum. The Arboretum provides opportunities for students, staff, and visitors to explore and learn about the plant life and other natural wonders of our beautiful campus. And the Arboretum also benefits through help with maintenance in the community garden. The goal of the UCF Arboretum is to cultivate, celebrate, and communicate the value of plants, ecosystems, and biodiversity to human well-being.

To achieve this goal, volunteering is very important to the arboretum and the Arboretum offers a variety of volunteer opportunities. During my working hours, I mostly worked in the Community Garden and did various tasks. For example, creating vegetable beds, planting seeds and plants, mulching pathways, weeding or fertilizing. Most of these things are new to me and that's why the work at the UCF Arboretum is interesting for me. Furthermore, we also harvested vegetables and herbs, which can be used afterwards. The interesting part of the Service Learning is to get in touch with the nature and to understand how the nature interacts. In addition, you get a practical reference to the things learned in class.

All in all, I really like working at the UCF Arboretum. It is a pleasant change from the usual lessons and you meet a lot of interesting people. Unfortunately, sometimes the groups are a bit too big and you have to wait until you can do your work.

40) Association to Preserve the Eatonville Community
Thomas Cutler, Sophia Griemert, and Joseph Giordano

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: N.Y. Nathiri, Executive Director, Association to Preserve the Eatonville Community, Inc.

Our service-learning organization is the Association to Preserve the Eatonville Community. The mission of this organization is to address needs of Eatonville's citizens, while connecting people with its past. Our project serves the community's need to curate its history. This involved visiting Eatonville and conducting research into a subfield of our interest. N.Y. Nathiri, the Executive Director of P.E.C., gave us a tour of Eatonville, and provided research ideas during our orientation. This required gathering sources, compiling information into a research paper, while representing our organization in speeches that was delivered to our peers. This necessitated working with historical databases, and conversing with experts.

The project fulfilled learning objectives for Fundamentals of Oral Communication (SPC1608H), by spreading awareness of P.E.C. while accurately portraying its goals and sentiments (See Objectives). Common among our findings was that Eatonville's setting, in a broad historical sense is a unique piece of the American saga that has much to say about the persistence of culture and identity.

In the short term, we've had the opportunity to collaborate together, and add to a historical dialogue that continues to unfold every day. Longer term goals include compiling our works together, while finding ways to share information so that Eatonville may be affected positively in regards to its cultural tourism and understanding. Research will be presented at the ZORA! Festival in January 2019.

Our impact number encompasses interactions that aim toward our goal of conducting and transmitting research. Current impact number: 30.

41) Megan Hoang

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

The service-learning Organization I have selected for this semester is Anna for Florida – a campaign that is dedicated not only to getting candidate Anna Eskamani elected to Florida House District 47, but is also dedicated to reaching out to and serving our community as best we can. As part of this organization, I have participated in a number of different activities to promote our candidate and reach out to the community such as door-to-door canvassing, phone banking, participating in weekly intern calls and one-on-ones, as well as attending larger events such as Orlando's Come Out with Pride.

Through my experiences with this organization, many of the topics I have learned in my course have been reinforced, as I gained firsthand experience with how different types of communication are used when approaching various audiences, and saw how a strong speaker (i.e. Anna Eskamani) could use her voice to be highly influential in the community around her. From my experiences volunteering for this campaign, I have learned so much about myself as a speaker, as a young voice, and just how much of an impact I can make on my community. It is my hope that as part of this campaign, I can help get Anna Eskamani elected to Florida House, and eventually make a difference in our state legislature. Additionally, I hope to continue interning for the campaign after the duration of the course.

Impact Number: 10,214 people reached out to.

42) Andrew Bomar

Course: Curricular Longitudinal Theme

Instructor: Dr. Magdalena Pasarica

Community Partner: Grace Medical Home and Diebel Legacy Fund at Central Florida Foundation

Introduction:

KNIGHTS (Keeping Neighbors in Good Health Through Service) Clinic is a medical student-run free clinic funded by the Diebel Legacy Fund at Central Florida Foundation, affiliated with the University of Central Florida College of Medicine, and works in partnership with Grace Medical Home. The clinic provides free, quality healthcare to uninsured, underserved populations in Orlando, Florida with emphasis on preventative health services to reduce morbidity and mortality in this at-risk population. Of all patients seen at the KNIGHTS clinic, we serve 43 patients as their primary care provider (PCP). In the healthcare system, this role has prime responsibility for providing preventative services.

Providing Services:

A Quality Improvement (QI) Director student leader position was created to help our patients receive all recommended preventative services. These services include breast, cervical, and colon cancer screening; hypertension management; comprehensive diabetes care; tobacco cessation services; and depression screening. Since February 2018, the current QI Director has used our electronic medical records (EMR) to identify patients who are missing services and recruited 4th-year medical student (MS-4) volunteers to contact patients by phone to provide education about services. In addition, the QI Director has conducted studies at clinic and made several improvements to the clinic to improve how we offer these services during office visits.

Results:

As a result of the work done by the QI Director, other student volunteers, and our physician volunteers, the KNIGHTS clinic has rates of compliance with preventative services that are generally above national averages for all PCPs.

43) Share the Care-College Park

Jamie Ryckman, Katie Mulfor, Sadia Aktar, Monika Nunez-Castilla, and Suzanne Ball

Course: SPA 6417 Cognitive Communication Disorder

Instructor: Dr. Anthony Pak Hin Kong

Community Partner: Share the Care-College Park

This group completed a service-learning project at an adult daycare called: Share the Care - College Park. Share the Care helps provide relief for caregivers and offers programs for individuals who need extensive care throughout the day. The facility includes activities, such as: exercise programs, seasonal activities, and memory-based group discussions/activities. Our goal was to create a series of activities that span throughout the course of one semester focused on the maintenance of memory-based cognitive skills.

The basis of most activities included real-life topics that were educational in nature. For example, the facility expressed their wishes of incorporating wholesome material through activities that strayed away from the run-of-the-mill checkers and bingo that you see at these types of facilities. Therefore, we included activities that revolved around memory games concerning the completion of activities for daily living, incorporated fun dedication days by playing brain games (e.g., "name that animal", "themed trivia", or "complete that phrase"), and completed activities that the clients were able to express their personal beliefs, different cultures, and ideas on certain topics.

44) Jewels
Julianna Belitz

Course: IDS 3150 Foundations of Environmental Studies
Instructor: Dr. Richard Plate
Community Partner: Sunday Knight Food Share

For my service-learning project I volunteered at a food share for UCF. This was a really amazing experience that I'm sure I will do again in the near future. The mission for the organization was to pack food and provide for the homeless in downtown Orlando at Wall Street.

This volunteering experience allowed me to meet kind, and empathetic people who just wanted to help others out. In the afternoon, I would meet with the volunteers then carpool to the kitchen where we would pack the food then drive it to the main location. The organization's head people always wanted to be on time to make sure that our homeless friends were fed, because it's harder to communicate a different time to them since they don't usually have access to the internet. Every Sunday there would be at least 40 people lined up patiently waiting for the pre-packed food that could help them get through the day.

The most amazing, yet messy experience I had was one Sunday when it started pouring rain right as we were packaging the food. This particular event the organization had made spaghetti and meatballs, salads with Italian dressing and cookies! The people we were feeding love desserts, and always ask if we've brought any so everyone was really excited. Although it was pouring down rain, we all still went and for half an hour the volunteers and I stood in the rain with only three umbrellas to accomplish our mission.

45) Jillian Christiansen

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

My service-learning project was completed with Theatre UCF, an academic department at University of Central Florida dedicated to enriching both the education of its students and the culture of the University through the theatre arts. In my project, I had the opportunity to assistant stage manage Theatre UCF's first production of the season, *She Kills Monsters*. In this role, I had the opportunity to serve on the team providing support the director, actors, and designers over the course of the rehearsal and performance process. This included detailing activities in a nightly report, keeping notes of the movement of people and objects onstage, and time keeping to maintain an agreed upon schedule.

This role involves many different forms of communication and communicating with many different individuals, such that in addition to fulfilling service learning requirements this project also contributed to the learning objectives of my Oral Communication course.

Overall, this service-learning project was an opportunity to contribute to a theatrical production from its most basic starting point, through rehearsals and until closing night. With an overall impact number of 958 - a number which includes my teammates, cast, crew, designers, director, and audience members - this project was a chance to continue my experiences with stage management, a field which I have been involved with for several years prior to beginning this course.

46) Maitland Memory Books

Laura Haro, Laura Raulerson, and Melissa Antler

Course: SPA 6417 Cognitive Communication Disorder

Instructor: Dr. Anthony Pak Hin Kong

Community Partner: Share the Care-Maitland

Share the Care is an adult day care center. It has various locations, but we volunteered at the Maitland location. Their mission statement expresses the services they provide to support family caregivers in delaying or eliminating the need for institutional care. The primary population they serve consists of elderly adults experiencing the effects of dementia.

Being aware of their proven use among this population, our site supervisor requested us to work on creating memory books. The purpose of a memory book is to highlight key things (people, objects, places etc.) that someone might be forgetting. The pictures are accompanied by captions - written in first person, stating how that item (or person, or place) is relevant. We worked one-on-one with selected clients to create these memory books with pictures provided by the caregivers. While creating the memory books we helped trigger old memories by talking with the clients about their pictures. Even for clients who did not have pictures, time was spent talking with them about their families, past occupations, and special holidays. It was amazing how even without pictures some clients were able to recount stories from their past. All of these memories were collected into personal books that are now kept by the client. The books are three-ringed binders so as to allow for additional memories to be included later on.

When the caregivers saw the project at hand, some were eager to participate and augmented our one-on-one conversations with richer details. One caregiver expressed her awe in how her husband's career was detailed in the pages of the book. Many of these clients have lived amazing lives and they have much to tell. Now, with the help of their memory books they have a way to organize their thoughts and easily share them with others, and read through them themselves.

This helped us meet the following course objectives:

To equip students with various approaches and methodologies to design treatment for persons with cognitive communicative disabilities.

To acquaint students with professionals in other disciplines who treat persons with cognitive communicative disabilities and how to partner with them in designing treatment.

47) Clarissa Moon

Course: SPC 1608H Honors Fundamentals of Oral Communication

Instructor: Dr. Christine Hanlon

Community Partner: Theatre UCF

This semester, I worked with Theatre UCF, whose mission is to develop theatre artists and enrich the lives of the UCF community and the larger Orlando community. My work with Theatre UCF addressed the community need for lifting morale through entertainment and escapism, especially in these stressful times. I worked with Theatre UCF on their production of *Hot Mikado* as a female swing. My duties consisted of learning two of the roles in the ensemble to be prepared to step in during rehearsals or performances in case something happened to my counterparts.

Through participating in this production, I learned how public speaking concepts apply to theatrical performance. I also learned about how a large group of people create and develop a message for oral communication together, and how conveying this message requires teamwork and a positive environment. This cooperation builds a stronger community within Theatre UCF. Benefits also include entertaining our audiences and creating joy. Long-term, theatres boost the economy of the area around them, as well as support for other theatres in the area. I benefit from Theatre UCF because I am learning about the field in which I plan to pursue a career, and it has a positive effect on my mental health. I plan to continue working with Theatre UCF until I graduate.

My impact number is 35, the number of cast members I aided throughout the process. On a larger scale, we were able to entertain approximately 2400 audience members.

48) Mighty Mangroves
Megan Witt and Julia Carlin

Course: IDS 3150 Foundations of Environmental Studies
Instructor: Dr. Richard Plate and Dr. Linda Walters
Community Partner: Ann Dalton Brown, Chisolm Elementary School

Students at Chisholm Elementary School in New Smyrna Beach, Florida, live minutes from the Indian River Lagoon, but many children from this public school have never visited this estuary and are unaware of the importance of coastal ecosystems. In order to introduce them to the estuarine environment, these students have planted mangrove seedlings in their classroom. Teachers at Chisholm Elementary were unfamiliar with the mangrove tree's role in coastal waters and therefore could not pass this information onto their students.

The objective of this outreach was to educate both the teachers and future generations about mangrove ecosystems and inform students on how they can help marine environments. Approximately 132 first and third grade students participated in an hour-long event based around engaging learning-centers. First grade students rotated around three stations that informed students about: 1) mangrove physiology, 2) the importance of wading and aquatic birds in the estuary, and 3) plastic pollution. Third grade students rotated around three activities that educated students about: 1) mangrove physiology, 2) mangrove crabs, and 3) coastal ecosystem interactions via oyster storytelling yoga.

This outreach event directly correlated with my course's service-learning requirements to work with an organization to promote environmental sustainability. Each station provided some aspect that related to how students, as young children can contribute to ecological balance. By increasing the students' knowledge about coastal ecosystems, we hope it will lead to them becoming more environmentally considerate.

49) KNIGHTS Clinic EMR
Tryphina Mikhail, Emily Macauley, Emily Coyle, and Alexandra Csortan

Course: Curricular Longitudinal Theme
Instructor: Dr. Magdalena Pasarica
Community Partner: KNIGHTS Clinic

KNIGHTS Clinic is a UCF student-run, free clinic that passionately provides continuity of care to the underserved community in Orlando while concurrently cultivating students' skills and interests in managing a free health clinic. In order to accomplish both of these objectives, use of an electronic medical records (EMR) system is critical. The EMR board members of KNIGHTS Clinic strive to properly document all patient encounters and orders to ensure accurate continuity of care for the patients while simultaneously educating students.

With increased efficiency in mind, an EMR quality improvement project was implemented in an effort to maximize students' time and increase cohesiveness between physicians and students in order to optimize patient care. Specifically, spatial and organizational interventions including designated work areas assigned by attending physician and a "3 check" system of EMR monitoring were directed at increasing clinic work flow and communication, while reducing overall clinic time. Each clinic "dead time" was calculated as the time difference between last chart completion and last patient checkout divided by number of patients seen. This was compared before and after intervention implementation by independent-test analysis and produced significant results (pre-intervention = 5.707 minutes, post-intervention = 2.844 minutes, $p < 0.05$). Thus, these specific EMR interventions significantly improved clinic efficiency.

Since its induction in February 2018, the EMR team has completed 79 patient charts in total. The project's ongoing interventions alone have impacted 56 of those patients' charts. Though indirect, the EMR team's impact on patient experiences and student learning are highly significant.

50) Casey Cliett

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

I completed my service-learning project with the Anna Eskamani campaign, which seeks to elect a progressive democrat to the Florida legislature in house district 47. The campaign engages citizens in the district and promotes quality wages, environmental protections, education, and social equality, especially on behalf of marginalized communities.

As a part of my work, I helped Anna's campaign reach out to voters and recruit potential volunteers. I did this both on campus and in the district at large, through tabling and canvassing respectively. I also participated in various community events, like Orlando Pride. Through these opportunities, the campaign fostered communication with others through contact with voters, recruitment of volunteers and discussions with other interns, which taught me how to use oral communication more effectively to promote a goal and to form a strong connection with an audience. The campaign taught me not only how to communicate effectively with others, but how to recognize and address prevalent social issues within my community through rational dialogue.

This has long-term benefits for everyone involved; I have gained valuable work experience, while Anna's potential constituents are more aware of certain social issues as well as how to better communicate them, and Anna herself is in a better position to address them.

Ultimately, I and the other volunteers have greatly impacted the ~158,274 people who live in the district. I hope to continue to work in other campaigns like Anna's and continue to reform our social and political dialogue through these movements.

51) Stephanie Wigglesworth

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

The District Office of Carlos Guillermo Smith advocates for the people of the 49th District, but their compassion and impact on constituents reaches far beyond the district lines. The District Office advocates for many social issues (lgbtq+ rights, affordable healthcare, etc.), and have provided hope and inspiration to many different geological and social communities.

Through my roles, I learned the importance of interacting with constituents and how to communicate effectively in different media, as well as connecting with other figureheads in the community to foster a united and diverse community. I was able to achieve my course objectives as well as learn more about my community and myself as a speaker, political influence, and individual. Overall, I would say I learned how every action carries weight with more people than you could imagine—especially from a place of influence; I learned about the importance of working together to achieve a common goal.

My impact number is hard to quantify but is directly about 20 individual, six being the Representative and his team and the 18 being constituents and community members that I reached out to and assisted. Short-term, working with my service learning has allowed me to help the constituents of the 49th District through answering questions and concerns.

Long-term, my own interests and passions and how to pursue them in my future college career were made clearer; as such, I plan to continue working as much as I can with Representative Smith and his team.

52) Delaney McLinden

Course: SPC 1608H Honors Fundamentals of Oral Communication
Instructor: Dr. Christine Hanlon
Community Partner: Creative School for Children

UCF's Creative School for Children provides a safe, convenient and nurturing place for the children of UCF students, faculty, staff and alumni, where children can learn, play, create, and explore. Designated centers on the campus provide hands-on activities such as gardening, drawing and painting, music, movement, climbing, and more. The yard space at the school has a butterfly garden, vegetable garden, and a chicken coop, where children can have tactile interactions as they learn about their environment. In addition to a learning space for young children, the Creative School provides an outlet for graduate and undergraduate education research for UCF students and faculty. This project addresses the community need for the support of education, in both college students and the newest generation, specifically encouraging artistic expression, imaginative learning, and creation.

In my time as a service learner, I participated in active learning, focusing on reading and artistic activities. Teaching students how to read their favorite books and spell their favorite words, I would sit down with them and write with them, showing them how to move their hands in a way to make the desired shape or letter. Additionally, drawing and decoupage with the students was an excellent way to encourage expressing thoughts and ideas, giving constant positive feedback to any piece of art made. When not reading or creating, I played outside, played imaginative games like "shop," and built new structures out of legos and magnetic blocks.

During this experience I learned how to foster a happy, safe learning environment that increases growth and self esteem. I learned that patience and positivity can go a long way, and that expression in young children is key to building self identity and confidence. I plan to continue to volunteer at the school in my freetime, and take what I learn as a service learner and apply it to my future career as a pediatrician.

53) Brighton Texley

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

This semester, I completed my service-learning through Give Kids the World. Their mission is to provide free Florida vacations to kids with life threatening illnesses. Thousands of families take advantage of this opportunity every year and an army of volunteers are necessary to keep the facilities running year-round.

I participated in orientation, volunteered at the Give Kids the World Village, and made wish pillows. The large bulk of my service-learning project was focused on making wish pillows. Over 24,000 pillows are needed in the village and they are all donated by volunteers. Although my impact number is somewhat small at 50, it reflects the care and dedication put into those I could impact. I made pillows, each one taking nearly half an hour to make and costing around 4 to 5 dollars in materials. The rest of the number is dinners I put together according to however the guests asked in Katie's Kitchen.

By working with Give Kids the World, I was able to advocate for them through numerous speeches that both explained the organization's importance and encouraged listeners to participate in fundraisers for the village. Before I worked with GKTW, I did not fully understand their purpose or their importance in the community. I enjoyed my time there enough to want to continue making wish pillows and working at the village whenever possible. It is really a worthy cause to give those kids with life-threatening illnesses a perfect vacation.

54) UCF's Feline and Fauna

Vincent Schiffer, Russell Reddecliff, and Thomsa Brodrecht

Course: SPC 1608H Honors Fundamentals in Oral Communication

Instructor: Dr. Christine Hanlon

Community Partners: UCF Arboretum and CATS-CAN

The concerns of the UCF Arboretum and Cats-Can are ecological conservation, caring for other organisms, and improving urban ecosystems. Essentially, they work to improve humanity's interaction with natural life. A key aspect of the two organizations is teaching the importance of their work and consequently enabling others to participate. At the surface, our organizations benefit others by getting cats off the street and finding them homes or providing a student with fresh food and improving the entire UCF environment. We are proud of this, but more so ecstatic about how our work fosters growing appreciation of the world and encourages individuals to turn that appreciation into personalized action.

As service-learning students we spent large amounts of time interacting with people in various contexts through the organizations. We told students about Arboretum volunteer shifts, introduced families to adoptable cats, and built relationships with members and volunteers of the organization. To be successful in our activities, it was imperative we were competent in our communication skills. We learned by trial and error that to communicate with everyone and achieve our organization's goals we would have to use the many different forms and tools of oral communication. We have a strong connection to our organizations and truly believe in what they exist for.

Vincent has and will be dedicating his professional/educational career to the environment and plans to work with the Arboretum for years to come. While a musician and aspiring philosopher, Thomas has always enjoyed physical outdoor activities and plans to help the Arboretum as long as he can. Russell has been a long-time animal enthusiast and plans to help the local cat community throughout his collegiate career.

While volunteering, we have impacted roughly 200 people through tabling, adoption center seminars, and working with other volunteers.

55) Ann Guseilarizo

Course: SPC 1608H Honors Fundamentals of Oral Communication

Instructor: Dr. Christine Hanlon

Community Partner: Planned Parenthood of Southwest Central Florida

Background: Planned Parenthood of Southwest and Central Florida (PPSWCF) is a local organization. According to their website, their mission "is to provide affordable access to comprehensive reproductive healthcare and accurate health information through patient care, education and advocacy." Your Project I worked with the advocacy branch of PPSWCF. Specifically, my focus was on connecting the community to the organization's goals. I accomplished this through canvassing, tabling, and participating in their Healthcenter Advocacy Program (HCAP).

Course Connection Working with PPSWCF primarily focused on connecting with others; these interactions were essentially micro-speeches, creating a real-world application for my class. Conclusion Working with Planned Parenthood allowed me to become more comfortable with speaking to strangers. This important skill will help me immensely in the future. I was able to help inform the community about PPSWCF, which will allow them to be continued to be viewed favorably in the future.

This opportunity has taught me to be comfortable with others, which will assist me both short-term and long-term. Furthermore, I have gained new perspectives about differences among people. The community is now more educated about Planned Parenthood, and are more knowledgeable about their programs, a resource that can be potentially life-saving if someone needs it.

In the future, I plan on volunteering with Planned Parenthood; I would like to continue working with them because I think they provide necessary resources to the community, and because it has caused personal growth which I would like to further.

Impact Number ~100,354+ People I formulated this impact number based on my work with both small and large-scale projects, including marching in the Orlando Pride Parade where I was exposed to a large number of people.

56) Megan Johansson

Course: IDS 3150 Foundations of Environmental Studies

Instructor: Dr. Richard Plate

Community Partner: City of Winter Park Sustainability Program

For my service-learning project, I worked with the City of Winter Park's Sustainability Program on their watershed cleanup events. Their mission statement is "To improve the quality, sustainability and aesthetics of our environment in order to create a healthier, more beautiful place to live, work, and play for today's residents and future generations."

The purpose of the watershed cleanups are to establish and maintain a clean community, free of pollution on both land and waterways within Winter Park. We educate the public on what a watershed area is and the importance of pollution prevention.

On August 25th and October 20th, we held watershed cleanups at Lake Virginia and Lake Killarney, respectively. For both events, I helped organize, educate, and instruct the volunteers on what the goal of a watershed cleanup is and how to go about the event. We had volunteers on land and in the water. For the Lake Virginia cleanup the drop-in site for the kayakers was the same as the main meet site meanwhile the drop-in site for the Lake Killarney cleanup was at a different location, which I managed while the other coordinators stayed at the main meet site. For the August 25th watershed event, 39 people attended with a total of 55lbs of litter collected, and for the October 20th watershed event, 128 people attended with a total of 735lbs of litter collected.

Approximate Impact Number: 790

57) Emily Martinez

Course: SPC 1608H Honors Fundamentals of Oral Communication

Instructor: Dr. Christine Hanlon

Community Partner: HOPE Helps, Inc.

The mission of HOPE Helps, is to reduce and prevent homelessness in Central Florida. My service-learning project entailed helping to enforce and spread the mission through various programs including, the HOPE Chest community thrift store, Food Pantry, and Resource Center. At the thrift store, I learned the complex system of sorting, pricing, and communicating with clients and donors. At the food pantry and resource center, I learned how to shepherd, communicate with potential clients and families, and the qualifications people must meet to get aid.

My service-learning project met the learning objectives in my course because I was able to identify and compare different types of oral communications in various situations, research and apply specific concepts and knowledge of speech in my service, as well as improve my communication to become a better leader globally.

From my overall experience with the service-learning project, I learned how to become more involved in my surrounding community concerning the impact of homelessness on the population. The short-term benefit to my organization was the ability to help others in need and personally developing my own public-speaking skills and communication knowledge for the real world. The long-term benefits for the individuals served by HOPE Helps is a community that provides resources to change root causes of homelessness. The long-term benefit for myself was finding an organization that I plan to continue working with.

My impact number is 1200 families through my service at the thrift store and pantry.

58) Ridge Patterson

Course: SPC 1608H Honors Fundamentals of Oral Communication

Instructor: Dr. Christine Hanlon

Community Partner: Give Kids the World

Give Kids the World is a non-profit charity located in Kissimmee, Florida. Its primary purpose is to provide various vacation and entertainment opportunities for children with life-threatening illnesses and their families. According to their mission statement, "Give Kids The World exists only to fulfill the wishes of all children with life-threatening illnesses and their families from around the world to experience a memorable, joyful, cost-free visit to the Central Florida attractions and to enjoy Give Kids The World Village."

As a service learner, I participated in a variety of activities, from making masks at a Halloween party to operating a carousel. This service-learning opportunity taught me the importance of how to be a receptive listener (by listening to what the kids have to say about anything) and short, impromptu speeches. In my case, I was given a few safety points to mention in my spiel, but the rest of what I said was up to me. I would also be called upon by supervisors to introduce families to various aspects of the facility, which took some on-the-fly thinking.

On the whole, I assisted over 100 children personally with their various needs and desires, from getting a quick ride around the village on Mayor Clayton's Express to knocking over a target at the archery booth. Taking part in the activities of Give Kids the World, I came to realize that, even though these families are here for just a little while, I can be a part of their memories for years to come. I can carry these skills of speaking and hospitality with me not only in my classes, but in my life as well, where I will continue to work with Give Kids the World.

59) Marlee Rose Linnell

Course: SPC 1608H Honors Fundamentals of Oral Communication

Instructor: Dr. Christine Hanlon

Community Partner: American Heart Association

The American Heart Association (AHA) is a non-profit organization that is the trailblazer in cardiac health. Their mission is to build healthier lives, free of cardiovascular health diseases and stroke. The purpose is best summarized in their slogan, "*life is why*" – all their work is about saving lives.

Over the past 3 months I have worked *in the events office*, and out in the *Orlando community* to carry out the office's main missions of *fundraising and education*, while the AHA staff has invested their time in educating me about the role of public speaking in their efforts.

In the office, I have organized materials for different fundraising efforts – like *social media campaigns*, Heart Walk coach packets, corporate fundraisers in companies like Walgreens, and in-office fundraising competitions, and have worked on event planning for different aspects of the community – like the *Kids Cook with Heart Program*, and primarily the Heart walk.

Out in the community I worked at *Florida Hospital's Heart Walk Carnival*, attended a fundraising kick off, encouraged members of the community to register for the Heart Walk, picked up auction items from local businesses, and primarily worked the day of event for Heart Walk. I am proud to say I've personally *fundraised over 1000 dollars* for the Heart Walk this year. All the while I was *learning* – about the different impacts of the AHA, about effective public speaking, and about myself.

60) The Green Thumbs
Kelly Driscoll and Geoff Garrido

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

The mission of the UCF Arboretum is to support experienced-based learning and student development through volunteering and educational opportunities, as well as increase awareness of environmental issues and conservation efforts. Our project for the Arboretum involved regular tabling outside the Student Union, providing UCF students with information on upcoming Arboretum activities, how to get involved in volunteering, and the projects the Arboretum leads.

This service-learning opportunity taught us not only the importance of research and feeling comfortable with the information we speak on, but also on the vital necessity of knowing our audience, and what sort of information is most relevant and useful to them.

Tabling for the UCF Arboretum taught us essential skills in adapting our approach to suit our listener, as well as how to quickly and effectively communicate a large breadth of information in a short span of time. Through our efforts, seven students were directed to volunteer at or participate in the activities of the Arboretum, and will hopefully go on to volunteer and further serve the UCF community's ecological well-being. Moving forward, we'll take the information on conservation and environmental consciousness we learned and apply it to our own lives, and whether specifically with the Arboretum or not, tell others about the importance of our natural ecosystem and how each of us can contribute to its longevity.

Impact Number: seven Students directed to volunteer at the Arboretum or attend one of its events.

61) A Greener Generation
Elizabeth Rutkovsky, Kyllie Heckman, and Moises Lobaton

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

The UCF Arboretum's mission is to convey the value of plants and addressing community needs such as nutrition and environmental protection. While participating in our service-learning project, we contributed to the upkeep of UCF's natural environment, gardened, prepared for Arboretum sponsored events, and tabled.

Our involvement in the UCF Arboretum allows us to become experts on a topic of passion, and use this to develop our communication skills as it applies to our course. Tabling helped us deliver information effectively using audience relevance whilst connecting gained knowledge from our service; this helps us hone in on important communication skills essential to give a polished speech regarding our topic. We also obtained skills we can utilize in the future by learning to garden and cook with organic crops.

The Arboretum provides a mutually beneficial experience for everyone on campus. Students help the Arboretum by dedicating time to help improve UCF's campus. In turn, students receive a beautiful environment, learn important life skills, and even obtain complimentary plants. We will utilize what we have learned through this service-learning opportunity by continuing to care for and be advocates for our environment for years to come.

Our approximate impact number is 78,183 and more, as the UCF Arboretum's influences UCF staff, students, and the surrounding community of Orlando. This influence comes from educating the community on gardening and helping to maintain the cleanliness of the environment.

62) UCF College of Medicine-Apopka
Zach Helm and Talia Helman

Course: Curricular Longitudinal Theme

Instructor: Dr. Judith Simms-Cendan

Community Partner: Farm Workers Association of Florida

In 2016, UCF College of Medicine's global health organization, MedPACT, along with UCF College of Nursing lead its first student-run, interdisciplinary, multi-specialty free clinic in Apopka, Florida. South Apopka is a central Florida community home to many impoverished residents, including Hispanic farmworkers and their families. Literature has shown that many farmworkers and their families across the country have not had sufficient and regular medical care due to lack of access, fear, and communication barriers. By hosting these clinics at a Farmworker's Association building, having a surplus of Spanish-speaking volunteers, and scheduling the clinic at convenient times for the patients, MedPACT has strived to reduce some of these barriers.

Literature from studies across the United States has shown that farmworkers and families experience high rates of occupational injuries, dermatologic conditions, alcohol dependence, and childhood obesity. So far, nearly 500 patients have been seen, including 399 adults and 87 pediatric patients at the previous 6 clinics. Preliminary data has demonstrated a significant number of skin rashes, musculoskeletal injuries, and vision problems among these patients, all of which coincide with previously published studies of farmworkers.

63) Noah Topper

Course: SPC 1608H Honors Fundamentals of Oral Communication

Instructor: Dr. Christine Hanlon

Community Partner: Office of Representative Carlos Guillermo Smith

Carlos Guillermo Smith serves as our representative in District 49 and fights for the rights of students and the disenfranchised. I've helped serve him and his constituents by working in his office, answering constituents' questions, and attending community events. All this allowed me to learn about the organization and Representative Smith's policies firsthand and communicate them to others. I learned how a politician represents their people through connecting directly to voters and citizens. They received my help with basic organization, and long-term help from my support by hopefully helping his re-election! I myself gained skills working in a government organization and gaining policy knowledge.

I continue my efforts serving as President of the Secular Student Alliance here at UCF, where I strive to form a community for students who don't have one. I've impacted a potential 150,000 people, as my work has the ability to affect everyone living in District 49.

64) Sean Scott

Course: IDS 3150 Foundations of Environmental Studies
Instructor: Dr. Richard Plate
Community Partner: Wind & Solar

Part 1

Wind Plant Admin

http://www.environmentaljobs.com/jobs_details.php?sec=3&aid=81567

I love that this job is a field job. It seems like a self-managed job which I would love to do.

This job would be great for me simply because it is a field job

Solar Service Technicians

http://www.environmentaljobs.com/jobs_details.php?sec=3&aid=81536

What I love about this job is that I can see how things are created and built which helps me imagine on a larger scale how we use energy.

This job seems like it would be in the field and I would love that.

Project manager- Wind & Solar

http://www.ecojobs.com/jobs_details.php?sec=1RE&AID=109080

What's attractive to me about this job is that it is seeking a project manager with an engineering background and I love to mix engineering with the environment.

I would rather be in the field I don't really care about where the job is located I would work anywhere.

Part 2

Option A: Investing a Job

Wind Plant Admin

Mission Statement: We power lives with sunshine. By designing beautiful home solar systems and providing flexible financing plans, we enable people to generate their own energy and save money.

I feel as if we can use a different source of energy we can prolong the life of earth and be more efficient with our life spans and future generations.

Thing I would do to make sure I was more qualified is find an internship for project management and construction so that I can experience and also find classes where I can learn installation, repair, electrical HVAC and solar thermal/ and or solar PV systems. I would then find class with advanced electrical calculations. Also study CAD drawings and electrical schematics.

65) UCF College of Medicine-Peru

Chavi Rehani, Yunfai Ng, and Daralys Lopez

Course: Curricular Longitudinal Theme

Instructor: Dr. Judith Simms-Cendan

Community Partner: The Yantalo Foundation

UCF 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 organizes and facilitates an annual service-learning trip to the Teaching Clinic of the Yantalo Foundation in Moyobamba, Peru. The team of interprofessional students and faculty spend seven days at the clinic caring for hundreds of patients free of cost.

The goals of the Yantalo Foundation and UCF MedPACT are to improve the health and well-being of the community by providing comprehensive care through the creation of a sustainable global health practice. Capacity building by UCF during this trip provides access to medical specialists and surgical procedures that patients would otherwise not have.

The Yantalo Clinic and MedPACT's service-learning trip have grown tremendously since the first trip in the summer of 2017. In the second year, the service team contained twice the number of traveling students and faculty, and the team also saw 150 additional patients compared to first year. There was participation from the schools of nursing and social work that were not included in the first year. The team was also able to implement a sexual health seminar for adolescents at the local school.

MedPACT hopes to continue this growth while improving the quality of care for patients and the student learning experience. Goals for improvement continue to focus heavily on student involvement, interprofessional education, multi-institutional collaboration, sustainability, EHR implementation, health trend identification, resource allocation, and continuity of care.

Approximate Impact Numbers:

355 patients (year one) + 500 patients (year 2) = 855 Patients

16 surgeries (year one) + 16 surgeries (year 2) = 32 surgeries

NOTES