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REFLECTIONS ON 20 YEARS OF SERVICE LEARNING

Happy birthday everyone! We have had a great semester celebrating our 20th Anniversary of Service Learning at Marquette University. Looking back twenty years, 1994 was an interesting year...

It was the year Nelson Mandela became the first black president of South Africa. Bill Clinton gave his first State of the Union address. A magnitude 6.7 earthquake hit San Francisco during the World Series and destroyed parts of the city. Other headlines included the Tonya Harding and Nancy Kerrigan Olympic ice skating scandal, as well as the OJ Simpson police chase and trial.

Here on campus, work was still done through phone calls and snail mail because people were just starting to discover email addresses and the “information super highway,” the Alumni Memorial Union was just 4 years old, Grebes Bakery still existed on the corner of 12th and Wisconsin, and under Fr. DiUlio, Marquette was celebrating the opening of their new Campus Town housing complex and business corridor, which included a Dairy Queen restaurant long before anyone had even heard of a Qdoba.

In the shadow of all this news, hoopla, and unrest, Philosophy professor, Dr. Andy Tallon, who for years had implemented a community service component in his philosophy of Human Nature Class, wrote the grants that sparked the birth of the Service Learning Program at Marquette. Within three years, our Program was fully funded with an institutional budget. This was not just another educational fad. Instead, service learning became a highly researched and outcomes-based teaching and learning method, supported by educational philosophers such a Dewey and Kolb, and a testament to the work, values and pedagogical beliefs of our Ignatian forefathers. Marquette was at the very forefront of the service learning movement across the state, and across the nation. At a time where there was much controversy about Marquette closing Wisconsin Avenue, Service Learning allowed folks to grapple with the idea of community as co-educator, the University’s responsibility to our neighbors, and our commitment to the wellbeing of this city.

When many of our current students were not even born yet or at least were still in diapers, Andy Tallon and Bobbi Timberlake started that first semester in the Spring of 1994 with just ten faculty members and 164 students participating. The Program took off, growing to 59 classes and 904 students ten years later. Today we average between 55-65 courses and 1,000-1,300 students each semester. There is no doubt that Service learning is a critical part of a Marquette education.

Perhaps it is because as we work in the spirit of solidarity with our neighbors and our partners, we are humbled by their extraordinary lives, the immensity of the social justice issues, and the beauty of barriers being erased. But in the last twenty years, I don’t think we have always done the best job of telling our stories. So thank you for taking the time to read this inaugural annual report, because it is our attempt to highlight all of the great initiatives, teaching, and community engagement our office has helped to facilitate this year! As always, thank you for your commitment to service learning as high impact pedagogy!

Kim Jensen Bohat, Director
FACULTY LUNCHEON

Faculty and administrators gathered to celebrate 20 years of high impact pedagogy. Kim Jensen Bohat presented awards to three faculty members for their commitment to using service learning in their courses since the beginning of the Program.

Dr. German Carrillo, Dr. Michael Duffey, and Dr. Mary Anne Siderits were recognized for their 20 year dedication to service learning.
**ANNIVERSARY CELEBRATION: ALUMNI STAFF REUNION**

In celebration of 20 years of the Service Learning Program, previous and current staff members reunited to celebrate the friendship and life lessons they gained from working for the Service Learning Program. In the past 20 years, over 182 student staff members have worked to facilitate the day-to-day operations of the Program. On Friday, April 24, over 30 Program staff reunited at former Program Director Bobbi Timberlake’s home for a great evening of mingling and reminiscing with staff about the last two decades of Service Learning and beyond. On Saturday, April 25, 22 Program staff volunteered during the annual Hunger Clean Up event hosted by the Office of Student Development.

Current and previous Service Learning staff worked alongside Safe & Sound, a local organization that works to reduce violent crimes in neighborhoods through a collaborative effort of law enforcement, neighborhood organization, and youth development. After several hours of taking part in the Metcalfe Park neighborhood clean-up with Safe & Sound, the staff met up at Mercy Memorial Baptist Church and then the current home of the Service Learning Program for some snacks and post-service reflection. During this reflection, alumni staff shared how valuable the experience of working for the Program was to them, especially as a foundation for their current careers. The Reunion weekend ended with a fantastic family-style Italian dinner at Buca di Beppo with about 30 Service Learning Program staff from the past and present!
Then…

….and Now

20 years of supporting high impact teaching practices…from 10 courses to 61 courses.

20 years of challenging students to grow and reflect…from 164 service learners to 1,163 service learners.

20 years of building relationships with the community…from 39 community partners to 109 community partners.
PROBLEM SOLVER SEED GRANT RECIPIENTS

In order to promote the use of service learning and undergraduate community-based research as high impact pedagogy, the Center for Teaching and Learning- Service Learning Program supported community partner and faculty collaboration(s) through the funding of $500 mini seed grants. Grants were awarded to faculty and community partner teams working to address social justice issues in Milwaukee as part of service learning courses. Over the last three semesters, the following faculty received Seed Grants for their innovative projects:

April Newton – Introduction to Visual Communication
Because of a unique collaboration between the Service Learning Program and the Greater Milwaukee Catholic Education Consortium, April Newton’s students were able to hone their visual communication skills by creating brochures and marketing material for twelve K-12 Catholic Schools in the Archdiocese. Students were charged with graphic design, photography, typography responsibilities, and the final product allowed the schools to reach new audiences that will hopefully ultimately lead to higher enrollments. Seed grant money provided parking reimbursement for school staff to come to campus twice to work with their communication students.

Albert LaGore – ROTC Naval Science course in Leadership and Management
Students training to be officers in the military through the ROTC were able to put their communication, leadership, and decision making skills, to the test through a building project with Marquette’s Campus Kitchens Project. LaGore’s students built a compost bin, adaptive raised gardens, and garden benches. Campus Kitchens will use their community garden, located next to O’Donnell Hall, to provide fresh produce for the meals they provide throughout the city. Campus Kitchens plans to invite folks with disabilities to help garden this summer. Seed grant money went to building materials and supplies.

Astrida Kaugars – Psychology of the Exceptional Child
Dr. Kaugars received a grant to purchase assessment material and incentives for a research project on the integration of mindfulness curriculum intervention for the kids and parents at Milwaukee Center for Independence’s SEDA School. Five students from the Exceptional Child class did their service learning, as research assistants with Dr. Kaugars. Initial findings suggest that SEDA students were able to better concentrate and focus after doing mindfulness exercises. Seed grant money was used to purchase assessment material and incentives for research participants.

Angelique Harris – Sociology of Culture, Health, and Illness
Dr. Harris’s project with Central City Churches Outreach Ministry was an innovative community-based research project, where the community identified the issue, and Dr. Harris and her students set out to help them find answers. The study examined food scarcity and food usage among the Central City Churches food pantry recipients, and the students provided this feedback to pantry and to Hunger Task Force, their food source, so that healthier, yet culturally relative food options would be more readily available. The students concluded by conducting cooking demonstrations that highlighted healthy ways of cooking the food available in the pantry. Seed grant funds went to the groceries needed to support the cooking demonstrations.
Barbara Silver Thorn – Bio-Medical Engineering course in Rehab Engineering, Prosthetics, and Orthotics

Students in Dr. Silver Thorn’s Rehabilitation Engineering class created adaptive and assistive devices for the kids at the Milwaukee Center for Independence SEDA School and Special Care Nursery. Projects included an interactive book/toy for an autistic child, a chair for a wheelchair bound pre K student to facilitate floor seating with peers, a universal stander for children with hip and spine issues who are unable to stand or walk, a rocking chair for a child with severe autism, and a modified changing table for disabled pre-school kids.

Seed grant money went to supplies for the equipment.
AWARDS AND HONORS

Neighborhood House Ray Richardson Award
On November 14, 2013, the Neighborhood House presented the Service Learning Program with the Ray Richardson Award for our long-standing partnership with the International Learning Center. This relationship embodies what Ray Richardson, the former Neighborhood House Executive Director, envisioned for Neighborhood House: people of various strengths and abilities coming together in ways that foster their own individual growth and development, and strengthen the community at large. The Service Learning Program is based on reciprocity. On the Marquette side, scores of undergrads have spent hundreds of hours tutoring English as a Second Language, math, and literacy at ILC – not just as volunteers, but as active learners with an academic and civic stake in the task. On the Neighborhood House side, they see adult refugees and immigrants – many of whom have never been to school before – getting the language and literacy skills they need to function effectively as parents, workers, and citizens in a new land. When they grow as individuals, their families are stronger, their kids are stronger. When neighbors help neighbors, our community is stronger (Source: Neighborhood House).

President's Higher Education Community Service Honor Roll
The Service Learning Program was selected for the 2013 President's Higher Education Community Service Honor Roll for the seventh consecutive year. This is an award distributed annually by the Corporation for National and Community Service. The award is intended to recognize specific colleges and universities that encourage students to get involved and create “a lifelong path of civic engagement.” The President's Higher Education Community Service Honor Roll is the highest honor used to recognize the institutions that exemplify a dedication to service in their surrounding community. Midnight Run, the Service Learning Program, Youth Empowered to Succeed, Health Careers Opportunity Program, Urban Journalism Workshop, and the Milwaukee Summer Reading Project were all featured Marquette programs in the 2013 Honor Roll application.

National Society for Experiential Education (NSEE) Program of the Year
In 2012, the Marquette University Service Learning Program was named the Experiential Education Program of the Year by the National Society for Experiential Education (NSEE). NSEE is an organization comprised of educators, businesses and community leaders. For more than four decades the NSEE association has encouraged the use of experience in the learning process to further the ethical, personal, intellectual and social development of individuals as well as global awareness and career exploration. It serves as a major resource center for the development of experiential programming nationwide. Each year the agencies of the NSEE nominate different members for seven different awards, including the Experiential Education Program of the Year award. To qualify for the Experiential Education Program of the Year a program must have “depth and breadth of program impact between and among diverse groups and communities” using innovative design and implementation.

Upon receiving these honors, Kim Jensen Bohat, the Director of the Marquette University Service Learning Program said, “We are pleased to be recognized with these awards because we feel that Service Learning is central to the Marquette learning experience. As a whole, the Marquette University Service Learning Program looks forward to continuing to build our legacy of community engagement.”

“Ultimately we must understand the need to be agents of change.”
Rev. Pedro Arrupe, S.J.
Superior General of the Society of Jesus 1965-1983
SERVICE LEARNING NUMBERS

FALL 2013 – SPRING 2014 SERVICE LEARNING NUMBERS

Fall 2013 – 1,198 students
Fall 2013 – 47 classes, 35 faculty
Fall 2013 – 110 Agencies

Spring 2014 – 1,163 students
Spring 2014 – 61 classes, 51 faculty
Spring 2014 – 109 Agencies
COMMUNITY IMPACT

COMMUNITY IMPACT ASSESSMENT RESULTS

The Service Learning Program strongly values its community partners and their role as co-educators of Marquette University students as they engage in a semester of service learning. To ensure that Marquette service learners are positively impacting the Milwaukee community and that the Program is building mutually beneficial partnerships, the Service Learning Program conducts an annual Community Impact Assessment of its 100+ community partners.

As the result of a service learning partnership, Marquette seeks to:

- Help the community partner meet the agency’s mission;
- Promote the exchange of resources between the university and community agency;
- Effect a positive change on the community members the agency serves; and
- Situate the university as a positive and just citizen in the community.

Based on the Community Impact assessment data, the Service Learning Program found that the presence of service learners, and the dynamics they add, have positively impacted the majority of its community partners. The benefits service learners have on partnering agencies equaled or exceeded the time commitment involved and nearly 93% of the agencies responded that they had a good or excellent experience with the Program. 100% of the agencies would recommend other organizations participate in Marquette University’s Service Learning Program. With this valuable feedback, the Program is able to maintain accountability to the community as it works to continually improve upon and provide high quality services each year.

“The Marquette Service Learning Program has enabled us to build a stronger visual presence as a service organization in the greater Milwaukee community. Our partnership with Marquette has helped us to grow our volunteer program, and the students have helped to spread the word about our volunteer needs.”

“Overall, the program provides us dependable volunteers to lend vital assistance in our classrooms. Moreover, some students decide to continue to volunteer, so we are provided quality volunteers after the class actually ends.”
Every year, the Service Learning Program assesses one of its four undergraduate co-curricular learning outcomes through an end-of-semester survey that is sent to every student enrolled in a placement model Service Learning course. Through the completion of course-based Service Learning, students will be able to (1) Appreciate people from diverse backgrounds; (2) Exhibit a commitment to social justice; (3) Demonstrate a commitment to be an involved citizen in his or her community; and (4) Demonstrate an increased sense of vocation.

During the 2013-2014 academic year, the Service Learning Program has focused its assessment on the fourth learning outcome; demonstrating an increased sense of vocation. To determine whether the Service Learning Program has helped students increase their sense of vocation, we looked at four indicators. After a semester of service learning:

- Has the student solidified his/her academic major choice and articulated the reasoning behind this choice?
- Can the student identify multiple career paths to take within his/her chosen area of study?
- Has the student considered his/her values and attitudes when determining a future career path?
- Has the student expressed a desire to use his/her skills and talents to create positive change in the lives of others?

Based on the students’ survey responses to the questions that considered these indicators, the Service Learning Program has modified its programming to more strongly emphasize the interconnectedness of service learning and one’s vocational path. For example, the Program facilitates an hour and a half reflection session for service learners focused solely on vocation called, “Discern: Where will your path take you?” This reflection session pushes students to reflect on their values while delving into the connections between their service learning experiences and their intended career path and greater purpose in the world.
STUDENT LEARNING ASSESSMENT

STUDENT ASSESSMENT DATA

100% of the students who attended the vocation-specific reflection session agreed that service learning has helped them to demonstrate an increased sense of vocation. For example, during the post-reflection evaluations, students wrote:

“Service learning has helped me to think about Vocation (greater purpose in life) and vocation (career) and understanding how service learning, dreams, goals, etc. fit into both.”

“Service learning has made me think about the ‘hard’ questions as I connect my service and my own life experiences and future endeavors.”

“Service learning has helped me see why I chose to study what I am studying and it helped me to see that a lot of the things that I have done or are leading up to help me obtain my future goals.”

“Service learning has helped me think about the differences and similarities between what I want to do and who I want to be and how to join these two together.”

Through the end-of-semester survey that was sent to all placement model service learners (516 total respondents), we noted:

- 92% said that they consider their values and attitudes as they determine a future career path
- 85% noted that they have honed a skill that will help them in their academic life or in a future career, with 38% of students honing skills in communication (public speaking, group facilitation, and interpersonal communication)
- 42% expressed that service learning helped them to reaffirm their choice of academic major
- 27% expressed that helping others, making a difference, and having an impact on the community are the most important things that they will consider when choosing a career

Based on the vocation-specific reflection assessment and the end-of-semester survey data, the Service Learning Program is excited to report that we have met our goals with regard to the fourth learning outcome. Students are self-reporting that through service learning, they have demonstrated an increased sense of vocation. The majority of students are now considering their values and attitudes when determining a future career path and expressing a desire to use their skills and talents to create positive change in the lives of others.

Although we will assess a different learning outcome during the next academic year, the Service Learning Program will continue to focus on providing service learners with high-quality experiential learning opportunities in which they can build upon their skill sets, explore their personal values and attitudes, and connect with professionals as they progress through their vocational path.
During the fall 2013 semester, students in Dr. Angelique Harris’ Culture, Health, and Illness Sociology class participated in community-based research for a Service Learning project with Central City Churches Outreach Ministry. Dr. Harris, Alicia Ellis, Director of Central City Churches, and Kelsey Simkins, a student in the course, shared their perspectives on the experience and outcomes of the project.

**Dr. Angelique Harris, Assistant Professor of Sociology**

During the fall of 2013, I taught Culture, Health, and Illness, an upper level Sociology course that focuses on the sociocultural constructions of health and illness and the importance of cultural awareness on the part of health care professionals. Service Learning was incorporated into this course because it allows students to learn from not just myself, but also people within Marquette’s larger neighborhood community. Also, Service Learning gives the students the opportunity to apply many of the concepts, theories, and frameworks learned in class to help address a real life social problem that people in their local community experience: food scarcity.

For the service learning component, we worked with a local food pantry, Central City Churches (CCC), to address some of the concerns they had in the distribution of food and services to their neighborhoods and community members. Students utilized traditional sociological methods of inquiry in an effort to better ascertain the various issues that people in the local community face as it relates to food scarcity. This structure not only helped students learn about what is needed in their local community, they also were able to apply sociological techniques and theories in their inquiry. My partners at CCC were able to get a better understanding of the views and concerns of their neighbors and were able to learn about some of the suggestions the students had to better aid their neighbors.

Overall, this project greatly impacted my teaching as I was able to show students how sociological theory and methods of inquiry can be used to address a real life issue for people in their local community. I was also able to get additional data on food scarcity and get a better perception of the issue from people in the local community as my research examines obesity and food related health issues among minority groups in Milwaukee.
Kelsey Simkins, Service Learning Staff Manager and SOCI 3500 Student

I specifically chose to enroll in Dr. Harris’ Culture, Health, and Illness class after hearing about the Service Learning component because I have a great appreciation for this type of experiential and engaged learning. To begin our project at Central City Churches, we visited the food pantry as a class. It saddened me greatly to walk through the pantry shelves and see mostly canned goods. Alicia explained to us that the pantry looks for ways to provide healthy options, but sometimes it is difficult because of what they have available to them. After our initial visit, each group began doing research, identifying relevant scholarly sources, observing the pantry to collect ethnographic data, and interviewing the neighbors (CCC’s preferred term for its clients) about their experiences. This research, as well as what we learned in class about cultural awareness in healthcare and health promotion programs, culminated in two final projects: a cooking demonstration at CCC and a policy report.

For the cooking demonstration, each group created two recipes using food commonly available at the pantry that was both healthy and culturally appropriate. This was a challenge due to the limitations of the pantry’s food supply, but really gave us an insight into what families and individuals who use pantries go through when trying to plan their meals. After some creative thinking, my group created a recipe for a healthy dessert/snack made of peanut butter, cornflakes, applesauce, apples, and cinnamon. When we prepared it for the neighbors at the pantry, we were pleased to receive positive feedback and a lot of curious questions. At the end of the semester, both our recipes and our final policy recommendations for the pantry, including our additional research, were given to Central City Churches’ staff.

This project really allowed me to personally understand the process of sociological research and how this research can be informed by and serve the community. While the course material provided by Dr. Harris gave me a solid foundation for understanding the importance of cultural awareness in health-related issues and health promotion programs, personally doing research in the community gave me a deeper and more practical perspective on the course material and the issues within the community.
Alicia Ellis, Director of Central City Churches Outreach Ministry (written by Kelsey Simkins)

According to Alicia Ellis, Director of Central City Churches Outreach Ministry (CCC), she agreed to partner with Dr. Angelique Harris’ class because CCC is “always working to bring information to our neighbors that will keep them abreast of the changes in health care and healthy eating.” CCC had also noticed that neighbors were leaving behind some of the pantry items and were hoping student research could identify ways to better serve the community.

The research provided by students in the form of annotated bibliographies on academic literature and policy briefs based on the students’ firsthand research at CCC has proved to be a valuable tool for CCC to help them write grants to buy food for the pantry and improve its services. Ellis stated that the policies and bibliographies provided by the students “help us better word our conversation as we’re trying to keep afloat. We’re trying to work to where we’ll get money to purchase food that is healthier and working to have it where our neighbors would get to shop the way they would in a shopping center.”

Aside from the written research, “the recipes were wonderful” because they allowed the neighbors to be exposed to types of foods that they’ve never heard of or seen. Ellis says that there are cultural barriers if you have never been exposed to a food, even if you have used something similar before. Ellis says that more and more, neighbors are deciding to keep the food and try something different rather than putting it back.

In addition to this project, CCC is working with Dr. Monica Adya’s Systems Analysis and Design course to create a database for their records and hosts Placement Model service learning students from a variety of courses each semester. Ellis says these students are both seeking social justice and bringing their own gifts to share and also learning how to accept and receive gifts from the neighbors. “It is beneficial because we are helping each other.”

SPECIAL PROJECT HIGHLIGHT

Information Technology 4158 – Systems Analysis and Design

During the spring 2014 semester, 20 students enrolled in Dr. Monica Adya’s Service Learning course, “Systems Analysis and Design.” Senior IT students connected what they learned about high functioning systems and design methods to hands-on IT Service Learning projects with the Hispanic Chamber of Commerce and Central City Churches Outreach Ministry. Students met with the agencies in person to gather the unique project requirements and worked to create and recommend solutions that would best fit the agency’s operations, users, and requirements. One team of students working with Central City Churches created a database solution using Apache OpenOffice base, a free, customizable database solution. Low-cost and easy to use technology solutions are paramount for busy non-profits with smaller budgets that continue to extremely important work in our community.
For the very first time this spring semester, all 41 students from two sections of Dr. Julia Paulk’s Spanish 3705: Advanced Spanish for International Business course completed 10 hours of service learning. Throughout the semester, students served with either the Milwaukee Justice Center or the Volunteer Income Tax Assistance Program at Journey House or Catholic Charities. In SPAN 3705, students learn business Spanish vocabulary, business customs in Spain and Latin America, and the basic concepts in Spanish of accounting, marketing, banking, real estate, business law, and human resources. In addition, students study the economies and political situations of most Spanish-speaking countries as well as complete term projects on a particular industry in Spain or Latin America.

The objective of Service Learning in this course is for students to practice their Spanish Business vocabulary in a professional setting. Students were required to write two short reflection papers on how their service connected to course content as well as the social justice issues that the two partnering community agencies aim to address.

The Milwaukee Justice Center, located in the Milwaukee County Courthouse, provides legal services to low-income individuals who are otherwise ineligible for most free legal assistance. At the Milwaukee Justice Center, students helped with the family law forms self-help desk, translating forms for Spanish speakers and directing them around the courthouse, or with the Marquette Volunteer Legal Clinic translating for volunteer attorneys who gave brief legal advice.

The Volunteer Income Tax Assistance program, sponsored by the Internal Revenue Service, is designed to provide free income tax return preparation for low-to-middle income individuals and those who may need assistance due to a disability or language barriers. At the VITA program at Journey House and Catholic Charities, students served as greeters, helping clients fill out forms and checking documents, and assisted as translators for the tax preparers.
Student Experience: Patrick McGinn, Service Learning Special Projects Coordinator and SPAN 3705 Student

I am a senior majoring in Social Welfare and Justice and Spanish for the Business Professions. I took Advanced Spanish for International Business as the final requirement for my major in Spanish. As the Special Projects Coordinator for the Service Learning Program, I had the unique opportunity of both setting up and coordinating the placements and participating in service. I chose to serve in the VITA program at Journey House because I wanted to learn about the tax return filing process, something I was largely unfamiliar with. I figured this would be a great opportunity to speak Spanish while learning from the CPA volunteer tax return preparers.

As a greeter, I sat at the front and instructed clients, many of whom were Spanish-speaking, on how to fill out necessary forms and verified that they had all of the necessary documentation so that their tax return could be prepared. At first I was slightly nervous, having never used many of the words that I needed to know to effectively communicate about taxes. Right from the start, I was able to use a lot of tax, banking, and accounting Spanish vocabulary. I explained some of the questions on the forms which asked about sources of income, expenses, and bank accounts. After helping the first couple of clients, I began to feel much more comfortable and confident. One day, I had the opportunity to translate for a client when there was not a Spanish-speaking tax preparer on site. I found this quite challenging, but it was an excellent learning experience.

My time at Journey House wasn’t just about practicing Spanish and learning about taxes; there was a human element as well. The client that I translated for makes little money working as a painter, yet he sends monthly remittances to seven of his nieces and nephews in Mexico, two of whom are orphans. He told me that he was the major provider for many of them. It was inspiring to me that he was working so hard for his family while keeping little for himself. His story is similar to so many people who come to the United States in search of a better life for their families. Overall, my time at Journey House was very valuable. I am glad to have had this opportunity to practice business vocabulary in a professional setting, translate for clients, learn more about tax returns, and hear the stories of inspiring, hardworking individuals.

SPECIAL PROJECT HIGHLIGHT

Education/Psychology/Speech Pathology 4931 – Autism for the Professions

Amy Van Hecke from Psychology, Mary Carlson from Education, and Wendy Krueger from Speech Pathology were given the opportunity through a teaching enhancement award to develop an inter-disciplinary course called “Autism for the Professions.” This spring they taught this course to students from each of the 3 disciplines. Students learned about the nature of the disorder; impact on one’s academic performance and social, emotional and vocational skills; and assessment and intervention methods. Students were put in multi-disciplinary groups of three and assigned public schools and non-profits. Each week, students observed and interacted with an individual with autism, as well as observed professionals from different disciplines as they worked with that individual. By observing the different disciplines working with the child, the students would better be able to understand the different perspectives of each discipline and recognize the need benefits of inter-disciplinary collaboration when working with this population.
MENTAL HEALTH NURSING STUDENT PERSPECTIVE

Student Experience: Angelica Shanahan, Service Learning Student Coordinator and Nursing Student

As a Junior Nursing undergraduate, I completed my Mental Health Nursing clinical practicum last semester. At Marquette, this clinical is specialized in that it is equally split into two portions: acute care and community. The acute care portion, which I completed at the Milwaukee County Behavioral Health Facility, allowed me an insider’s look into the unique world of Mental Health Nursing. I thoroughly enjoyed the opportunity to see what a typical inpatient experiences at the facility, including group therapy sessions, music therapy, and social worker consultations. Although I enjoyed speaking with and learning about a new patient and new diagnosis each week, I felt something was missing from the overall experience. Although the cases at this facility are highly acute and fascinating, I never had adequate time to more fully explore my therapeutic relationship and communication techniques with each individual patient. When the first half of the semester quickly came to a close, I found myself wondering whether I would have the chance to make those connections I was seeking.

Enter the Lutheran Home, a long-term care facility on Milwaukee’s west side that also houses a fantastic Adult Day Care program. With the guidance of the Service Learning Program, I had been placed at the Lutheran Home to complete my community portion of Mental Health clinical. Upon entering the facility on my first day, I wasn’t sure exactly what to expect. I found myself a bit apprehensive to work with clients suffering from dementia and Alzheimer’s, as all of my previous experience with older adults had been with those in my own family, all of whom are functioning independently and require little assistance. I was welcomed to the center graciously by the staff and clients alike, all of whom seemed so excited to work with me for the remainder of the semester. I was bombarded with friendly greetings, which eased my discomfort and prompted me to jump right in to interaction with the clients.

Upon starting conversations with the older adults, I realized many similarities between their life stories and those of my own closest friends and family members. I quickly learned where the clients had grown up, where they used to work, and what their grandchildren's names were. The time proved to fly by as we chatted and laughed over crafts, a card game, word searches, or whatever the staff had on tap that day. The staff showed their dedication to each and every client by not letting anyone feel left out or forgotten, always making effort to include everyone in the activities of the day. I was able to see several older adults come alive as a result of simple interaction and a friendly smile.
Although the experience was not all fun and games, I was able to see fantastic progression in several of the clients as they acclimated to the center and found that the staff really aims to make it a second home for these adults. I believe that through this experience I was able to see both the good and the bad sides of these unfortunately common mental conditions, and better understand how to respond and interact with these individuals. I realized that mental illness is nothing to be afraid of, and that it affects considerably more members of the population than one would think. By working with the same clients each week, I began to notice small changes and be able to respond and adapt appropriately, eventually forming trust and mutual respect with these individuals.

Throughout these interactions, I began to notice the gap I recognized earlier filling. I realized that it was consistent interaction I was missing. Although excellent, my experience at Milwaukee County Behavioral Health lacked greatly in continuity and the ability to form lasting professional relationships with clients. After graduation, I hope to obtain a nursing job in the Intensive Care Unit, which requires the nurse to be one-on-one with a patient and his or her family, usually for multiple days in a row. I feel that it is especially important for me to work on maintaining relationships in a professional setting while I am still learning and growing as a student, and this Service Learning experience gave me a fantastic opportunity in which to accomplish this.

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**SPECIAL PROJECT HIGHLIGHT**

**Social Welfare and Justice 2150 – Immigrants and their Communities**

Students enrolled in Dr. Louise Cainkar's Service Learning course, “Immigrants and their Communities” spend the semester examining historic and contemporary immigration to the United States and the effects of immigration law and social policies on the mobility and well-being of immigrant families. To capture the immigrant experience, students conduct and record an interview with an immigrant living in Milwaukee. The recordings are then given to the International Institute of Wisconsin where they are stored, preserved, and made available for future generations to hear. These interviews give students the opportunity to add to the oral history collection project archives at the International Institute of Wisconsin, while learning first-hand how the concepts discussed in class affect people's lives in their own communities.
2013-2014 PARTNERING COMMUNITY AGENCIES

Adult Learning Center
After-School Arts and Tutoring
AIDS Resource Center
Allen-Field School
Aurora Adult Day Center
Aurora Sinai Medical Center
Bay View Middle School
Benedict Center
Benjamin Franklin School
Boys and Girls Club of Greater Milwaukee
Browning Elementary
Burbank Elementary School
Butterflies Home for Teen Girls
Carver Academy
Catholic East Elementary
Center for Veteran's Issues
Central City Churches Outreach
Children's Hospital Child Protection Center
City of Milwaukee Employee Relations
City of Milwaukee Public Information Division
City on a Hill
COA Youth and Family Center
Common Ground
CORE/El Centro
Council for the Spanish Speaking
Dominican Center for Women
DryHootch
El Puente High School
Emerson School
Empowering Latinos
English Language Partners
Escuela Vieu
Fairview Charter School
Forest Home Avenue School
Grandview High School
Grantosa Drive Elementary School
Guadalupe Head Start
Guest House
Habitat for Humanity Restore
Hampton School
Highland Community School
Hispanic Chamber of Commerce
Historic Milwaukee, Inc.
Holton Youth + Family Center
Homework Help
Hope House
Hunger Task Force
International Institute of Wisconsin
International Learning Center
Jewish Home and Care Center
Journey House
Keep Greater Milwaukee Beautiful
La Causa CLC
La Causa Crisis Nursery
La Escuela Fratney
Lafollette School
Lake Bluff Elementary School
Lincoln Avenue School
Literacy Services
Longfellow School
Lutheran Home
Macdowell Montessori School
Madison Elementary School
March of Dimes
Marquette University Community Dental Clinic
Marquette University Volunteer Legal Clinic
Messmer High School
Meta House
Midnight Run
Milwaukee Academy of Chinese Language
Milwaukee Achiever Literacy Services
Milwaukee Center for Independence
Milwaukee Christian Center
Milwaukee College Prep
Milwaukee Justice Center
Milwaukee Public Schools
Milwaukee Secure Detention Facility
Milwaukee Women's Center
Mother of Good Counsel
Myanmar Learning Center
My Good Mourning Place
Nativity Jesuit Middle School
Neighborhood House
Next Door
Notre Dame Middle School
Nova/Nova Tech
Operation Dream
Our Next Generation
Our Space, Inc.
Pan African Community Association
Penfield Children’s Center
Playworks
Project Q/LGBT Community Center
Project Return
Reach Out and Read
Redeemer Lutheran Church
Repairers of the Breach
Rescue Mission
Salvation Army Emergency Lodge
Second Chance Partners for Education
SET Ministry
Sixteenth Street Community Health Center
Sojourner Family Peace Center
Southside Health Center
St. Ann Center for Intergenerational Care
St. Ann’s Rest Home
St. Anthony Schools
St. Elizabeth Ann Seton Dental Clinic
St. Francis Children’s Center
St. John Cathedral
St. Joseph Child Development Center
St. Martini Lutheran School
St. Rafael Archangel School
St. Vincent de Paul
Tenor High School
United Community Center
Urban Ecology Center
Veritas High School
Veteran’s Employment Alliance
Villa St. Francis
Voces de la Frontera
Volunteers of America Wisconsin
Walker’s Point Center for the Arts
West Allis Central High School
Wisconsin Conservatory of Lifelong Learning
Windlake Elementary School
YMCA Sponsor-A-Scholar
2013-2014 SERVICE LEARNING COURSES

ADVE 4997: Advertising Campaigns (Daniel Augustine, Jean Grow)
BIEN 4630/5630: Rehabilitation Engineering (Barbara Silver-Thorn)
BIEN 4998: Senior Design Project (Jay Goldberg, Robert Stango)
BIOL 3502: Experimental Neurobiology (James Buchanan)
BUAD 2040: Applied Global Business Learning (Heather Kohls)
CMST 3200: Organizational Communications (Colleen Moore)
COMM 2100: Introduction to Visual Communication (April Newton)
CRLS 4130: Women, Crime, and Criminal Justice (Mary Anne Farkas)
EDUC 1210: Introduction to Schooling in a Diverse Society (Jeffrey LaBelle, Larry Miller)
EDUC 1220: Psychology of Human Development in Children and Adolescents in a Diverse Society (Rebecca Bardwell, Rebecca Lorentz)
EDUC/PHAS/PSYC 4931: Autism for the Professions (Mary Carlson, Wendy Krueger, Amy VanHecke)
ENGL 4170: English in the City (Steve Keiser)
ENGL 4230: Writing Center Theory, Research, and Practice (Rebecca Nowacek)
ESLP 1041: Listening Comprehension (Jo-Anne Hohensee, Jean Richie)
HEAL 1025: Culture and Health (Abir Bekhet, Ruth Belknap, Lesley Boaz, Marilyn Frenn, Aimee Woda)
HEAL 1200: Women’s Health (Heidi Paquette)
HEAL 1931: Veteran Cultural Awareness (Judy Kinter, Laura Hale)
INTE 3001: Introduction to Information Technology (Terrence Ow)
INTE 4158: Systems Analysis and Design (Monica Adya)
JOUR 1550: Digital Journalism 2: Reporting and News Design (Barbara Volbrecht)
MANA 3035: Diversity in Organizations (Cheryl Maranto)
NASC 2185: Leadership and Management (Rusty Hagins)
NURS 3500: Mental Health Nursing Theory (Abir Bekhet)
NURS 6244: Health Promotion (Rush McShane, Marge Sebern)
PHAS 7115: Clinical Decision Making I (Joshua Knox)
PHAS 7116: Clinical Decision Making II (Joshua Knox)
PHAS 7117: Culture and Diversity in Healthcare (Cathy Bril)
PHIL 1001: Philosophy of Human Nature (Father James Flaherty S.J.)
2013-2014 SERVICE LEARNING COURSES

PHIL 2310: Ethics (Father James Flaherty S.J.)

PHTH 4512/7512: Culture and Disability (Dennis Sobush)

PHYS 1013: Classical and Modern Physics with Calculus (Christopher Stockdale)

PSYC 3101: Developmental Psychology – Childhood and Adolescence (Mary Anne Siderits)

PSYC 3130: Psychology of the Exceptional Child (Denise Gardner)

PSYC 3550: Psychology of Gender Roles (Mary Anne Siderits)

PSYC 3560: Psychology of Religion (Mary Anne Siderits)

PSYC 3320: Cognition (Kristy Nielson)

SOCI 2200: Sociology of the Family (Roberta Coles)

SOCI 3500: Culture, Health, and Illness (Angelique Harris)

SOCI 3930: Food, Water, and Society (Roberta Coles)

SOCI 4300: Sociology of Aging (Robert Greene)

SOWJ 1001: Introduction to Social Welfare and Justice (Louise Cainkar, Raeshann Canady Ford, Kim Jensen Bohat)

SOWJ 2150: Immigrants and their Communities (Louise Cainkar)

SOWJ 2200: Human Behavior in the Social Environment (Alex Crampton)

SOWJ 2600: Community Organization (Bob Connolly)

SOWJ 3300: Practice Skills with Individuals, Families, and Groups

SPAN 3002: Spoken Spanish (Sonia Barnes)

SPAN 3005: Spanish for Heritage Speakers (Eugenia Afinoguenova)

SPAN 3705: Introduction to Spanish for the Health Professions (Julia Paulk)

SPAN 3710: Introduction to Spanish for the Health Professions (Nelson Lopez-Rojas)

SPAN 3715: Advanced Spanish for the Health Professions (Armando Gonzalez-Perez)

SPAN 4400: US Latin@ Literature (Jason Meyler)

SPPA 2210: Child Language Disorders (Wendy Krueger)

SPPA 4610/5610: Multicultural Issues in Speech Pathology (Caitlin Croegaert)

THEO 2400: Christian Discipleship (Michael Duffey, Susan Mountin)

THEO 2410: Christian Faith in Cultural Contexts: Latin American Theology (John Thiede)

THEO 2420: Bridging the Racial Divide (Robert Masson)

THEO 2500: Theology, Violence, and Nonviolence (Michael Duffey)

WGST 4997: Women’s and Gender Studies Capstone (Dawne Moon)
ACKNOWLEDGEMENTS

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