

**SERVICE LEARNING  
CASE SUMMARY  
BARBARA LOVERICH  
HOBART HIGH SCHOOL**

TEAM MEMBERS:

Joanne Urschel, Ph.D., Purdue North Central University  
Mary Ann Fisher, Ph.D., Indiana University Northwest  
D.J. Moran, Ph.D., Valparaiso University

TEAM FORMATION PROCESS:

The original team included an additional professor from Indiana University Northwest, Richard Clements. At the end of the Spring semester, he moved to a new university. Over the summer, I corresponded with Dr. Moran from Valparaiso University and he was added to the team. In August, Dr. Urschel traveled with me to the P3 meeting in Washington D.C. and I had an opportunity to introduce her to the other national members of the Service Learning Group.

With the beginning of school in August, I met with the five high school students that signed up for the service learning class, Psychology III. They each received information outlining the goals of the class and instructions on how to complete their Journal entries. There were various problems with the placements. I worked closely with the community members in charge, and we were able to correct things. In October, we attended a practicum class at Valparaiso University with Dr. Moran. He was amazed when my students spoke about their training and experience with the autistic children. My students are getting more training than the class of university students he meets with as an advisor. He was not pleased to learn about the situation the college students are in at the site they are going to. It was an "eye opener" for my students and myself.

This month, the service learning students will attend an evening class at Purdue North Central with Dr. Urschel. In the spring, I am hopeful that they will be able to sit in on the service learning class at Indiana University Northwest.

GEOGRAPHICAL AND INSTITUTIONAL CONTEXT:

For the past thirteen years, I have had a service learning component in my psychology classes. Three years ago, a Key Club started at the high school and their focus is on service learning in the community. Hobart High School is very supportive of having people involved in the community and service learning. With the P3 service learning group, I was able to expand what I had been doing and added the linking with area universities. I was also able to offer a new, advanced psychology class. Without the support of my principal, I could not have done this.

PROJECT CHRONOLOGY:

1. - Contact area psychology professors in local universities. Explain the P3 service learning goal. Invite them to become a team member.
2. - There were many frustrating problems in trying to contact the people at area universities. Perseverance paid off and I was able to recruit three people. One original member has since left his university but I was able to add a new member before the start of this school year.
3. - I had no difficulty getting the principal to agree with the addition of a new independent studies class, Psychology III.
4. - I also had no difficulty finding students who wanted to be the first participants.
5. - Dr. Joanne Urschel and I attended the P3 meeting in Washington D.C. in early August.
6. - At the start of school, the class began and I have been actively involved coordinating the students, reading their journals, and keeping in touch with community members.

CHALLENGES AND THE OPPORTUNITIES:

COMMUNITY HOSPITAL: One of the students wanted to be in the physical therapy department. For the first week, she was at the Spectrum, the facility used for treating outpatients. The high school student felt as though she was being treated like someone who only wanted to shadow the therapists. She was not happy with this and wanted to be involved, if possible. She understood about liability and the difficulty of giving her things to do because she did not have any training. I spoke with the hospital administrator in charge and after she explained the service learning concept of our class to the physical therapy people, everything was worked out. The student is now placed in the hospital and she spends her time with a specific therapists and attends all the patients that this therapist does. There are many occasions where she can join the patient in therapy and help out. She has learned to know the patients and has a clearer understanding of the types of therapy used for different people: knee replacement, hip replacement, strokes, etc. It has been a very valuable learning experience for her.

The other student who is placed at the hospital is on a two week rotating schedule which will allow her to experience as many areas as possible. She has been in radiology, burns and wounds, pediatrics, and the emergency room thus far. Because she wears a name badge that also says Volunteer, she found that she was being asked to run errands by several of the hospital personnel. Also, they were just using her to file things the first few days of the class. I spoke with Sister Mary Ellen, the administrator, and she was able to inform the heads of various departments that the Psych III student was not a volunteer. Now my student is thoroughly enjoying her service learning experience because the hospital staff in the different areas she visits take the time to explain what they are doing and answer questions.

Page Three

One outcome of being involved at the hospital has been that they now only want to take students for independent studies if they are from the Psychology III class. They appreciate that I am able to monitor the students and keep in communication with the hospital. This has been a success story for all of us.

**AUTISTIC PROGRAM:** I presently have two students assigned to a four year old child from Valparaiso. He is receiving therapy approximately 30 hours a week. The two high school students were required to attend a lengthy training class in the summer. Both of these girls go to the home of the child on Tuesday evenings, Saturday mornings and Sunday afternoons. Although they are scheduled one class hour per day five days a week to complete the service learning, we were able to be flexible and allow them to go home during the last hour of the day because they were going on their own time to the home. The first difficulty that arose here was the main person in charge of the therapy while my students were present. She is also a senior in high school, at a neighboring school. In spite of her age, she has been trained in the Lovass Treatment program and she is quite good at it. My two students wanted to become involved and this other student had a very "hands off" attitude. Once my students decided to tell me about their unhappiness with the situation, I called the autistic child's mother and we were able to have my students become more involved. It still wasn't as much as we would have preferred but there wasn't more I could do. In spite of this setback, the two students learned a great deal and their journal entries are excellent. I learned from reading them!

My last student is scheduled to begin her service learning from January until the end of the school year. She has already started to visit the autistic child on Monday evenings. This is a five year old girl who lives in Crown Point. Every Monday evening, my student has been going on her own time (a 25 minute drive both ways), and working with the mother and her child. This has been wonderful, according to my student. She already has learned and is using the terminology like a pro. I look forward to reading her journals in January.

This past week, on the evening of November 2nd, the five students and I attended the school board meeting to talk about the Psychology III Service Learning class. The board members were very impressed with the work of these students and thanked all of us for what we are doing for the community. There should be an article in this coming week's local newspaper.

The three girls working with the autistic children, myself, and one additional student who will be taking the class next year, will be attending a six hour workshop on autism in Illinois. We are very thankful for the grant that will allow us to do this.

I foresee this as a continuing program. As this is the first year, I feel confident that we are learning as we go.

**Service Learning  
Case Summary and Interview  
July 2, 2001**

**BARBARA LOVERICH**

Team Members:

- What was their previous involvement in service-learning?

***Fisher: Taught a SL course at IU-NW, but she went on sabbatical and eventually did not participate.***

***Moran: Had no previous SL work at Valparaiso.***

***Urschel: Originally had not previous work but is now on the SL committee at PU. So, overall there was little to no prior experience with SL within the team.***

***Barbara had originally wanted to find experienced SL type people to help her.***

- How much discussion of service-learning as a pedagogy took place and how important was that discussion for the success of your project?

***Her new Psychology III course was created just for the purposes of implementing SL projects (journaling was also part of the course). She received advice from Dr. Clement on location of SL projects. Students participated in six-hour training to implement behavioral strategies with autistic children.***

- How much of the project originated in their setting as compared to your teaching agenda (needs & goals)?

***Barbara initiated the entire process. She introduced the project to the setting. She developed a way to select students who were appropriate for the course, thus to conduct SL projects.***

Team Formation Process:

- What specific hurdles did you have to jump in order to get a commitment from team members? What told you that you had a commitment?

***Urschel: Since she had no prior experience she could not advise Barbara on how to proceed. Moran served (only) as a conduit/advisor. She still needs a SL person at the university level to advise her.***

- How long did it take from your initial contacts until you knew you had a “team”?

***Six months.***

- When you discussed the assessment component, how well did your team members take the notion that they would be providing “data” about their efforts?

***Overall, the participation of team members was so minimal that they would have been unable to provide much information.***

- How much did the assessment component contribute to, or hamper, your efforts with team building (at any point along the process)?

Geographical and Institutional Context:

- In what ways has your institution changed as a result of your efforts? If it has not been impacted, who or what prevented that change?

***Principal has been supportive and please with her efforts. The response from students and the community was positive. SL is not yet institutionalized prevented by others not seeing its value.***

- What would need to happen to further impact the institution?

***Barbara did not have a time period set aside and dedicated to class time, so she will need a time period to meet with students during the day. New administrators are needed to recognize the value of SL.***

Project Chronology:

- What has happened since your last report?

***Of the five students originally enrolled in the course, three were awarded \$100 scholarships from the grant money. Seven students are not enrolled for the next course specifically to work at the hospital where the original project took place, an abuse center, and youth services bureau.***

- How did the process contribute to your team members’ understanding of service-learning, especially as framed by the matrix? Did anyone really “get it”?

***Urschel now has a pretty good idea what SL is. She helped the team present the project outcomes to the chancellor at her university. Urschel reported to Barbara that she believed her participation in SL contributed to her tenure.***

Challenges and the Opportunities:

- What have you done to sustain the partnership? What other things might need to happen to strengthen and sustain the partnership?

Barbara will need a university person experienced with SL in the future.