

San Antonio College
Supporting Actions for Engagement (SAFE) Project

Service Learning Homeland Security Projects
Overview

MACROECONOMICS AND MICROECONOMICS

Project: Efficiency study of San Antonio Food Bank and other 3rd tier response organizations

Instructors: Susan Spencer, Economics

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Spring 2004

The service-learning project requires groups of students to attend and participate in San Antonio Food Bank activities. They are required to work at a variety of office and warehouse functions in order to become familiar with the day-to-day procedures of the organization and/or recipients of its service. They will also evaluate the service partner's disaster relief-plan and its integration in the community's statement of need. Throughout the long-term project, the students will coordinate with San Antonio's Office of Economic Development and San Antonio's Voluntary Organizations for Assistance in Disaster (VOAD). They will present their ideas for efficiency in resource acquisition and distribution. The lessons learned concerning the community's needs will be conveyed to recipient organizations and other distribution centers.

The instructor was able to incorporate the service and learning aspects for her students so that they could apply economic principles, while training and engaging them to be prepared for potential mass disaster relief in their community.

These students were responsible for, among other things, compiling research for a report on the Food Bank's activities in the community.

Summer 2004

Report on the current status of the disaster relief plans of the SA Food Bank with an analysis of how students can assist in adding to the plan and glean the best of the concepts for use with other less resource endowed food centers. Part of the report should be devoted to distinguishing a disaster from the tragedy of poverty.

Fall 2004

The activities of this semester's students will come from the summer session students. They selected from two paths:

- Helping the San Antonio Food Bank enhance its disaster relief plan and preparedness.
- With the assistance of the Food Bank Director, begin to formulate a statement of need for second and third tier agencies in San Antonio. This work will also be coordinated with the city of San Antonio's Office of Economic Development.

Spring 2005

- Enhance the efforts of the Fall Students contribution to disaster relief planning and preparedness.
- Interview and analyze the ability of smaller food distribution centers to function in a coordinated fashion when disaster occurs.
 - Can the college or student organizations assist during disaster relief efforts?

Summer 2005

Students developed a manual called Dos and Don'ts for Individuals During Disasters in San Antonio. Each student went to a different non-profit that served citizens during a disaster and asked what people should and should not do. This referred to donations, serving, etc. Copies of this manual were left with each organization and another organization of the students' choosing. Other copies were shared with the leaders of San Antonio College (dean, directors, president and vice-president) after the Katrina Hurricane.

Fall 2005

Students in the Fall classes will further develop the manual and make it larger and more organized. They will go to other organizations. They will work on a story board to develop a film/video in the Spring 2006.

INDIVIDUAL FAMILY AND COMMUNITY

Project: Taking Action Against Bullies (TAAB)

Instructor: Gloria Pimentel

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Spring 2004

"Taking Action Against Bullies" (TAAB) was designed as a service-learning project for students enrolled in and/or majoring in Interdisciplinary Studies. IDST courses are required for education majors pursuing teaching certification. This activity provided students a sense of awareness of the issue of "bullying." This issue ultimately deals with domestic preparedness and ongoing problems with our educational system. The IDST student participants partnered with the alternative school (Pickett Academy) and began to identify strategies for helping middle school students deal with anger and disruptive behavior. One of the key approaches taken here is to study different theories and case studies of aggressive or bullying types of behaviors; how they affect the victims, the bullies, and the teachers; and how these behaviors may result in community disasters. One of the benefits for the SAC students, especially those majoring in education, is that they are getting first-hand experience in confronting adversities in education.

Our college students tutored the academy students in areas specified by the Pickett teachers, such as reading and vocabulary building, math, and social studies, yet stronger attempts could be made to tailor the mentors' skills with the teachers' needs.

SAC students were able to make small impacts that benefited these teachers who were reported to be burned-out and stressed. It was also evident to the SAC mentors that the middle school students were not receiving enough direction or guidance in appropriate behavior, but rather were assessed strict rules and punishment.

After evaluation of the reflection activity, the IDST instructor and students made the conclusion that students with strong morals and values are easy targets and are considered weak by habitual bullies. By applying sociological research, the instructor targeted some of the broader implications for social issues that were addressed throughout the course. Information from recent studies of bullying was brought into the classroom.

ASSESSMENT BASED MANAGEMENT

Project: Reflective Discussion in Preparation for Summer Project and Trained to become a part of the Disaster Volunteer Reservists for the American Red Cross.

Instructor: Shannon Cowger

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Spring 2004

Students learn from the textbook that studies of past community emergencies have revealed some common problems. Of these, inadequate training, lack of practice, lack of communication and lack of drills were among the primary reasons EMS personnel were not prepared for a domestic emergency or mass casualty incident. Emergency medical students at SAC now have opportunities to perform patient assessments while also learning how to plan for events and disasters. The instructor made the decision to enhance the student's capacity to work as part of an interdisciplinary healthcare team and required the students to take a class taught by the Red Cross to become part of the Disaster Volunteer Reserves (DVR).

Summer 2004 and Summer 2005

Students, after becoming trained as a Disaster Volunteer from the American Red Cross, manned First Aid booths for the Red Cross for San Antonio Fiesta. This is a 10 day cultural event in San Antonio. They are also on call in the case of emergencies such as the Katrina and Rita Relief efforts which occurred in San Antonio.

Spring 2004, Summer 2004, Spring 2005, Summer 2005, Fall 2005, and Spring 2006

AMERICAN HISTORY

Project: Serving the Military Community in San Antonio

Instructor: John Boswell

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Through a cooperative agreement with San Antonio's United Service Organization (USO), students in John Boswell's U.S. History courses were able to visit with and assist U.S. soldiers and their dependents. Reflection activities include oral and written reports on the student's experiences in learning about the U.S. military, its support structure, and the local community's attitude towards the military. These reflections also serve as sources for the identification of future issues that could be addressed to improve both the service and the learning experience this project has to offer. In order to expand on students' knowledge of these themes the instructor developed curriculum that blends well with his teaching style. Some time ago, while hiking in Big Bend National Park, he came up with his "thematic" approach to teaching. Through experience he has found that students, in U.S. and World History, appreciate this approach as it provides a consistent way of grasping the historical record, be it the American Revolution or the Han Dynasty of China. He continues to encourage his students to use a thematic structure for history essays. This framework helps them appreciate the interplay of economic, social, and political forces. Among these political forces are the military activities of a society. This is where he was able to tie community service with learning about our military's role.

By reaching out to those members of the military and their families who availed themselves of the USO's many services, SAC students have had a rare opportunity to learn about a variety of issues, including what it means to serve your country in times of war and how strong a commitment that military personal and their families must make in order to serve. Because most students experience little, if any, contact with American military personnel, he found this aspect of the nation's past and present to be easily overlooked, or even studiously avoided by many students. It appears from reviews of their reflective responses that their contact with American soldiers through the USO has encouraged a heightened awareness of the role that the military has played in history. Students in future classes will continue to serve and learn with the USO, and will begin to prepare care packages for soldiers overseas and start a "letters from home" campaign.

CONVERSATIONAL SPANISH

Project: Working with ESL students to translate 911 emergencies

Instructor: Dr. Jude Thomas Manzo

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Spring 2005 and Fall 2005 (potentially Spring 2006)

Students in this class met with ESL classes through the Benita Family Center, a faith-based organization. Students in the San Antonio College class and the ESL class met at the same time in the evenings. Students in our class came up with some potential 911 emergencies and learning to translate them in Spanish. They met with the ESL students 5 times to practice the translation of these emergencies and practice other emergencies that may have been suggested.

MORTUARY SCIENCE-INTERNSHIP

Project: Research the Disaster Plan for San Antonio College and create a video to be seen by the whole college.

Instructor: Mary Mena

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Summer 2004

Students discussed their knowledge of the disaster emergency plan for the college, what a fire drill sounded like, how far they should stand back in an evacuation, etc. They brought in the Safety Manager for the District to do some research on this topic.

**This class involves project management. This project related to this learning objective.

Fall 2005

Based on the research from the summer classes, a story board and plan was developed for a video on the emergency and evacuation plans for the college. They also did further research.

** Funeral Homes develop videos of the deceased to view at funerals/rosaries. This skill of developing a video and editing will be used in their careers.

Spring 2005

They same students continued with their internship and wrote, starred in, filmed and edited a video to be named "Getting Ready?"

Summer 2005

San Antonio College changes its Disaster Emergency and Evacuation Plan and publishes it.

Fall 2005

Students are not a part of the project as of yet but the faculty member meets with Project Director and College President to discuss editing the video further and getting it shown in all Student Orientation Classes.

VARIOUS NURSING FACULTY AND CLASSES- Clinical Hours

Project: Serving victims of the Katrina Hurricane at the Kelly USA Red Cross Shelters

Fall 2005 (possibly Spring 2006)

Students in 12 faculty clinical rotation classes have served 12 hours at the Kelly USA Shelter in Flex 1. Classes range from Mental Health, Pediatrics, and Medical Surgical. Students are getting a wide range of exposure.