



**SCHOOL OF HEALTH AND HUMAN SERVICES
COMMUNITY, FAMILY AND CHILD STUDIES DIPLOMA PROGRAM**

WINTER 2012

CFCS 141 – SERVICE LEARNING

INSTRUCTOR: Robin Fast

PHONE & EMAIL: 370-3205, fast@camosun.bc.ca

OFFICE HOURS: Rm WT 111B as posted

CLASS TIME: Tuesday 1:30 pm – 4:20 pm

REQUIRED TEXTS: Kielburger, M. & Kielburger, C. (2004). *Me to we: Turning self-help on its head*. Canada: Wiley & Sons.

Valentino, L. (2009). *Handle with care: Communicating in the human services field in Canada*. Toronto: Nelson.



COURSE DESCRIPTION

Students will collaborate with communities to identify, develop and implement a service learning project that contributes to the well being of community members. Students will begin to develop the skills and strategies necessary for effective interpersonal communication, team work and personal leadership.

LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

1. Apply principles of planning, implementation and evaluation to a service learning project.
 - a) Develop a beginning awareness of social issues and needs of various groups in the community
 - b) Select and develop goals to address a specific community need
 - c) Develop and implement a plan to achieve those goals
 - d) Continuously assess, adjust and modify the plan
 - e) Evaluate the effectiveness of the plan and achievement of the stated goals.
2. Demonstrate effective interpersonal communication and leadership skills with team and community members.
 - a) Develop and maintain healthy professional and interpersonal relationships with individuals, team members and community organizations
 - b) Demonstrate caring for others, an appreciation for diversity, and an awareness and sensitivity to people of diverse backgrounds

- c) Demonstrate ethical behavior and decision making skills
- d) Demonstrate the principles of active citizenship and social responsibility
- e) Demonstrate an awareness and understanding of own learning, personal and professional development

LEARNING EXPERIENCES/RESOURCES

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

EVALUATION

1. Journals	30%
2. Project proposal	20%
3. Project report	25%
4. Participation and interpersonal skills	25%

Evaluation of participation and interpersonal skills includes:

- Active and respectful participation in classes
- Regular attendance
- Adequate preparation for classes (completing assigned readings & assignments)
- Contributions to small group and large group discussions
- Respectful behavior toward classmates and instructor
- Awareness of own behavior and its effect on others
- Respectful interactions with team, community members
- Accountable and responsible behavior with team and community members
- Effective and professional interpersonal communication skills
- Response to feedback, willingness and effort to change behavior

ASSIGNMENT SUBMISSION

Written assignments must be submitted as a Word or Open Office document via D2L. File names should include your name for easy reference. Written assignments must be typed and double spaced and follow APA guidelines. Pay particular attention to page numbering and headers, line spacing, font and font size, the citation of source material, and cover page format.

Spelling, grammar and presentation of the material will be taken into consideration when assignments are graded.

All assignments are to be submitted on designated due dates. In exceptional circumstances, students may arrange with the instructor for an extension of an assignment **BEFORE** the due date. **Marks will be deducted for assignments/projects if prior arrangements have not been made with the instructor.**

COURSE PRESENTATION

The methods of instruction for this course include hands-on service learning experiences, seminars, lectures, discussion and reflection, and other activities related to the development and implementation of a service-learning plan.

This course combines in-class lecture, discussion groups, individual and group meeting times with community-based service learning activities. The CFCS 141 topic schedule provides a guideline and schedule for in-class and out of class activities. Students are required to complete a total of 42 hours of in-class and community – based activities.

Students are expected to attend all scheduled in-class activities. Please arrive at class on time and be prepared to participate in discussions and activities.

GRADING SCALE

A+	90 - 100%	B-	70 - 72%
A	85 - 89%	C+	65 - 69%
A-	80 - 84%	C	60 - 64%
B+	77 - 79%	D	50 - 59%
B	73 - 76%	F	0 - 49%

**To pass this course, students must satisfactorily complete all assignments and learning activities with a minimum grade of C for each assignment.*

Violations or breaches of the Service Learners' Code of Conduct will be treated seriously, and students may be assigned a Failing grade for the course if a departmental review of the students' conduct and behavior warrants such an action.

SCHEDULE OF TOPICS and CLASS PREPARATION

*This schedule is subject to change depending upon availability of resources and class needs.

DATE	TOPIC	PREPARATION
Jan 10	<ul style="list-style-type: none"> ○ Introduction to CFCS 141 ○ Defining and Describing Service Learning 	
Jan 17	<ul style="list-style-type: none"> ○ Discuss Reading ○ Setting the stage for Service Learning ○ Choosing a service learning activity 	Kielburger, Ch. 1,2,3
Jan 24	<ul style="list-style-type: none"> ○ Discuss Reading ○ Review code of conduct ○ Group meetings/proposal development 	Kielburger, Ch. 4,5,6
Jan 31	<ul style="list-style-type: none"> ○ Group meetings with instructor ○ Proposals approved 	Project start
Feb 7	<ul style="list-style-type: none"> ○ Group meetings with instructor as required 	Project
Feb 14	<ul style="list-style-type: none"> ○ Group meetings with instructor as required 	Project
Feb 21	<ul style="list-style-type: none"> ○ 1 hour in class (all attend) 	Project
Feb 28	<ul style="list-style-type: none"> ○ Group meetings with instructor as required 	Project
March 7	<ul style="list-style-type: none"> ○ Group meetings with instructor as required 	Project
March 14	<ul style="list-style-type: none"> ○ Group meetings with instructor as required 	Project
March 20	<ul style="list-style-type: none"> ○ 1 hour in class (all attend) 	Project
March 28	<ul style="list-style-type: none"> ○ Group meetings with instructor as required 	Project
April 4	<ul style="list-style-type: none"> ○ Group meetings with instructor as required 	Project
April 10	<ul style="list-style-type: none"> ○ Group project presentations ○ Integration of learning 	Presentation Prepared

ASSIGNMENT 1: PROJECT PROPOSAL

Value: 20%

Due: Draft February 3

Final Submission February 10

DIRECTIONS:

Each team is asked to work together to complete one Service Learning Proposal (4-8 pages in length). Some proposals will require further development or revision, and team members will have an opportunity to re-work the proposal if necessary. The final and most complete version of the proposal will be graded.

The proposal is an important first step of your Service Learning Project. It will provide your team with a solid foundation for your project plan, prepare you for successful implementation of your project, and help you to anticipate resources and challenges. It will also help you to effectively communicate your project to community members.

Below is a **suggested** format for your team's proposal. You are encouraged to **add any information that you think is important**, and that will help to communicate your project plan. Submit one copy of the proposal per team.

Sample Service Learning Project Proposal Content Areas:

Group members and contact information: (Name/phone/email)

Purpose of the Project:

Project Goals: (3-5 goals)

What activities will you undertake to achieve each of the goals?

Where and when will the project take place? (Include name of community organization, contact individuals, dates/times or tentative schedule)

What resources will you need to implement this project? (Think of people you will need to enlist. Approvals/permission? Materials? Travel time?)

How will this project benefit individuals? The community? Your team?

What assistance do you anticipate that you will need from others (community, instructor) to implement and achieve your goals?

What challenges or barriers might you experience in this project?

Marking Criteria:

Consideration will be given to:

- The effective communication of your thoughts and ideas (reader understands ideas you are expressing)
- Organization and flow of writing
- Presentation of report, thought and effort

- Thorough coverage of topic areas

ASSIGNMENT 2: REFLECTIVE JOURNALS

Value: 30%

Due: Every other week, February 7, February 21, March 6, March 20, April 3, (5 journals)

DIRECTIONS:

In this assignment, you are asked to submit bi-weekly journal (400 – 450 words) entries that reflect and describe the learning that you experience during your service-learning project. The purpose of the journals is to help you to make connections between the "service" you are doing in the community with the "learning" you are working through in your courses. A journal **is not a work log of tasks, events, times and dates** – it is an opportunity to "reflect" upon your service "learning" experience. You are encouraged to express your own views, and as such, the opinions expressed in your journals are not judged or marked as "right" or "wrong".

Please submit journals as email attachments. This allows the instructor to respond quickly to your journals, to provide feedback and support, and to assist you should any questions or concerns arise.

Make notes for your journal after community visits. If you can't write a full entry, jot down thoughts, images and ideas that you can come back to later and expand upon.

Some questions to guide you in writing and thinking about this journal:

1. What did I observe in this experience? About the physical surroundings, the people, my behavior, the behavior of others?
2. How effective was I today? How effective was my team? What did I do to ensure a healthy and professional relationship with my project team/ community members? Is there anything I wish I had done differently or better?
3. How does this experience relate to my academic knowledge (principles, concepts, theories)? What course work or reading have I done that relates to this experience?

Marking Criteria:

To achieve a passing grade, students must submit a journal entry every two weeks of the service-learning project, reflecting their learning experience.

Consideration will be given to:

- The effective communication of your thoughts and ideas (reader understands ideas you are expressing)
- Evidence of thought and effort
- Connections/links made between course and program concepts and reflections
- Level of reflection

Levels of Reflection for Journals

Level One: Descriptive Thought

- Provides a basic description of a situation and a reaction to it
- No attempt to provide reasons
- Tells what I saw/heard/did/felt

Level Two: Analytical Reflection

- Provides explanations related to the specific situation or a personal reaction to a situation
- Provides reasons for events, often based on personal judgements
- Asks: What? Why? How?

Level Three: Critical Reflection

- Questions root causes, uncovers assumptions about culture, human nature, systems, etc
- Assumptions are the taken-for-granted beliefs we have about reality
- Takes into account the socio-political context in which events take place and decisions are made
- Asks: How did it come to pass? What if...? What is my part?
- Critical reflection can focus on the content (thinking about *what* we perceive) or process (thinking about *how* we perceive/think)

ASSIGNMENT 3: FINAL PROJECT REPORT

Value: 25%

Due: April 11

DIRECTIONS:

Each team will submit a Final Project Report (10-15 pages). The report should include the project goals and activities, and a thorough description of each of the project steps (assessment, implementation, planning and evaluation).

Your team may choose to follow this format, or you may create one of your own that includes all of the required information.

1. **Introduction:** (one page) Describe the service learning project by answering who, what, where, when and how.
2. **Plan:** (2-3 pages) Describe your plan in detail, including goals and activities undertaken.
3. **Implementation:** (5-6 pages) Describe the development and implementation of your plan week by week, or activity by activity.
4. **Evaluation:** (2 pages) Assess and evaluate the success of your plan. Describe barriers, challenges you encountered, and the ways in which you resolved these. Describe your successes and achievements as they relate to the goals identified for the project. Identify

the learning that occurred for each member of the team, and reflect on and discuss things that you would do differently if given the opportunity.

Each team member will write a draft of the final project report. After preparing individual drafts, students will meet as a group, look over each other's individual work and combine the best parts of each paper to create a first collaborative rough draft. From here, the group will develop a list of suggestions for improvement and one group member will incorporate the suggestions, yielding a second rough draft, for further review by the group. Groups will then prepare a final draft of the paper. **Students then submit all of their working materials and the final draft of the project report.**

Marking Criteria:

Consideration will be given to:

- The effective communication of your thoughts and ideas (reader understands ideas you are expressing)
- Organization and flow of writing
- Presentation of report, thought and effort
- Thorough coverage of topic areas