



CAMOSUN COLLEGE

School of Health and Human Services (HHS)
Department: Community, Family & Child Studies



[Camosun.ca/hhs-handbook](http://camosun.ca/hhs-handbook)

CFCS 141 Service Learning Winter 2020

COURSE OUTLINE

The course description is available on the web:
<http://camosun.ca/learn/calendar/current/web/cfcs.html#cfcs141>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

- (a) **Instructor** Robin Fast
- (b) **Office hours** Monday 330-430; Friday 1-2; or by appointment
- (c) **Location** CHW 312
- (d) **Phone** 250 370 4658
- (e) **E-mail** fast@camosun.bc.ca

2. Course Description & Intended Learning Outcomes

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.

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

- a) apply principles of planning, implementation and evaluation to a service learning project.
- b) demonstrate effective interpersonal communication and leadership skills with team and community members.

3. Required Materials

- a) Valentino, L. (2013). Handle with care: Communicating in the human services field in Canada (Fifth). Toronto: Nelson.
- b) Readings posted on D2L

4. Course Content and Schedule

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

DATE	TOPIC	PREPARATION
Jan 6	<ul style="list-style-type: none"> ○ Introduction to CFCS 141 ○ Defining and Describing Service Learning 	
Jan 13	<ul style="list-style-type: none"> ○ Discuss Reading ○ Setting the stage for Service Learning ○ Choosing a service learning activity 	Kielburger & Kielburger, Ch. 1, 2 (Available on D2L)
Jan 20	<ul style="list-style-type: none"> ○ Discuss Reading ○ Review code of conduct ○ Group meetings/proposal development 	Valentino, Ch. 3, 5, 6
Jan 27	<ul style="list-style-type: none"> ○ Group meetings with instructor ○ Proposals approved 	Project start
Feb 3	<ul style="list-style-type: none"> ○ Group meetings with instructor as required 	Project
Feb 10	<ul style="list-style-type: none"> ○ Group meetings with instructor as required 	Project
Feb 17	<ul style="list-style-type: none"> ○ READING BREAK 	Project
Feb 24	<ul style="list-style-type: none"> ○ 1.5 hour in class (all attend) 	Project
March 2	<ul style="list-style-type: none"> ○ Group meetings with instructor as required 	Project
March 9	<ul style="list-style-type: none"> ○ Group meetings with instructor as required 	Project
March 16	<ul style="list-style-type: none"> ○ 1.5 hour in class (all attend) 	Project
March 23	<ul style="list-style-type: none"> ○ Group meetings with instructor as required 	Project
March 30	<ul style="list-style-type: none"> ○ Group meetings with instructor as required 	Project
April 6	<ul style="list-style-type: none"> ○ Group project presentations (all attend) ○ Integration of learning 	Presentation Prepared

5. Basis of Student Assessment (Weighting)

- | | |
|---|-----|
| 1. Project proposal | 20% |
| 2. Team charter | 5% |
| 3. Reflective journals | 30% |
| 4. Project report | 20% |
| 5. Participation and interpersonal skills | 25% |

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

Assignment Submission

Written assignments must be submitted 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 some circumstances, students may arrange with the instructor for an extension of an assignment before the due date. Marks will be deducted (5% per day) 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. 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.

ASSIGNMENT 1: PROJECT PROPOSAL

Value: 20%

Due: draft due February 1; final project proposal due

February 15 Length: 2000-2500 words

DIRECTIONS:

In this team assignment, you are asked to work together to complete one Service Learning Proposal. 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. Include at least five external sources to demonstrate the value of your project's focus. For example, you may include information from a research study that

addresses the issue that is related to your project. In addition, incorporate the information from the values and Reflection Tree activities your team has completed. Submit one copy of the proposal per team.

This proposal will be a critical foundation for your project work and support for your Final Project Report.

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, etc.)

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

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

What challenges or barriers might you experience in this project? How will you prepare for and mitigate them?

Marking Criteria:

Consideration will be given to:

- Evidence of thought and effort
- Completion of assignment requirements as outlined
- The effective communication of your thoughts and ideas
- Organization and flow of writing
- Opinions and arguments supported by properly cited evidence
- Appropriate use of APA formatting

ASSIGNMENT 2: TEAM CHARTER

Value: 5%

Due: February 1

Each team is asked to work together to complete and submit a Team Charter. A template for the document will be provided by your instructor.

ASSIGNMENT 3: REFLECTIVE JOURNALS

Value: 30%

Due: Every other week, February 8, February 22, March 7, March 21, April 4, (5 journals) Length: 450-500 words for each submission

DIRECTIONS:

In this individual assignment, you are asked to submit bi-weekly journal 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".

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, in this or other courses, have I done that relates to this experience? (As always, remember APA referencing.)

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)

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:

- Evidence of thought and effort
- Completion of assignment requirements as outlined
- The effective communication of your thoughts and ideas
- Organization and flow of writing
- Opinions and arguments supported by properly cited evidence
- Connections/links made between course and program concepts and reflections
- Appropriate use of APA formatting

ASSIGNMENT 4: FINAL PROJECT REPORT

Value: 20%

Due: April 11

Length: 3500-4000 words

DIRECTIONS:

Each team will submit a Final Project Report. 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:** (300-400 words) Describe the service learning project by answering who, what, where, when and how.
2. **Plan:** (500-900 words) Describe your plan in detail, including goals and activities undertaken.
3. **Implementation:** (1500-2000 words) Describe the development and implementation of your plan week by week, or activity by activity.
4. **Evaluation:** (1000-1500 words) 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:

- Evidence of thought and effort
- Completion of assignment requirements as outlined
- The effective communication of your thoughts and ideas
- Organization and flow of writing
- Opinions and arguments supported by properly cited evidence
- Appropriate use of APA formatting

ASSIGNMENT 5: PARTICIPATION

Value: 25%

This assignment is, of course, ongoing. However, there are three submitted components, a self- evaluation, a peer-evaluation, and regular minutes from your project teams meetings. Forms for these submissions will be provided by your instructor. These will form part of your participation grade.

Due: Self-evaluation form due February 29; Peer-evaluation form due April 11

Evaluation of participation and interpersonal skills includes:

- Adherence to Service Learning Code of Conduct
- Completion of Self and Peer Evaluation forms
- Active and respectful participation in classes
- Regular attendance in class and team meetings and activities
- 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

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support



If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts:

<http://camosun.ca/about/mental-health/emergency.html> or
<http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at <http://camosun.ca/services/>

College Policies

Policies are available on the College website at <http://camosun.ca/about/policies/>

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

Student Conduct Policy

There is a [Student Conduct Policy](#). It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College website.

A. GRADING SYSTEMS

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes.

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.