



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING CPSY 519: Pre-Practicum in Community Engagement

Fall 2015

Credit – 1 semester hour _____

Instructor: Tod Sloan, Ph.D.

Contact Information: sloan@lclark.edu , office hours by appointment

CATALOG DESCRIPTION

Examines strategies for developing collaborative partnerships with community-based agencies to promote social justice. Through supporting coursework, student volunteers gain a greater understanding of struggles and resilience in the communities they serve. Students gain awareness of how social and agency policy impact diverse communities and inspect their potential role as change agents.

COURSE DESCRIPTION

This course provides an opportunity to examine the theoretical underpinnings and practical application of civic engagement. Students in this course will complete readings and discussions relative to working with members of diverse communities from social justice and civic perspectives. Students will inspect their own assumptions, biases, and challenges to working with diverse and traditionally marginalized populations. By the end of this course, students will demonstrate 1) clarity in their potential role as social change agents, 2) a theoretical framework for guiding their practices, and 3) increased ability to develop and maintain non-exploitive relationships.

COURSE OBJECTIVES

This course will help students:

- 1) fully engage in a meaningful volunteer experience and avoid potential pitfalls common to beginning social change agents;
- 2) gain an understanding of their role and experience from a social justice perspective;
- 3) develop a system of support and accountability by having consistent contact with the course instructor;
- 4) gain a greater understanding of the struggles and resilience in communities they serve; and
- 5) gain a greater understanding about social and agency policies impacting the communities they serve.

METHODS OF INSTRUCTION

This course is taught using multiple formats including lecture, role-play, discussions, and powerpoint. This class is highly interactive.

ASSIGNMENTS

Class Preparation

Participants are expected to complete the assigned readings and to synthesize and apply them in class. Classroom discussions are an opportunity to bring up questions about the assigned readings, deepen one's understanding of the issues under study, and integrate course material with one's own personal and professional experience.

This is worth 25% of grade.

Weekly Assignment

Students will be required to provide at least one article to the class related to their site and/ or the population they serve. Students will lead a discussion (15 minutes) regarding the reading. We will create a reading/presentation schedule during class. Readings will be posted on the moodle site.

This is worth 25% of grade.

Written Assignment

Write a 3-4 page volunteer site review. Students will provide a description of the site and their potential involvement as a volunteer. Highlight issues related to culture, class, ethnicity, gender, sexual orientation, and social justice. Make connections to how furthering the agencies mission will help you better understand the resilience, and mental health and wellness issues impacting the communities in which they are embedded.

This is worth 25% of grade.

Final assignment

Class members will make an interactive presentation incorporating their readings and experience at their site. Highlight key points which impacted your understanding, critiques of the reading, policies, and procedures, as well as how you will incorporate your learning into your work.

This is worth 25% of grade.

GRADING

A = 93-100

B = 83-87

C = 73-77

A- = 90-92

B- = 80-82

C- = 70-72

B+ = 88-89

C+ = 78-79

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

Readings:

Students will be required to provide at least one article to the class related to their site and/or the population they serve. Students will lead a discussion (15 minutes) regarding the reading. We will create a reading/presentation schedule during class. Readings will be posted on the moodle site.

Suggested Readings:

Green, E.J.; McCollum, V.C., & Hays, D.G. (2008). Teaching advocacy counseling within a social justice framework: Implications for school counselors and educators. *Journal for Social Action in Counseling and Psychology*; 1,2.

Journal of Social Action in Counseling and Psychology (2009). Volume 2, Number 1. Retrieved on February 18, 2010, from <http://www.psysr.org/jsacp/>

Fletcher, A. & Vavrus, J. (2006). *The guide to social change led by and with young people*. CommonAction. Retrieved on February 18, 2010, from <http://www.commonaction.org/SocialChangeGuide.pdf>

PEW Foundation. (2004). *New directions in civic engagement: University avenue meets main street*. Retrieved on September 20, 2004, from <http://www.pew-partnership.org/whatsnew.html>

Course Schedule

Session 1: Overview of the human services sector

Session 2: Researching human service organizations; volunteering
Written assignment due.

Session 3: Training for engagement with organizations

Session 4: Reflections on Experience: Learning from the Community of
Practice

Session 5: Mentoring, Leadership, Group Dynamics, Politics
Final assignment due.