

Lewis & Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology

Pre-Practicum in Community Engagement CPSY 519 (1 Credit)
York Graduate Center, Room 116, every other Friday, 1:00-4:00 p.m.
September 6, 2019-November 1, 2019

Alexia DeLeon, Ph.D.
Rogers Hall 328
Office Phone: 503-768-6066
Cell Phone: 325-277-4813
alexiaadeleon@lclark.edu

Office Hours: Wednesdays by appointment. If you would like to meet for advising please email me a date and time to set that up at least a week prior to when you would like to meet.

Required Texts/Readings:

Cress, C., Collier, P. & Reitenauer, V.L. (2013). *Learning Through Serving, 2nd ed.* Sterling, VA: Stylus Publishing, LLC.

Moodle:

Other readings are available on Moodle, the Lewis & Clark online course program. Log on to moodle.lclark.edu (note there is no www.), sign in using your L & C login (same as email). Use course enrollment code provided in class or by email. If you have ANY trouble with Moodle, contact the Helpdesk at 503-768-7225, consult@lclark.edu

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 service learning 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 and peers; 4) gain a greater understanding of the struggles and resilience in communities they serve; and begin to connect with advocacy projects 5) gain a greater understanding about social and agency policies impacting the communities they serve.

Assignment Details and Grading:

All assignments will be e-mailed to the course instructor by 11:59 p.m. PST on the day they are due.

1. Attendance

Class attendance is expected and required. Completing extra assignments designed by the instructor will make up any missed class time. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship, and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness will be seen as an absence that requires make-up work.

2. Participation

Each week there will be an assignment related to the readings. You may be given questions to consider and be prepared to discuss, you may develop questions, there may be an activity to complete and share with classmates. Participation points are earned, not given, based on your classroom engagement. Well-prepared students make for the best class discussions!

(10 points total)

3. Weekly Reflections

Each week (except for the last week of class) you will be required to turn in a 1-2 page reflection paper for this course. Your reflection paper does not have to be APA formatted. You will reflect on what you are learning in the course, as well as what you are sensing and thinking in the course, such as any reaction you are having to the reading or discussed material in the course.

You can also choose to write about your service learning site experiences once you have secured a site to volunteer at. This reflection needs to be deep and meaningful to your learning experience. It is important to incorporate what you are learning about social justice and the community you are serving throughout the course in these reflections.

**(40 Points Total
4 reflections at 10 points each)**

DUE EVERY FRIDAY VIA E-MAIL BY 11:59 P.M. PST IN A WORD DOC.

4. Service Learning/Community Engagement Project & Write-Up

Students will be responsible for securing a local site (non-profit organization that takes volunteers *and* serves underserved populations) to engage in service learning with for a minimum of 10 hours total over the course of the semester, which ends in early November. Students will then write a FINAL reflection-based paper (6-8 pages) that includes their entire service learning experience, including elements learned throughout the course, and how these elements are tied to your service learning experience. For example, you may choose to write about your own growth that you noticed about yourself through the use of the service learning experience and you can tie this back into what was discussed in the course, such as social justice related elements. THIS PAPER WILL NEED TO BE FORMATTED TO FIT APA GUIDELINES. ALL PAPERS ARE E-MAILED TO THE COURSE INSTRUCTOR ON THE DUE DATE BY 11:59 P.M. PST. ALL PAPERS MUST BE FORMATTED IN A WORD DOC; PDF, GOOGLE DOCS, ETC. WILL NOT BE ACCEPTED. IF YOU TURN IN SOMETHING THAT IS NOT IN A WORD DOC YOU WILL AUTOMATICALLY LOSE 10 POINTS.

**(50 points Total
25 points for the actual service and 25 points for the paper)**

DUE FRIDAY, 11/8/19 BY 11:59 P.M.

Grading: This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook (http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system) and is

the point equivalent of that grading scale (A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 F = 0.0).

Thus, grades for the course are determined by the following percentages:

A = 94-100 A- = 90-93 B+ = 87-89

B = 84-86 B- = 80-83 C+ = 77-79

C = 74-76 C- = 70-73

F = Below

Students with Disabilities:

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

TENTATIVE SCHEDULE**First Class-9/6/19**

Course Introduction, Syllabus, Course Overview

***Read Chapters 1 & 2 BEFORE the next class (What are service learning and civic engagement? and Building and maintaining community partnerships)**

***Secure your site by 10/4/19!!**

***Check Moodle for *theoretical framework* for engaging in community/service projects BEFORE next class and BEFORE reaching out to a potential site.**

Second Class-9/20/19

- Check-ins and discussion about securing sites
- Overview of Chapters 1 & 2 and theoretical framework
- RESPECTFUL Framework in pairs
- Securing a Site
- Read Chapter 5 BEFORE next class

Third Class-10/4/19

- Check-Ins & Discussion about sites
- Overview of Chapter 5-*Creating Cultural Connections*
- Introduction of Multicultural and Social Justice Counseling Competencies
- Incorporating Social Justice elements into service learning and community engagement
- Read Chapter 9 BEFORE next class

Fourth Class-10/18/19

- Check-Ins & Discussion about Sites
- Overview of Chapter 9-*Failure with the Best of Intentions*
- Maintaining professional relationships/community partnerships
- Becoming Social Change Agents, Advocates & Activists

Fifth & Final Class-11/1/19

- Check-Ins & Discussion about service learning experience
- Continuing the Role of Social Change Agent
- Course Wrap-Up & Evaluations

I utilize *Sentipensante* pedagogy for this course, which is a blending of your inner and outer experiences of sensing and thinking (Rendón, 2009). This is an anti-oppressive pedagogy that requires students to engage in service learning projects and deeply reflect on their internal experiences and how their social locations influence these experiences. This class will have a major focus on incorporating social justice elements into the service learning experience.