

**Rutgers University  
Collaborative Placement  
Service Learning Internship  
Recitation Syllabus Spring 2019**

**WEDNESDAY 8:40am – 10:00am (2/20, 3/13, 4/10, 5/1) TIL 207**

**WEDNESDAY 10:05am – 11:35am (2/20, 3/13, 4/10, 5/1) TIL 207**

**Instructor: Jacqueline Slemp  
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Office Hours: By appointment**

**Course Description:** This is an optional 2-credit service-learning course that will meet four times during the semester. This is a placement through Rutgers' Collaborative Center for Community-Based Research and Service that is associated with the following undergraduate psychology courses: Community Psychology and Mental Health, Atypical Child and Adolescent Development, and Infant and Child Development. The placements will take place at one of the following preschools: Monmouth and Middlesex Counties Acelero centers, Puerto Rican Action Board (PRAB) centers, the Rutgers Psychology Child Development Center (RUPCDC), or the Millhill Child & Family Development Corporation.

The purpose of the recitations is to provide students with a format to reflect on the work they are doing at their placements and to find deeper meaning in their contributions to the community. Often individuals dedicate much time to volunteering and doing good work within different organizations and settings without a space to share their experiences and troubleshoot the challenges they face. These recitations present students working with Acelero, PRAB, RUPCDC, or Millhill the unique opportunity to learn from each other and to strengthen their sense of civic engagement. Students are encouraged to reference the Sakai site frequently in order to stay on top of their assignments.

It is very important to follow the **Instructions for Acelero/PRAB/RUPCDC/Millhill Procedures** document after receiving their placement to ensure completion of the required documents in a timely fashion. **Students must also attend the mandatory Collaborative orientation on FRIDAY February 1<sup>st</sup>, from 11:00am-12:30pm in Room 116ABC in the Busch Student Center Cove.**

**Learning Objectives:**

1. Understand the nature and importance of service learning as a complement to academic learning.
2. Gain insight into the structure and operation of a field placement setting.
3. Acknowledge the role and importance of the field placement setting in its community.
4. Develop interpersonal competencies needed for effective job/placement performance.
5. Integrate course concepts and readings with field experiences through weekly journal entries.

## Course Requirements:

1. **Service Hours:** A total of at least 30 hours is required at the placement. This is typically completed over 10 weeks, at 3 hours a week. *If students miss a day for any reason, they are responsible for arranging make-up hours.* Students are required to record hours on the **Time Sheet** document. This log must be submitted by May 13<sup>th</sup>.
2. **Recitations:** It is **mandatory** that students attend all 4 recitation sessions. Recitations will allow the opportunity to discuss practical and theoretical issues about experiences in a setting with peers.
3. **Completion of Paperwork:** Students must complete all paperwork that is required for their site (see email sent by Jackie). Additionally, students must complete the Service Learning Contract, the Ethical Conduct and Consent form, and the Service Log/Time Sheet. All forms can be found under the Assignments tab on Canvas.
4. **Community Paper:** Students write a 2-page paper exploring the community in which they will be working. Discuss the population, ethnic makeup, religion, socio-economic status and how all of these factors can influence the children in these preschools. Look up information online or in books. A lot of the town websites will have demographic information that can be used. This will allow students to get a better understanding of the community they are working in and how the community impacts the students they are working with. Due on February 18<sup>th</sup>.
5. **Journal:** Journal writing is seen as an integral part of the reflective process. A typed journal entry for each session at the placement site is required. There should be 10 journal entries (or one for every 3 hours) in total and each should be 1-2 pages in length. Please see **Journal Instructions** document under the Assignment tab on Canvas for an outline. Students are to submit one journal entry for each week that they are at the preschool. The deadlines on Canvas are designed to keep students on track for completing all 10, though students are welcome to begin submissions earlier. It is recommended that you begin immediately after you start at the preschool.
6. **Goodbye Project:** This project is an exercise that students will design for their last on-site visit at their placements. This entry should be 3-5 pages summarizing the project as well as the totality of the CESEP experience. See **Goodbye Project Instructions** document under the Assignment tab on Canvas for details. Due on May 13<sup>th</sup>.
7. **Readings:** Students will be assigned readings to complete during the course of the semester. Knowledge of the readings will be useful for the recitation discussions.
8. **Class Participation:** There will be many opportunities for group discussions during recitation. Class participation is **CRUCIAL** to the quality of the class. Please come prepared to share thoughts and ideas and reflect on yourself as well as your placement.

9. **Grading:** Grades will be assigned based on the completion of all requirements for this course.

|                              |              |
|------------------------------|--------------|
| Journals (5% each)           | Total of 50% |
| Community Paper              | 15%          |
| Goodbye Project              | 20%          |
| Participation and Attendance | <u>15%</u>   |
|                              | 100%         |

Although the 30 hours are not listed here as a percentage it is a **required** component. In order to pass the course you **MUST** complete the 30 hours in your center as well as these assignments.

**Submission of Assignments:**

All assignments should be submitted via Canvas in the Assignment section. All submissions should be Times New Roman, 12 pt font, and double-spaced. Page amounts provided are meant to be recommendations. Students should feel free to write more if they feel they have more to say.

**Important Note:** At times, the subject matter we discuss in class may be controversial or sensitive. All viewpoints will be respected, but please note that everyone may not share your opinion on a particular topic. Additionally, this class is designed to be a safe space for *all* individuals regardless of gender, sexual orientation, race, ethnicity, nationality, physical or mental disability, or socioeconomic status.

**\*\*Rutgers Civic Scholar Certificate.** As a student enrolled in the CESEP course, you may be interested in pursuing the Rutgers Civic Scholar Certification. The Rutgers Civic Scholar designation will be part of students' official transcript letting future employers and graduate schools know that they are contributing towards solving some of society's most intractable problems. For more information on the requirements for obtaining this certificate, please visit the Rutgers Civic Scholars Program website.

[http://engage.rutgers.edu/index.php?option=com\\_content&view=article&id=87&Itemid=142](http://engage.rutgers.edu/index.php?option=com_content&view=article&id=87&Itemid=142)\*\*