

Rutgers University
Service Learning Internship
Recitation Syllabus Spring 2020
CESEP 01:830:398

MONDAY 8:40am – 10:00am (2/17, 3/9, 4/6, 4/27) Tillet 103D

MONDAY 10:05am – 11:35am (2/17, 3/9, 4/6, 4/27) Tillet 103D

Instructor: Jacqueline Slemp, Psy.M.

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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 recitation 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. This format presents 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 Canvas site frequently in order to stay on top of their assignments.

It is very important for students to follow the **Instructions for Acelero/PRAB/RUPCDC/ Millhill Procedures** document after receiving their placements to ensure completion of the required documents in a timely fashion. **Students must also attend the mandatory Collaborative orientation on FRIDAY January 31st, from 11:00am to 12:30pm 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 per week. *If students miss a day for any reason, they are responsible for letting the teacher/site director know in advance and arranging make-up hours.* Students are required to record hours on the **Service Log/Time Sheet** document throughout their time at the site. In order to pass the course students MUST complete the 30 hours as well as the following assignments.
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** and **Ethical Conduct and Consent Form**. 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 with whom they will be working. Resources such as town websites, books, and articles should be used. This will allow students to gain a better understanding of the community in which they are working.
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 to 2 pages in length. Please see the **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 of the journal entries, though students are welcome to begin submissions earlier. It is recommended that students begin immediately after starting at their placements.
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 to 5 pages summarizing the project as well as the totality of the CESEP experience. See the **Goodbye Project Instructions** document under the Assignment tab on Canvas for details.
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. Students should come prepared to share thoughts and ideas and reflect on areas of personal and professional growth throughout the semester.

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%

Course Due Dates and Schedule:

Date	Assignments Due	Course Events (MANDATORY!)
ASAP	Site Paperwork (including fingerprinting!) Start at Preschool Form	
1/31	Ethical Conduct and Consent Form	Collaborative Orientation
2/10	Community Paper	
2/17	Service Learning Contract Journal #1	Recitation #1
2/24	Journal #2	
3/2	Journal #3	
3/9	Journal #4	Recitation #2
3/16	Journal #5	
3/23	Journal #6	
3/30	Journal #7	
4/6	Journal #8	Recitation #3
4/13	Journal #9	
4/20	Journal #10	
4/27		Recitation #4
5/8	Goodbye Project Service Log/Time Sheet	

Submission of Assignments: All assignments should be submitted via the Assignment section of Canvas. 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 the same 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**