

Course ID:	Course Title:	Fall 2023
DVST 100	Fundamentals of Community Service Learning	Prerequisite: N/A
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Samantha Hung MSW, RSW	First Day of Class:	September 11, 2023
Days:	Monday	Email:	sam.hung@ambrose.edu	Last Day to Add/Drop:	September 17, 2023
Time:	2:30-5:15pm	Phone:	N/A	Last Day to Withdraw:	November 20, 2023
Room:	A2131	Office:	N/A	Last Day to Apply for Coursework Extension:	November 23, 2023
Lab/Tutorial:	N/A	Office Hours:	In person: by appointment Online: by appointment	Last Day of Class:	December 11, 2023
Final Exam:	N/A				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

An interdisciplinary introduction to the theory and practice of community service learning. Students will explore concepts of community and engagement, considering the relationship between theory, research, and practice. Topics will include community involvement, citizenship, and social responsibility. Students will also engage in a minimum of 30 hours of community service learning, practicing the skills of community engagement with local non-profit organizations and reflecting on their experiences.

Expected Learning Outcomes

By the end of the course, students will be able to:

- Articulate their knowledge of theories of community engagement
- Explain the relationship between the theory and practice of community engagement
- Demonstrate the practices of community engagement
- Embody attributes of empathy, integrity and sensitivity in practical service
- Reflect thoughtfully on their experiences of service learning

- Communicate their potential as socially responsible citizens

Textbooks

Cress, C.M., Collier, P.J., Reitenauer, V.L., & Associates (2013). *Learning through serving: A student guidebook for service-learning and civic engagement across academic disciplines and cultural communities (2nd ed.)*. Stylus Publishing.

Course Schedule

Date	Topic	Readings	Assignments Due
September 11	Introduction to the course Creating a class charter What is service learning? Citizenship and building civic capacity	Textbook: Chapter One	
September 18	Service learning placements: What to expect, how to prepare and setting goals The practice of critical reflection Ethics, privacy and confidentiality Boundaries and burnout	Textbook: Chapter Six Canadian Association of Social Worker Code of Ethics (CASW, 2005, p. 4-8) (Moodle)	
September 25	“Moving from I to We” Reflecting on the National Day for Truth and Reconciliation Guest Speaker: Meera Bai	Textbook: Chapter Three “What we have learned: Principles of Truth and Reconciliation” (Truth and Reconciliation Commission of Canada, 2015, p. 3-4) (Moodle) “Truth and Reconciliation Commission of Canada: Calls to Action” (Truth and Reconciliation Commission of Canada, 2012) (Moodle)	
October 2	Social services theories and practice models <ul style="list-style-type: none"> • Person-centered approach • Systemic approach • Ecological approach 	“Person-Centered Approaches” (Howe, 2009, p. 161-169) (Moodle) “Systemic and Ecological Approaches” (Howe, 2009, p.108-120) (Moodle)	Journal

October 9	Thanksgiving (no class)		
October 16	Social services theories and practice models <ul style="list-style-type: none"> Attachment theory Trauma-informed care Guest Speaker: Jenn Corbett	“Attachment Theory” (Howe, 2009, p. 42-48) (Moodle) “Trauma-informed care: Better care for everyone” (Purkey et al., 2018) (Moodle)	
October 23	Social services theories and practice models <ul style="list-style-type: none"> Social learning theory Strengths-based approach Guest Speaker: Nicole Nearing and Kolby Ritter	“Behavioural Therapies” (Howe, 2009, p. 50-60) “The Strengths Perspective” (Howe, 2009, p. 99-107) (Moodle)	
October 30	Understanding culture and diversity Guest Speaker: Jeremy Wong	“Cultural humility: A tool for social workers when working with diverse populations” (Sanchez, 2020) (Moodle)	Journal
November 6	Reading Week (no class)		
November 13	Approaches to working with culture and diversity Understanding key concepts: microaggressions, discrimination, prejudice, bias, stereotypes, internalized racism	Textbook: Chapter Five	Complete self-assessments
November 20	Leadership and service learning Spiritual Gifts assessment discussion Personality assessment discussion	Textbook: Chapter Eight	Complete self-assessments and bring results to class
November 27	Navigating “failure” and conflict	Textbook: Chapter Nine	
December 4	Evaluation and Impact Guest Speakers: Danielle Szabo, Russ Copley, Kevin Webb	Textbook: Chapter Eleven	Journal
December 11	Class Presentations Final Reflections	Class Presentations	Class Presentation

The guest speakers who are invited to join part of the class are individuals who have had rich experience (both personally and professionally) in areas of civic engagement, leadership and social services. These guests come from a

diverse background and will spotlight an area of their work that will lend real-world examples to concepts and theories being discussed in class (e.g. addictions, homelessness, healthcare, mental health, anti-racism work). In addition to service-learning placements, students will be able to “experience” service-learning through these guest speakers’ perspectives, providing even more lived examples to ground course content in.

Requirements:

Preparation and Class Participation (10%)

You are expected to come to class having read the materials and ready to fully participate in class discussions. There will be many ways to integrate the reading material and service learning experiences with classroom learning, including group reflection, group discussion, case studies, asking questions, demonstrating active listening with peers, and interacting with guest speakers. As some of the topics discussed may include experiences at service learning placements, class discussion is expected to remain confidential.

Service Learning Placements (15%)

Placements are structured to provide a wide, diverse learning experience over the semester. You may not have particularly wanted to work in a certain field or with a certain demographic, but you are asked to participate in the placements with an open mind and attitude. Service learning placements in this course are mandatory and there will be approximately 1-3 shifts per month (totaling up to 8-12 hours per month). If you are unable to complete a shift, please inform the instructor and you will be expected to reschedule with the placement directly. Some exceptions due to unique circumstances may be permitted.

Evaluation based on completion of service-learning forms and assessments and completion of service-learning hours.

Spiritual Gift Assessment and Personality Assessment (15%)

You will be provided a spiritual gifts assessment and personality assessment to complete. These assessments are to help build self-awareness and will also be discussed in class.

Evaluation based on completion of assessments by deadline listed above and bringing completed assessments to class for discussion.

Monthly Journals (45% total; 15% per journal entry)

You will be expected to hand in a monthly journal assignment according to assignment deadlines listed above (three total). This journal is meant to help you unpack what you have learned in the classroom, in readings and in service learning placements. Completion of monthly journals will also help you to be set up for your final Integrated Learnings Presentation. Use the questions below to guide the writing of your monthly journal:

Description of activities and learnings

- Describe the service-learning activities (what you did and what you learned)
- Describe your experience of the service-learning activities (e.g. challenged by...fearful of...found joy in...)
- What learning or reading impacted you the most?
- What did you learn from guest speakers?
- Describe any reactions you may have had in response to service-learning or course content
- Describe your own pattern in the last month, emphasizing stress, self-care and wellness

Critical Reflection

- What questions come up for you as you reflect on your activities and learnings?
- What do you want to learn more about?
- What did you disagree with and why? (This could be disagreement with a certain practice or procedure at practicum, key concept learned in class, reading material, guest speaker comments, etc.)
- What did you learn about yourself? Your values? Your assumptions?
- Did anything in your worldview change? If so, what?
- What was challenging? What was affirming?
- How did you seek support? What did self-care and wellness look like for you?
- What were some connections you made between course content and service-learning activities? (E.g., finding similarities between a theory or concept and an experience at the service-learning placement)

Monthly journals are to be a minimum of 5 pages and in APA format (including references, if you choose to incorporate them).

Evaluation is based on 1) summary of activities and learnings; 2) depth of critical reflection and analysis; 3) grammar and spelling

Integrated Learnings Presentation (20%)

This final class presentation at the end of the semester will give you an opportunity to critically reflect and bring together your experiences over the past few months. By presenting to the class, students will have the opportunity to learn from each other and to build community. In preparing your class presentation, please consider the head, heart, hands model as guidance:

Head

- What were the most significant learnings this semester?
- What were the most impactful service experiences this semester?
- What concept or experience did you struggle with?
- What additional topics are you interested in learning more about?
- What did you learn about yourself? (Consider personality, spiritual gift assessment, personality assessment, stressors, self-care, natural giftings, and behaviour)
- What theories, practice models or concepts do you think will be added to your “toolbox”?

Heart

- Did any of your personal values shift over this semester? If so, how?
- Did a personal value become more significant or nuanced? If so, how?
- What value statements are starting to become part of your own personal “code of ethics”?
- How did you feel about the service-learning placements overall?
- Where did you see yourself personally and/or professionally grow this semester?
- What areas of learning did you feel most frustrated by? What areas of learning did you feel most fulfilled by?

Hands

- What goals do you have for next semester, next year, etc.
- Do you feel challenged to take action in your personal life or in your community? If so, describe those actions.
- What are some tangible ways in which you can exercise full citizenship and practice civic engagement?
- What activities, practices or habits do you want to “prune” out and what do you want to dive deeper in?

The presentation should be 20 minutes long with 10 minutes for questions. Students may also choose to share an “artifact” that encapsulates their experiences, this could be a poem, video, song, or piece of art.

Evaluation is based on 1) summary of activities and learnings; 2) depth of critical reflection and analysis; 3) presentation format and style

Attendance:

It is expected that students will take an active role in the learning process. This includes: (a) regular class attendance, (b) reading course material in advance of class, (c) showing up to class on time, and (d) attentively and proactively being “present” at class (i.e., not on the internet, not texting, not conversing with the person beside you). Committing to this type of “active learning” significantly increases the learning experience for both teacher and student, and reflects the Christian ethos of excellence and respect that lies at the heart of the Ambrose educational experience.

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D	Minimal Pass	1.0
F	Failure	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other:

Late assignments

Students can request an extension for assignments and it may be approved upon instructor discretion. Requests for an extension should occur at least 24 hours before the assignment is due and not at the last minute. Any late assignments submitted without an extension approved will be subject to a 10% deduction for each day the assignment is late.

Ambrose University Important Information:

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination

periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets

to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services.

Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Online for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

Note: Students are strongly advised to retain this syllabus for their records.