**2017-2018 Service Learning Course Proposal Form**

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**Department:** Counseling Psychology Department

**Department Chair:** Maureen Keeshin

**Campus:** Chicago LA Irving DC New Orleans Online

**Status:** Adjunct Faculty / Program Faculty / Administrative Faculty (circle one)

**Faculty Rank:** Assistant / Associate / Full (circle one)

**Community Partner Site:** Breakthrough Urban Ministries, Men’s homeless shelter

**Course Title:** Historical and Legal Aspects of Addiction CC652

**Description of the service project:** Describe the service project that will be integrated into the course. Explain what specific community needs will be addressed.

* In small groups, students will prepare and deliver a psychoeducational/process group related to addiction issues that would be useful for clients at the above mentioned program on the West Side of Chicago. Suggested topics:
* Fentanyl/heroin
* The hijacked brain and cravings
* Spirituality and healing
* Coping skills
* The role of trauma in addictions
* Empowerment: Identifying triggers and learning coping skills

**Community needs addressed:**

* Participants will increase their understanding of why individuals continue to use drugs despite the negative consequences
* Participants will apply new coping skills to survive
* Participants will increase their knowledge about the connection between trauma and addiction
* Participants will identify the life threatening issues with using heroin
* Participants will find comfort in being in a group and not feeling isolated
* Participants will apply new information and support to feeling empowered

**Logistics of the service project:** Include information on timeline, schedule, name of the community site that you will partner with, on-site supervision, and any transportation information.

Project will start at the beginning of summer semester 2018 and run through the entire semester. All students will participate in a group tour of The Breakthrough Urban Ministries’ multiple programs in the second week of the semester. Students will car pool with each other regarding getting to the men’s center. I will be at each group session to provide supervision.

**Course design:** Explain the rationale for the specific project as it relates to the course curriculum (e.g., Why the service project is relevant to the course curriculum? Why it enhances students’ learning of the course content?) If the project is a revision of an existing service learning course, please explain in detail the changes and/or improvements.

The service learning component allows students to practice and apply what they have learned in class with supervision. They will use the material they learned in CC650 Biological and pharmacological aspects of addiction, CC655 Evaluation and treatment of addictions, and CC652 Historical and legal aspects of addiction. (These are the addiction concentration classes) to create psychoeducational materials and run process groups that are culturally sensitive. The experience also provides a lesson in breaking stereotypical images they might have about homeless men and or the West Side neighborhood that is so often described on the media as dangerous. They will learn the history of the African American experience directly from the stories of the men in group. Finally, it is a great experience for working together as a team in planning the semester so it flows from one week to the next.

**Reflective activities:** Describe the reflective activities and assignments pertaining to the project and course material. How will you create the bridge between service experience and academic learning?

Final reflective learning assignment:

The Service Learning portion of the class will be reviewed by students in small groups using the following reflective rubric. During this process the students will also discuss their final journal entry which asks the following questions:

1. Has your view of homeless individuals changed, and if so, how?
2. How did you experience your privilege and power while in the shelter/treatment center?
3. What did you learn that you will carry with you in your life and/or career?
4. What addiction group skills did you learn?

Each group will submit a brief summary of their discussion as well as completing the survey. They will also be asked for suggestions for improving the experience.

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| **Community Need**  This activity meets an actual need in the community and is coordinated through collaboration with the community | Strong Impact  Determined by or discovered through extensive research and collaboration with faculty advisor and community sponsor | Good Impact  Determined or discovered through basic research and collaboration with faculty advisor and community sponsor. | Some Impact  Determined by making a guess as to what the community needs may be. No collaboration with faculty advisor or community sponsor. | Minimal Impact  Community needs secondary to what student wants to do. Project considers only student needs. No collaboration |
| **Academics / Learning**  This activity provides the students with an opportunity to use existing skills, develop new ones, and use skills in a real world setting. | Strong Impact  Students have direct application of new skills or knowledge in community service. Service learning is seen as a vital instructional activity. | Good Impact  Students have some active application of new skills or knowledge. Service learning has strong connection to instruction. | Some Impact  Students only have some application of new skills or knowledge. Service learning has minimal connection to instruction. | Minimal Impact  Student does not use skills or knowledge outside classroom. No active service experience. Activity has no connection to instruction. |
| **Student Reflection**  This activity will provide students an opportunity to reflect upon their own learning and their role in society. | Strong Impact  Students actively reflect on their learning and think, share, and produce reflective products based upon those reflections. | Good Impact  Student reflection provides basic insight into their learning. Students produce minimal reflective products based upon those reflections. | Some Impact  Student share minimal reflection on service learning and produce no individual reflection projects. | Minimal Impact  No time given for true active reflection. Student provided only a summary of events. |
| **Developing a sense of caring**  This activity will provide the student with the opportunity to develop a sense of caring for and about others. | Strong Impact  Reflections show deep personal understanding of the importance of service in student's ability to make a difference. Student will likely take the initiative to serve again. | Good Impact  Reflections show growing understanding of the importance of service in student's ability to make a difference. Student may serve again. | Some Impact  Reflections show limited understanding of the importance of service. Student may serve again if asked. | Minimal Impact  Reflections show student largely unaffected by the importance of service. Student is unlikely to serve again. |
| **Quality of life**  This activity will provide the student the opportunity to enhance the quality of life for those individuals served. | Strong Impact  Service activity facilitates change or insight; helps solve a problem, meet a need or address an issue in community served. | Good Impact  Service activity provides some change or insight. Service enhances an already good community situation. | Some Impact  Service mainly decorative, but activity provides some benefit to community served. | Minimal Impact  Service mainly decorative, but service provides limited community benefit or does not offer any new or unique opportunity. |

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1. 2. ***Journal: 200 points***

**At least one reflective journal entry per week that is based on films, presentations, readings, and experiences at Breakthrough. The final entry must answer the questions listed above in the “final reflection assignment.”**

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| **RUBRIC FOR JOURNAL ENTRIES** | | | | | |
| Criteria | weight | Exemplary  Yes | Accomplished  Yes, but | Developing  No, but | Beginning  No |
| **Retelling of Experience** | 20% | * Detailed explanation of experience * Specific descriptors of observations during experience * Writing is highly organized with logical sequence | * Clear explanation of experience * Objective observation of experience * Organization is clear and easy to follow | * Somewhat clear explanation of experience * Somewhat objective observation of experience * Minimal organization | * Vague explanation of experience * Non-objective observation of experience * No organization evident; confusing |
| **Reflections/ Personal Response** | 20% | * Reflects well on own work * Provides many examples | * Reflects on own work * Provides examples | * Some reflection on own work * Provides few examples | * Little reflection on own work * Provides very few or no examples |
| **Relevance to Classroom Concepts or Personal Experience** | 20% | * Student listens well in different contexts; relates observations to classroom concepts and/or personal experiences | * Student listens in class; relates some observations to classroom concepts and/or personal experiences | * Makes minimal reference to what is heard in class or to personal experience | * Makes no reference to what is heard in class or personal experiences |
| **Analysis of Experience** | 20% | * Makes many inferences * Comprehends deeper meanings * High level of critical thinking expressed | * Makes inferences most of the time * Usually comprehends deeper meanings * Some critical thinking expressed | * Some inferences are made * Comprehends surface level meaning * Minimal critical thinking expressed | * Few or no inferences are made * No comprehension or reflection on assignment * Little or no evidence of critical thinking |
| **Effort on Assignment** | 20% | * Obvious, detailed effort on assignment * Neat, legible handwriting | * Acceptable effort on all parts of the assignment * Legible handwriting | * Some effort on assignment * Readable handwriting | * Little or no effort on assignment * Illegible handwriting |