

Syllabus

Course Overview

Experiential learning is the process in which students develop and demonstrate competencies while engaging in experiences outside the classroom. There are various types of experiences that fall under the umbrella of experiential learning, including volunteerism, practicums, internships, community service, and service learning. For this course, learners will engage in service learning, applying what they have learned from other courses and experiences to develop knowledge and skills by engaging in service experiences with a community partner. Service learning goes beyond volunteerism because learners engage in community service with intentional academic and learning goals with opportunities for reflection that connect to psychology.

In this course, learners will engage in a minimum of 20 hours of service to a community partner in an applied setting of their choice. The chosen site is preapproved by the Undergraduate Psychology program prior to registration in this course. At the site, learners will apply psychological theories, research, and ethical standards to real-world situations. Learners will also complete concurrent classroom activities with a culminating presentation that includes a reflection, analysis, and synthesis of their experiences.

Adobe Connect Activities

In this course you will deliver an audiovisual presentation with the option of delivering it in person or via [Adobe Connect](#) or similar means. If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [Disability Services](#) to request accommodations.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply psychology theories and concepts to solve real-world problems.
- 2 Apply research findings to solve real-world problems.
- 3 Apply ethical standards to real-world situations.
- 4 Analyze hands-on experiences in an organization or setting providing services to others.
- 5 Communicate clearly to diverse audiences in a manner that is scholarly, professional, and consistent with the psychological field.

Course Prerequisites

Learners are encouraged to contact their advisors for assistance in securing a site prior to enrolling for the course. For BS Psychology learners only. May be repeated for credit. Prerequisite: PSYC1000. Informational session with Faculty Connection required. Cannot be fulfilled by transfer.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Cress, C. M., Collier, P. J., & Reitenauer, V. L. (2013). *Learning through serving: A student guidebook for service-learning and civic engagement across academic disciplines and cultural communities* (2nd ed.). Sterling, VA: Stylus. ISBN: 9781579229900.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Davidson, J., & Wood, C. (2004). [A conflict resolution model](#). *Theory Into Practice*, 43(1), 6–13.
- Hoffman, A. J., Wallach, J., Sanchez, E., & Afkhami, H. (2009). [Improving interpersonal communication through community service](#). *The Community College Enterprise*, 15(2), 95–106.
- Kern, M. K. (2013). [The spirit of giving and receiving: Librarianship and the volunteer tradition](#). *Reference & User Services Quarterly*, 53(2), 100–103.
- Kolb, A. Y., & Kolb, D. A. (2005). [Learning styles and learning spaces: Enhancing experiential learning in higher education](#). *Academy of Management Learning & Education*, 4(2), 193–212.
- Peterson, J. J., Wardwell, C., Will, K., & Campana, K. L. (2014). [Pursuing a purpose: The role of career exploration courses and service-learning internships in recognizing and developing knowledge, skills, and abilities](#). *Teaching of Psychology*, 41(4), 354–359.
- Robert Gliner (Producer). (2004). [Education for what? Learning social responsibility](#) [Video]. Films on Demand.
- Salkeld, S. (2010). [Learning about volunteers: Volunteer centre meeting seeks answers about how, why people volunteer](#). *The Mountaineer*.
- Stolley, K. S., Collins, T., Clark, P., Hotaling, D. E., & Takacs, R. C. (2017). [Taking the learning from service learning into the postcollege world](#). *Journal of Applied Social Science*, 11(2), 109–126.
- [Why do people volunteer?](#) (2017). *The Times*.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

Note: you should have the APA manual from previous coursework.

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- American Psychological Association. (n.d.). [Ethical principles of psychologists and code of conduct](http://www.apa.org/ethics/code/index.aspx). Retrieved from <http://www.apa.org/ethics/code/index.aspx>
- Community Tool Box. (n.d.). [Ethical issues in community interventions](https://ctb.ku.edu/en/table-of-contents/analyze/choose-and-adapt-community-interventions/ethical-issues/main). Retrieved from <https://ctb.ku.edu/en/table-of-contents/analyze/choose-and-adapt-community-interventions/ethical-issues/main>
- Georgetown University National Center for Cultural Competence. (n.d.). [Self-assessments](https://nccc.georgetown.edu/assessments/). Retrieved from <https://nccc.georgetown.edu/assessments/>
- Harvard University. (n.d.). [Project Implicit](https://implicit.harvard.edu/implicit/). Retrieved from <https://implicit.harvard.edu/implicit/>
- NCBI. (n.d.). [Appendix C: Tools for assessing cultural competence](https://www.ncbi.nlm.nih.gov/books/NBK248429/). Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK248429/>
- PsychTests AIM Inc. (n.d.). [Caregiver job fit test](https://testyourself.psychtests.com/testid/3012). Retrieved from <https://testyourself.psychtests.com/testid/3012>
- Remen, R. (1999). [Helping, Fixing or Serving? \[PDF\]](https://www.uc.edu/content/dam/uc/honors/docs/communityengagement/HelpingFixingServing.pdf). Retrieved from <https://www.uc.edu/content/dam/uc/honors/docs/communityengagement/HelpingFixingServing.pdf>
- Teaching Tolerance. (n.d.). [Test yourself for hidden bias](https://www.tolerance.org/professional-development/test-yourself-for-hidden-bias). Retrieved from <https://www.tolerance.org/professional-development/test-yourself-for-hidden-bias>
- United States Geological Survey. (n.d.). [Awareness wheel \[PDF\]](https://www2.usgs.gov/humancapital/ecd/professionaldevtools/AwarenessWheel.pdf). Retrieved from <https://www2.usgs.gov/humancapital/ecd/professionaldevtools/AwarenessWheel.pdf>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Library

The following suggested readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- DeLee, F. R. (2014). [Group supervision of counselors-in-training implementing the Awareness Wheel](#). Retrieved from ProQuest Dissertations Publishing.
- Given, L. M. (Ed.). (2008). [Active listening](#). In *The Sage encyclopedia of qualitative research methods*. Thousand Oaks, CA: Sage.
- Hoppe, M. H. (2006). *Active listening: Improve your ability to listen and lead*. Greensboro, NC: Center for Creative Leadership.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Microsoft. (n.d.). [PowerPoint video training](https://support.office.com/en-us/article/PowerPoint-video-training-40e8c930-cb0b-40d8-82c4-bd53d3398787). Retrieved from <https://support.office.com/en-us/article/PowerPoint-video-training-40e8c930-cb0b-40d8-82c4-bd53d3398787>
- New York Public Library. (n.d.). [Public domain collections: Free to share & reuse](https://www.nypl.org/research/collections/digital-collections/public-domain?gclid=EAlaIqobChMImKmz-Luj2QIVQrbACH3uGgOJEAAAYAAAEgLeQvD_BwE). Retrieved from https://www.nypl.org/research/collections/digital-collections/public-domain?gclid=EAlaIqobChMImKmz-Luj2QIVQrbACH3uGgOJEAAAYAAAEgLeQvD_BwE

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Integrated Materials

Hardware

Audiovisual Presentation.

1. Headset with microphone

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Library of Congress. (n.d.). [Prints & photographs online catalog](http://www.loc.gov/pictures/). Retrieved from <http://www.loc.gov/pictures/>
- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html). <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html). <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Unit 1 >> Introduction to Service Learning

Introduction

In Unit 1 we will lay the foundation for your experiential learning. This course emphasizes service learning in the form of volunteer work or a special project that exceeds your typical responsibilities at your place of employment. This week's discussion focuses on *civic capacity*, which involves applying your knowledge and skills to community challenges.

Throughout the course, you will have opportunities to share insights and updates as you progress in your service-learning work. You will also identify relevant psychological theories, research, and ethics that apply to your experiences.

Learning Activities

u01s1 - Studies

Readings

Use your Cress, Collier, and Reitenauer *Learning Through Serving* text to read the following:

- Chapter 1, "What Are *Service-Learning* and *Civic Engagement*?" pages 9–18.

Use the Internet to explore the following Campus APA resources:

- [APA Module](#).
- [APA Tutorial](#).

Multimedia

- Click [Check Your Personal and Professional Values](#) to identify values that guide your personal and professional life.

Films on Demand Video

- View [Education for What? Learning Social Responsibility](#).
 - This 58-minute film discusses the value of community involvement as a learning experience and the associated benefits to all stakeholders.

Suggested Reading

- Read [Practical, Internships, and Field Experiences](#) on Campus.

u01s1 - Learning Components

- Reflect on the lessons of service.
- Work in an applied setting.

u01s2 - Service Hours

Service Hours

We have planned for 2.5 hours of service per week, starting in week 2 and ending in week 9 so you can complete the 20 required hours of community service for this course. Of course, you may complete more than 20 hours, as your schedule allows, but you must have completed all hours by week 9. In week 9, your Reflection Journal is due. Your final Service Log must be submitted in week 10.

u01s2 - Learning Components

- Work in an applied setting.

u01s3 - Ethical Considerations and Confidentiality

Use the Internet to complete the following:

- American Psychological Association (2016). [Ethical principles of psychologists and code of conduct](http://www.apa.org/ethics/code/index.aspx). Retrieved from <http://www.apa.org/ethics/code/index.aspx>
 - Review Section 4.

u01s3 - Learning Components

- Identify ethical issues in service work.

u01s4 - Audiovisual Presentation Preparation

In this course, you will be required to create and deliver a narrated slide presentation, with the option of presenting it to your instructor in person or via recording.

- If you are making a live presentation:
 - Completing this study is optional but may be valuable in future courses.
 - Please be sure to schedule your live presentation to your instructor as soon as possible, even though it is not due until Unit 10.
- If you are recording your presentation:
 - Adobe Connect is the recommended software, but you may use another tool, such as [Kaltura](#), Screencast-o-matic, or Prezi—as long as your presentation is accessible to all.
 - If you are recording your presentation using software other than Adobe Connect, be sure to test your recording software and headset in advance so you can address any technical issues.

Using Adobe Connect

Adobe Connect is relatively simple to use:

- The asynchronous individual presentations are recorded in learners' own meeting rooms, for which learners need only to paste the link to the recording into the discussion for others to view.
- Synchronous presentations are conducted in live meetings, through the instructor's Adobe Connect meeting room.

In preparation for using Adobe Connect to conduct synchronous or asynchronous meetings in this course, complete the following:

- If you have not already done so, install your headset (and webcam, if required) on your computer, using the installation instructions included in the package.
- Create and access your meeting room at any time from the Adobe Connect link in the courseroom.
- Refer to the instructions and tutorials available on the [Using Adobe Connect](#) on Campus.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

u01s4 - Learning Components

- Communicate clearly to diverse audiences.

u01d1 - Introduction to Service Learning

Using the Unit 1 readings as a guide, discuss how your understanding of how *civic capacity* can be developed in this service-learning course. What specific knowledge or skills have you learned in previous courses or service-learning opportunities that you can apply to your proposed community-service site?

Response Guidelines

Read the posts of your peers and provide substantive responses to the initial posts of at least two. Contribute to the conversation by asking questions, debating positions respectfully, or responding freely to the topic at hand. Your responses should reference assigned readings as well as other academic sources that support your views and writings. Use current-edition APA style and formatting for citing your references.

Note: As you read through the posts of your peers, you will likely find opinions and value sets that differ from your own. Remember to be respectful of others' perspectives.

Course Resources

[Psychology Undergraduate Discussion Scoring Guide](#)

[Capella University Library](#)

[APA Module](#)

[How Do I Find Peer-Reviewed Articles?](#)

u01d1 - Learning Components

- Reflect on the lessons of service.

u01s5 - Your Online ePortfolio

Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assessment for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio page](#).

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

Unit 2 >> Building and Maintaining Community Partnerships

Introduction

Unit 2 focuses on forging community partnerships. You will discuss the process you used for choosing your community partner and describe the site and your anticipated activities. You will also discuss collaborations or partnerships you have had with other organizations. You will begin working on your service plan, due in Unit 4, and will have a chance to solicit peer feedback. Your text will be useful for activities throughout the course, and it contains exercises that serve as a foundation for unit discussions and assignments.

Learning Activities

u02s1 - Studies

Readings

Use your *Learning Through Serving* text to read the following:

- Chapter 2, "Building and Maintaining Community Partnerships," pages 19–36.

Multimedia

Click [Service Learning Scenarios: What Would You Do If This Happened to You?](#) to view the interactive media.

u02s1 - Learning Components

- Reflect on the lessons of service.
- Work in an applied setting.

u02d1 - Pre-Service-Plan Discussion

Preparation

Use Chapter 2, "Building and Maintaining Community Partnerships," pages 19–36 of your *Learning Through Serving* text to reflect on the process you used to select a service-learning site. Exercises 2.4 and 2.7 provide useful points to consider as you complete the service-plan template, including:

- History, mission, and vision of the site.
- Organizational structure.

- Contact people for service learning.
- Type of community-based learning (direct service or project based).
- Supervision, training, and feedback available.
- Logistical considerations (duties and responsibilities, time commitment, skills required, and so on).

Instructions

After reading Chapter 2 of the text and completing Exercises 2.5: Organizational Action Research and 2.8: Which Type of Community-Based Learning is Right for Me?, answer the following questions. Please note: you do not have to share your responses to Exercises 2.5 and 2.8.

- Describe the organization with whom you will be working.
- Identify the primary services offered by this organization.
- Identify the days and times you will be on site.
- Briefly describe your service-learning activities.
- Indicate your start and end dates.
- Estimate the number of hours per week you will be on site.

Note: Required training time for volunteers does not count toward the 20-service-hour requirement for this course.

Response Guidelines

Read the posts of your peers and provide substantive responses to at least two. Contribute to the conversation by asking questions, debating positions respectfully, or responding freely to the topic at hand. Your responses should reference assigned readings as well as other academic sources that support your views and writings. Use current edition APA style and formatting when citing your references.

Course Resources

[Psychology Undergraduate Discussion Scoring Guide](#)

[Capella University Library](#)

[APA Module](#)

[How Do I Find Peer-Reviewed Articles?](#)

u02d1 - Learning Components

- Identify particular problems to solve in a service setting and the inherent challenges.

u02d2 - Community Partnership Discussion

1. Have you collaborated on a project or to achieve a common goal?
 - What were some of the critical elements of those partnerships that contributed to the success?
 - How do you think your experience might prepare you for this current community-based learning opportunity?
2. What are the purposes and goals of the collaboration with your community partner?
 - What are your learning goals for this collaboration?
 - What is the product or outcome for this collaboration and how will it be evaluated?

Response Guidelines

Read the posts of your peers and provide substantive responses to at least two. Contribute to the conversation by asking questions, debating positions respectfully, or responding freely to the topic at hand. Your responses should reference assigned readings as well as other academic sources that support your views and writings. Use current edition APA style and formatting when citing your references.

Course Resources

[Psychology Undergraduate Discussion Scoring Guide](#)

[Capella University Library](#)

APA Module

How Do I Find Peer-Reviewed Articles?

u02d2 - Learning Components

- Study how to build collaborative community partnerships.

Unit 3 >> Becoming a Community

Introduction

In Unit 3 you will explore the foundational nature of your service learning by applying relevant psychological theories and research to your experience. You will distinguish among *helping*, *fixing*, and *servicing* when working with those served by your community partner. When identifying frameworks and empirical work, consider the organization or institution, your coworkers, and the populations served at your site. You will continue to work on your service plan, which is due in Unit 4. Be sure to incorporate feedback from your peers on your Unit 3 discussion into your service plan.

Learning Activities

u03s1 - Studies

Readings

Use your *Learning Through Serving* text to read the following:

- Chapter 3, "Becoming Community," pages 37–50.

Use the Capella University Library and the Internet to read the following:

- Kern, M. K. (2013). The spirit of giving and receiving: Librarianship and the volunteer tradition. *Reference & User Services Quarterly*, 53(2), 100–103.
- Remen, R. (1999). Helping, Fixing or Servicing? [PDF]. Retrieved from <https://www.uc.edu/content/dam/uc/honors/docs/communityengagement/HelpingFixingServing.pdf>
 - Copyright Rachel Naomi Remen, MD.
- Salkeld, S. (2010). Learning about volunteers: Volunteer centre meeting seeks answers about how, why people volunteer. *The Mountaineer*.
- Why do people volunteer? (2017). *The Times*.

u03s1 - Learning Components

- Study how to build collaborative community partnerships.

u03s2 - Assignment Preparation

Your completed assignment, Service Plan, is due in week 4. Read the scoring guide and the [Service Plan Template \[DOC\]](#) to ensure you meet the assignment criteria.

u03s2 - Learning Components

- Study how to build collaborative community partnerships.

u03d1 - Psychological Theories and Research

When reflecting on your previous courses, consider psychological theories and research that may be relevant to your service-learning experience. As a reminder, in addition to the work of major theorists such as Freud, Skinner, Rogers, Maslow, and Erikson, consider the following categories:

- Child and adolescent development.
- Adult development and aging.
- Social psychology.
- Diversity and inclusion.
- Moral development.
- Student development.
- Cognitive development.

Identify and briefly describe *at least one theory and one scholarly research study* that can inform your service-learning experience. Also, discuss how the theory and research may relate to your collaborative experience. The theoretical and empirical work you choose may be applied to the populations served at your site, the type of service-learning site, or the community in which the site is located. You may also include personal applications. Please limit your post to no more than three paragraphs or 500 words.

Response Guidelines

Read the posts of your peers and provide a substantive response to at least one. Contribute to the conversation by asking questions, debating positions respectfully, or responding freely to the topic at hand. Your responses should reference assigned readings as well as other academic sources that support your views and writings. Use current edition APA style and formatting when citing your references.

Course Resources

[Psychology Undergraduate Discussion Scoring Guide](#)

[APA Module](#)

[Capella University Library](#)

[How Do I Find Peer-Reviewed Articles?](#)

u03d1 - Learning Components

- Reflect how theory guides perception and problem-solving.

u03d2 - Helping, Fixing, or Serving

Review Remen's 1999 article, *Helping, Fixing or Serving?* [PDF] (linked in Resources), and then consider the ways that you have "helped" or "fixed" rather than "served." Reflect on these nuances to investigate potential impacts on your motivations and the effects on those you serve.

- Describe a time when someone sought to assist you with something by helping or fixing.
 - What was it like to be on the receiving end of those efforts?
 - What long-term impacts, if any, came from the interaction?
- Describe a time when you felt genuinely served by another person.
 - What was it like to be on the receiving end of those efforts?
 - What long-term impacts, if any, came from the interaction?

Response Guidelines

Read the posts of your peers and provide substantive responses to at least two. Contribute to the conversation by asking questions, debating positions respectfully, or responding freely to the topic at hand. Your responses should reference assigned readings as well as other academic sources that support your views and writings. Use current edition APA style and formatting when citing your references.

Course Resources

[Psychology Undergraduate Discussion Scoring Guide](#)

u03d2 - Learning Components

- Study how to build collaborative community partnerships.
- Reflect on the lessons of service.

Unit 4 >> Groups and Teams

Introduction

In 1965, Bruce Tuckman identified four phases of group development that include *forming*, *storming*, *norming*, and *performing*. In Unit 4, you will use this model to reflect on your group experiences and consider strategies for proactively managing group barriers. You will also submit your service plan; please refer to assignment instructions and scoring guide to ensure that you meet all criteria.

Reference

Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63(6), 384–399. <http://dx.doi.org/10.1037/h0022100>

Learning Activities

u04s1 - Studies

Readings

Use your *Learning Through Serving* text to read the following:

- Chapter 4, "Groups Are Fun, Groups Are Not Fun," pages 51–76.

Use the Internet to complete the following:

- American Psychological Association. (n.d.). [Ethical principles of psychologists and code of conduct](http://www.apa.org/ethics/code/index.aspx). Retrieved from <http://www.apa.org/ethics/code/index.aspx>
- [Creating Realistic Goals](#).
 - Learn about how to establish SMART Goals.

u04s1 - Learning Components

- Study how to build collaborative community partnerships.
- Work in an applied setting.

u04a1 - Service Plan: Learning Outcomes and Application

Instructions

- Use the Service Plan Learning Outcomes Template (linked in Resources) for this assignment.
- Review the scoring guide criteria and rubric before submitting this assignment.

Additional Requirements

- **Font:** Use 12-point Times New Roman type, double spaced.
- **APA:** Use current APA format and style.

- **Communication:** Write coherently to support a central idea with correct grammar, usage, and mechanics as expected of a psychology professional.

Course Resources

Service Plan Learning OutcomesTemplate [DOC]

APA Module

u04d1 - How Am I in Groups?

Recall a positive and a negative group experience and answer the following questions:

- How would you briefly describe both groups, including the purpose, number of participants, and the outcome?
- What made the positive group experience successful and what was your role?

Often negative group experiences are based on one of the following challenges: a) management of group roles; b) equity and fairness concerns; and c) individual evaluation based on the group product (for instance, your grade is dependent on other group members).

- When reflecting on your negative group experience, did the group problems revolve around one of the aforementioned challenges? If so, please describe it. If not, please discuss the group barriers you encountered and possible causes. Also, describe your role in dealing with these challenges.
- Referring to Tuckman and Fisher's Phase Model of Group Development, what are some strategies for proactively managing potential group barriers?

Response Guidelines

Read the posts of your peers and provide substantive responses to at least two learners. Contribute to the conversation by asking questions, debating positions respectfully, or responding freely to the topic at hand. Your responses should reference assigned readings as well as other academic sources that support your views and writings. Use current edition APA style and formatting when citing your references.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

APA Module

Capella University Library

How Do I Find Peer-Reviewed Articles?

u04d1 - Learning Components

- Study how to build collaborative community partnerships.
- Work in an applied setting.

Unit 5 >> Creating Cultural Connections

Introduction

Unit 5 is dedicated to creating cultural connections. You will reflect on your cultural identity, considering the salient parts of your identity as well as aspects that you do not think about often. You will also explore stereotypes that may be applied to those you are serving. When analyzing stereotypes, keep in mind aspects of culture such as race and ethnicity, sexual preference and gender identity, economic status, religion, ability and disability, religion, age, and other sociocultural influences.

Learning Activities

u05s1 - Studies

Readings

Use your *Learning Through Serving* text to read the following:

- Chapter 5, "Creating Cultural Connections," pages 77–94.

Use the Internet to complete the following:

Choose 1–3 of these resources, or find one you prefer, to assess your cultural competence and hidden biases. You will use this information in a unit discussion.

- Georgetown University National Center for Cultural Competence. (n.d.) [Self-assessments](https://nccc.georgetown.edu/assessments/). Retrieved from <https://nccc.georgetown.edu/assessments/>
- Harvard University. (n.d.). [Project Implicit](https://implicit.harvard.edu/implicit/). Retrieved from <https://implicit.harvard.edu/implicit/>
- Teaching Tolerance. (n.d.). [Test yourself for hidden bias](https://www.tolerance.org/professional-development/test-yourself-for-hidden-bias). Retrieved from <https://www.tolerance.org/professional-development/test-yourself-for-hidden-bias>
- NCBI. (n.d.). [Appendix C: Tools for assessing cultural competence](https://www.ncbi.nlm.nih.gov/books/NBK248429/). Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK248429/>
- PsychTests AIM Inc. (n.d.). [Caregiver job fit test](https://testyourself.psychtests.com/testid/3012). Retrieved from <https://testyourself.psychtests.com/testid/3012>

Multimedia

- Click [What Is Diversity?](#) to view the interactive.
- Click [Focus on Diversity Case Studies](#) to view the interactive.
- Click [Diversity Awareness](#) to hear the audio.
- Click [Cultural Diversity](#) to view the illustration.

u05s1 - Learning Components

- Communicate clearly to diverse audiences.
- Study types of diversity.

u05d1 - Deconstructing Stereotypes

For a few days, pay close attention to the ways that those you are serving are portrayed by the media—film, television, and radio—by watching and listening to several shows and making notes about what you see and hear. Also, consider print and Internet media: magazines, newspapers, websites, blogs, and social media.

After you have spent some time engaging intentionally with the images in popular media connected with the group of persons you are serving, respond to the following questions:

- How do these images represent stereotypes about the community you are serving?
- How are the stereotypes about this group reinforced in the media?
- How do the media portray this group negatively?
- How are the stereotypes about this group challenged in the media?
- How do the media portray this group positively?
- How do these images connect with your own experience of this group, and how do they differ?

Based on the course readings and other relevant sources, what are some strategies for combating generalizations and stereotypes?

Response Guidelines

Read the posts of your peers and provide substantive responses to the initial post of two learners. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand. Your responses should reference assigned readings as well as other academic sources that support your views and writings. Use current APA style and format when citing your references.

u05d1 - Learning Components

- Communicate clearly to diverse audiences.
- Study types of diversity.

u05a1 - Cultural Identity Reflection

Using your *Learning Through Serving* text, refer to Exercise 3.3, Who Am I and What Do I Bring? on page 40 and consider at least two aspects of your social identity that you think about often and two that you rarely contemplate. Compare and contrast your salient identities to those of people at your site (clients, coworkers, and supervisors).

It is possible that aspects of your identity that you rarely consider may be prominent to some people at your site. Are you often consciously aware of your race, gender identity, sexual orientation, or physical ability? People who have experienced discrimination based on any of these aspects may be more cognizant of them than those who have not experienced discrimination.

When reflecting on your social identity and others' social identities, respond to the following:

- What are the salient identities of people at your site? Compare and contrast them.
- How might you use your understanding of social identity to create effective working relationships with your team, peers, and community partners?
- How does your identity orient you toward effective interactions with others, and how does it challenge effective interaction?
- How might you learn from the perspectives of others?
- Using the course readings as a basis, how do power, marginalization, discrimination, and privilege affect individuals, peer relationships, and community partnerships?

Additional Requirements

- Font: Use 12-point Times New Roman type, double spaced.
- APA: Use current APA format and style. If you use material from your text or other sources, remember to include proper citations.
- Communication: Write coherently to support a central idea with correct grammar, usage, and mechanics as expected of a psychology professional.

Course Resources

Unit 6 >> Reflection in Action

Introduction

Unit 6 focuses on what you have learned as a result of your service-learning experience using Kolb's Experiential Learning Model. You also reflect on ethical issues that you have encountered or may encounter in your work with your community partner. Remember: ethics can revolve around issues such as confidentiality, boundaries, conflict of interest, and competence. Please refer to the APA Ethics Code as a reminder of the ethical considerations that may be applied to your work.

Reference

Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education*, 4(2), 193–212.

Learning Activities

u06s1 - Studies

Readings

Use your *Learning Through Serving* text to read the following:

- Chapter 6, "Reflection in Action," pages 95–112.

Use the Internet and the Capella library to complete the following:

- American Psychological Association. (n.d.). [Ethical principles of psychologists and code of conduct](http://www.apa.org/ethics/code/index.aspx). Retrieved from <http://www.apa.org/ethics/code/index.aspx>
 - Review the APA code of conduct.
- Kolb, A. Y., & Kolb, D. A. (2005). [Learning styles and learning spaces: Enhancing experiential learning in higher education](#). *Academy of Management Learning & Education*, 4(2), 193–212.

u06s1 - Learning Components

- Reflect on the lessons of service.

u06d1 - Ethical Considerations

There are numerous ethical issues to consider when engaging in community service work, including:

- Confidentiality.
- Consent.
- Disclosure.
- Competence.
- Conflict of interest.
- Unethical behavior.

After reviewing the Ethical Principles of Psychologists and Code of Conduct and the Ethical Issues in Community Interventions (linked in Resources), identify an ethical issue that you have encountered in your community-service site. If you haven't yet identified any ethical concerns, consider possible ethical dilemmas that may evolve.

Briefly describe the situation, including all roles involved (avoiding personal names to protect confidentiality). How did you or would you respond to the ethical dilemma you described? If this is a continuing issue, what additional steps will you take? What questions do you have about ethics related to your service-learning experience?

Response Guidelines

Read the posts of your peers and provide substantive responses to at least two. Contribute to the conversation by asking questions, debating positions respectfully, or responding freely to the topic at hand. Your responses should reference assigned readings as well as other academic sources that support your views and writings. Use current APA style and formatting when citing your references.

Course Resources

[Psychology Undergraduate Discussion Scoring Guide](#)

[Ethical Issues in Community Interventions](#)

[Ethical Principles of Psychologists and Code of Conduct](#)

[APA Module](#)

[How Do I Find Peer-Reviewed Articles?](#)

[Capella University Library](#)

u06d1 - Learning Components

- Identify ethical issues in service work.
- Identify particular problems to solve in a service setting and the inherent challenges.

u06d2 - Reflection Using Kolb's Experiential Model

Review Kolb and Kolb's article [Learning Styles and Learning Spaces](#) (linked in Resources) for this discussion. The Experiential Learning Model contains a four-stage conceptual framework for understanding learning through service. It also includes four different learning styles that correspond to each stage.

- Briefly describe an interaction between yourself and at least one other stakeholder from your community partnership. Did the interaction turn out the way you expected it to? If not, explain. What do you think the community partner expected from the interaction?
- Based on Kolb's model, describe how your learning style as well as the stage of your learning experience (concrete experience, reflective observation, abstract conceptualization, or active experimentation) may have impacted the interaction.

Response Guidelines

Read the posts of your peers and provide substantive responses to at least one. Contribute to the conversation by asking questions, respectfully debating positions, or responding freely to the topic at hand. Your responses should reference assigned readings as well as other academic sources that support your views and writings. Use current edition APA style and formatting when citing your references.

Course Resources

[Psychology Undergraduate Discussion Scoring Guide](#)

[Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education](#)

[Capella University Library](#)

[APA Module](#)

[How Do I Find Peer-Reviewed Articles?](#)

u06d2 - Learning Components

- Communicate clearly to diverse audiences.
- Study types of diversity.

Unit 7 >> Expanding Horizons

Introduction

In this unit, you will reflect on what you have learned while engaged in service-learning work. The insights you share are related to the community you served, skills you gleaned, your sense of being an active community member, and new knowledge related to your academic discipline. In a Unit 7 discussion, you will also apply a conflict-resolution model to challenges you have faced.

Learning Activities

u07s1 - Studies

Readings

Use your *Learning Through Serving* text to read the following:

- Chapter 8, "Leadership and Service Learning," pages 59–65.
- Chapter 10, "Expanding Horizons," pages 151–162.

Use the Capella library to read the following:

- Peterson, J. J., Wardwell, C., Will, K., & Campana, K. L. (2014). Pursuing a purpose: The role of career exploration courses and service-learning internships in recognizing and developing knowledge, skills, and abilities. *Teaching of Psychology, 41*(4), 354–359.
- Stolley, K. S., Collins, T., Clark, P., Hotaling, D. E., & Takacs, R. C. (2017). Taking the learning from service learning into the postcollege world. *Journal of Applied Social Science, 11*(2), 109–126.

Use the Internet to complete the following:

- United States Geological Survey. (n.d.). Awareness wheel [PDF]. Retrieved from <https://www2.usgs.gov/humancapital/ecd/professionaldevtools/AwarenessWheel.pdf>

Suggested Readings

The following suggested readings may be available in the Capella library:

- DeLee, F. R. (2014). Group supervision of counselors-in-training implementing the Awareness Wheel. Retrieved from ProQuest Dissertations Publishing.
- Given, L. M. (Ed.). (2008). Active listening. In *The Sage encyclopedia of qualitative research methods*. Thousand Oaks, CA: Sage.
- Hoffman, A. J., Wallach, J., Sanchez, E., & Afkhami, H. (2009). Improving interpersonal communication through community service. *The Community College Enterprise, 15*(2), 95–106.
- Hoppe, M. H. (2006). *Active listening: Improve your ability to listen and lead*. Greensboro, NC: Center for Creative Leadership.

u07s1 - Learning Components

- Identify particular problems to solve in a service setting and the inherent challenges.
- Reflect how theory guides perception and problem-solving.

u07d1 - Menial or Meaningful?

Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it's the only thing that ever has.

–Margaret Mead (attr.)

Sometimes it is hard to connect our service-learning tasks to larger social and political issues. It is important that our service-learning experiences expand our understanding of the underlying issues that create community problems and to find the solutions individually and collectively.

1. Whether you are working alone or in a group at your site, write a list of five to seven "menial" tasks such as filing, copying, or setting appointments that you have performed as part of your community-based experience.
2. Connect these tasks to your goals of your service work. How are these administrative tasks helping to meet the intended outcomes of the project?
3. Connect your project goals to larger societal or political issues; for instance, how does serving food at a food pantry relate to homelessness?
4. Identify specific capacities needed to create positive community change. How does addressing these issues require a mind-set, a "heart set," and a skill set?

Response Guidelines

Read the posts of your peers and provide substantive responses to at least two. Contribute to the conversation by asking questions, debating positions respectfully, or responding freely to the topic at hand. Your responses should reference assigned readings as well as other academic references that support your views and writings. Use current APA style and formatting when citing your references.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[APA Module](#)

[Capella University Library](#)

u07d1 - Learning Components

- Study how to build collaborative community partnerships.
- Reflect on the lessons of service.
- Work in an applied setting.

u07d2 - Conflict Resolution

Preparation

Complete the following:

- Cress, C. M., Collier, P. J., & Reitenauer, V. L. (2013). *Learning through serving: A student guidebook for service-learning and civic engagement across academic disciplines and cultural communities* (2nd ed.). Sterling, VA: Stylus.
 - Review pages 59–65.

The Cress et al. text contains a description of transformational leadership that includes moving from "I " to "We" through collaborative interactions. The Seven Cs of Leadership (listed below) are also presented:

- Consciousness of self.
- Congruence.
- Commitment.
- Collaboration.
- Common purpose.
- Controversy with civility.
- Citizenship.

Use the Capella library to read the following (linked in Resources):

- Davidson, J., & Wood, C. (2004). A conflict resolution model. *Theory Into Practice*, 43(1), 6–13.
 - Part of being an effective team member and transformational leader is managing conflict. One way of operationalizing the Seven Cs is through the use of a conflict model such as the one presented in the Davidson and Wood article.

Instructions

Consider a conflict or potential conflict in your service-learning site that can likely be managed by having a dialogue using a model like the CRM-A or PET. It may be useful to role-play the conversation or rehearse what you will be sharing.

Schedule a time or set aside time to discuss the identified conflict using the CRM-A as a guide. Discuss the conversation by responding to the following:

- Describe the conflict or potential conflict. Remember to protect the privacy of those involved by avoiding the use of names and other identifiers.
- How does this conflict impact your work at the service-learning site?
- Discuss the feedback session, including how you felt when providing feedback and how the person or people receiving feedback responded.
- Was the situation resolved? If so, how? If not, is follow-up needed?
- Did you find the Conflict Resolution Model a useful tool? Why or why not?

Response Guidelines

Read the posts of your peers and provide substantive responses to at least two. Contribute to the conversation by asking questions, debating positions respectfully, or responding freely to the topic at hand. Your responses should reference assigned readings as well as other academic sources that support your views and writings. Use current APA style and formatting when citing your references.

Course Resources

[Psychology Undergraduate Discussion Scoring Guide](#)

[A Conflict Resolution Model](#)

[How Do I Find Peer-Reviewed Articles?](#)

[APA Module](#)

[Capella University Library](#)

u07d2 - Learning Components

- Identify particular problems to solve in a service setting and the inherent challenges.

Unit 8 >> Leadership and Service Learning

Introduction

Unit 8 provides an opportunity for you to focus on career exploration activities, as you take advantage of Capella Career Center offerings and other resources. You will identify valuable experiences and skills gained through your service-learning work that can be incorporated into your job-search tools. You will also discuss the skills and outcomes from your service-learning work in your course presentation.

Learning Activities

u08s1 - Studies

Readings

Use your *Learning Through Serving* text to review the following:

- Chapter 8, "Leadership and Service Learning," pages 123–136.

Use the Internet to complete the following:

- Read the [Career Readiness Fact Sheet \[PDF\]](#).
- Read the [Competency Translator \[PDF\]](#) from the Capella Career Center.
 - This form will help you explain how to match program competencies to job requirements.

Multimedia

Click on [Check Your Skills](#) to find out how you can leverage volunteer skills for job readiness.

Suggested Capella Resources

Use the Internet to explore the following Campus career resources:

- [Capella Career Center Overview](#).
- [Capella Career Center: On-Demand Tutorials](#).
- [Capella Career Center Career Exploration Workbook](#).
 - This is an excellent resource to use as you consider how to position yourself in the field.

u08s1 - Learning Components

- Connect service-learning experience to career path.
- Work in an applied setting.

u08s2 - Reflection Journal Assignment Preparation

Your reflection journal is due in week 9. Review the notes you have been taking during your site visits and read the [Reflection Journal \[DOC\]](#) as well as the assignment instructions and scoring guide to ensure you meet all criteria for the assignment.

In addition, you should start planning and constructing your final assignment. You will need to have a draft of the presentation prepared in time for the first Unit 9 discussion. Read the assignment instructions and scoring guide to ensure you meet all criteria.

Course Resources

[Reflection Journal \[DOC\]](#)

u08s2 - Learning Components

- Reflect on the lessons of service.
- Identify ethical issues in service work.
- Reflect how theory guides perception and problem-solving.

u08s3 - Experiential Learning Presentation Preparation

For your final assignment, you will deliver a presentation about your experiences and research in this course, using PowerPoint or another accessible medium of your choice. In addition to introduction, conclusion, and reference slides, your presentation will include:

- An overview of your course experience, including your goals for the course, challenges, and ethical considerations.
- A description of the site and your experience at the site.
- Applied psychological theories and research findings.
- A reflection on your experience at the site.
- Presenter's notes.

You will submit a draft of your presentation for a discussion in Unit 9. Read the detailed presentation assignment instructions in Unit 10 and the Presentation Preparation Instructions and Design Considerations in Unit 9.

Refer to the following resources as you prepare your draft presentation:

- [APA Module](#).
- [Guidelines for Effective PowerPoint Presentations \[PPTX\]](#).
- Microsoft. (n.d.). [PowerPoint video training](https://support.office.com/en-us/article/PowerPoint-video-training-40e8c930-cb0b-40d8-82c4-bd53d3398787). Retrieved from <https://support.office.com/en-us/article/PowerPoint-video-training-40e8c930-cb0b-40d8-82c4-bd53d3398787>
- [Presentation Template \[PPT\]](#).

Note: You have the option of delivering the final presentation synchronously (in person) or via recording. *If you choose to deliver your presentation to your instructor in person, schedule this Unit 10 meeting as soon as possible.*

u08s3 - Learning Components

- Reflect on the lessons of service.
- Connect service-learning experience to career path.

u08d1 - Career Exploration and Recognizing Your Assets

Using the Concepts, Indicators, and Evidence (CIE) Model and the Skills Assessment Matrix from your *Learning Through Serving* text and other course materials, consider the skills and experiences you have gained through your service-learning experience and answer the following:

- How have you changed as a result of working with your community partner and what factors contributed to this change?
- Using the CIE Model, how would you frame these changes in terms of concepts, indicators, and evidence?
- What skills have you enhanced or acquired? Describe accomplishments or outcomes that demonstrate the use of these skills.
- What could you do to further evaluate your own learning experience and your contributions to the community?

Response Guidelines

Read the posts of your peers and provide substantive responses to at least two. Contribute to the conversation by asking questions, debating positions respectfully, or responding freely to the topic at hand. Your responses should reference assigned readings as well as other academic sources that support your views and writings. Use current edition APA style and formatting when citing your references.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

[APA Module](#)

u08d1 - Learning Components

- Connect service-learning experience to career path.

Unit 9 >> Presentation Preparation

Introduction

In Unit 9, you will begin to wrap up this experiential learning course by writing your reflections in a journal assignment and finalizing your draft for the course presentation. Please use the template provided to structure your presentation. You will submit a draft of your presentation for peer feedback; be sure to incorporate this feedback into your final presentation.

Learning Activities

u09s1 - Studies

Readings

Use your *Learning Through Serving* to read the following:

- Chapter 11, "Beyond a Grade," pages 163–176.

Use the Internet to complete the following:

- [Guidelines for Effective PowerPoint Presentations \[PPTX\]](#).
 - Refer to this Capella presentation to help you create succinct, effective presentations.
- If you have not done so already, review the [Presentation Template \[PPT\]](#).

Suggested Internet Resource

The following tutorial may be helpful as you complete your presentation:

- Microsoft. (n.d.). [PowerPoint video training](https://support.office.com/en-us/article/PowerPoint-video-training-40e8c930-cb0b-40d8-82c4-bd53d339878). Retrieved from <https://support.office.com/en-us/article/PowerPoint-video-training-40e8c930-cb0b-40d8-82c4-bd53d339878>

u09s1 - Learning Components

- Reflect on the lessons of service.
- Connect service-learning experience to career path.
- Work in an applied setting.

u09s2 - Presentation Preparation Instructions and Design Considerations

A draft of your presentation is due in a discussion in this unit. The final version of your presentation is due in Unit 10.

Presentation Design Considerations

- Use the [Presentation Template \[PPT\]](#) as a starting point, if you like. Replace all text that is within brackets [. . .].
- Be sure to use as few words on each slide as possible without losing the meaning. No more than six bullet points per slide and no more than 10 words per entry are ideal. If necessary, use additional slides to convey your points.
- Keep visual elements simple and make use of *contrast* to ensure that your slides are easy to read:
 - If you use a light background, use dark type, and vice versa.
 - Do not use more than two typefaces (such as Helvetica or Times). When using multiple typefaces, sizes, or weights, do so strategically—to emphasize key points, organize information, and lead the viewer through the content of each slide.

- Consider adding appropriate pictures and diagrams *judiciously* to convey relevant information and create visual interest.
 - Cite the sources of any graphical material used in your presentation that you did not create. If you use pictures or diagrams that are not your own, you must seek out—and abide by—applicable copyright restrictions.
 - The New York Public Library has a vast archive of [copyright-free images](#) available for your use. Search the Internet for other copyright-free or public-domain images on sites like the [Library of Congress](#) but be careful to check the terms of use on each site.
- Make sure your presentation is accessible to all. If required by audience members, be prepared to make appropriate accommodations. Refer to [Disability Services](#) on Campus for assistance.
- Include a reference slide or slides using current APA-style citations at the end of the presentation.
- If, after reviewing this material, you need additional help, contact your instructor as soon as possible.

Audio Presentation Instructions

Your presentation should employ effective verbal delivery, including:

- Appropriate volume and clear enunciation.
- Avoidance of audible fidgeting and distracting interjections.
- Variation in tone and pacing, and appropriate use of pauses.

Important: Before you deliver or record your presentation, it is recommended that you allow ample time to practice your presentation until you are comfortable with these elements.

You may record the slide show with your narration or arrange with your instructor for a time to deliver it live.

- If you choose to present live, contact your instructor well in advance to set up a time to meet.
- If you choose to record your audiovisual presentation, it is recommended that you use Adobe Connect. However, if you prefer, you may use alternative tools such as Kaltura to record and present your video. If you do so, you must make sure that the presentation is accessible to all.

Additional Requirements

All slides should include presenter's notes (a minimum of three paragraphs) of what you will say for each slide. You may use information directly from your project components when writing presenter's notes. However, entries should be edited so that they are written as if you are speaking to an audience or a potential employer, for example. You can use the presenter's notes when recording the audio piece of the presentation.

Before you record or present your slide show for review, make sure you have included the salient points from the final versions of all three project components. It is also recommended that you review the Presentation Delivery Scoring Guide to make sure you have addressed all assignment criteria. Direct any questions about this assignment to your instructor.

Additional Resources

Refer to the following resources as needed to prepare your presentation:

- [APA Module](#).
- [Guidelines for Effective PowerPoint Presentations \[PPTX\]](#).
- [Kaltura Basics Tutorial](#).
- Microsoft. (n.d.). [PowerPoint video training](https://support.office.com/en-us/article/PowerPoint-video-training-40e8c930-cb0b-40d8-82c4-bd53d3398787). Retrieved from <https://support.office.com/en-us/article/PowerPoint-video-training-40e8c930-cb0b-40d8-82c4-bd53d3398787>
- [Using Adobe Connect](#).

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact Disability Services to request accommodations.

u09s2 - Learning Components

- Present information in a concise, balanced, and logically organized way.
- Think critically when reviewing scholarly work.

u09a1 - Reflection Journal

Take a moment and consider the *process* of reflection. From your personal experiences as a reflective thinker, what are the benefits of reflection?

Please choose three different visits to your site and complete journal entries for each visit. Use the Reflection Journal template (linked in Resources) and provide a paragraph or more for each cell in the table.

Review the scoring guide before submitting this assignment to ensure that you meet all criteria..

Additional Requirements

- **APA:** Use current APA format and style.
- **Communication:** Write coherently to support a central idea with correct grammar, usage, and mechanics.

You may wish to save this assignment to your ePortfolio (linked in Resources).

Course Resources

Reflection Journal [DOC]

[ePortfolio](#)

[APA Module](#)

u09d1 - Draft Presentation and Peer Feedback

Submit your Experiential Learning presentation draft for peer feedback. *Please note that the presentations should be posted no later than Wednesday to allow sufficient time for peer feedback.*

A peer review provides objectivity and a fresh perspective, and can be used to add clarity to your work. The feedback you receive encourages self-reflection, as you consider how to incorporate these comments to revise and strengthen your work. The end result is a stronger body of work.

Response Guidelines

Comment on at least two peer presentations no later than Sunday, 11:59 CST. When providing feedback, note the following:

- Are all required components addressed, including presenter's notes?
- Is the presentation the required length? Does the learner provide enough information for you to get a sense of the site and his or her experience?
- Does the format comply with the visual guidelines—that is, is the presentation clear, neat, and easy to understand?

Please help to ensure that everyone receives feedback; if you see that someone has received two posted reviews, please choose someone who does not yet have a review.

Giving Feedback

In your feedback:

- Identify the strengths of the work first and then identify areas that would benefit from expansion or clarification.
- Comment on the effectiveness of the details included in the learner's overview of the reasons for taking the course, what he or she hoped to learn from the course, outcomes, anticipated challenges, and ethical considerations.
- Comment on the thoroughness of the details provided in the site overview, including a description of the site, the population served, and tasks and hours completed.
- Comment on how well the draft applies psychological theories and research findings to the service experience.
- Comment on the learner's reflection of the impact of the service experiences and lessons learned.

As you respond to each of the items above, remember to be constructive and respectful in your comments. Provide specific examples of what is or is not working for you in the draft. Avoid focusing your comments on issues of grammar and copyediting, but if there are glaring issues in the work, you may mention them. Most of your feedback should be on how well the learner is achieving the objectives of the project.

Receiving Feedback

When receiving feedback from other learners, you may:

- Thank them for their time and comments.
- Ask any follow-up questions regarding their comments.
- Let them know how their feedback will be used to improve the project.

Presentation Template [PPT]

u09d1 - Learning Components

- Present information in a concise, balanced, and logically organized way.
- Apply the writing conventions of the profession.

Unit 10 >> Reflection and Wrap-Up

Introduction

As this course draws to a close, you will look back on your experiential learning experiences and share what you have learned through your service. The discussion is dedicated to reflecting on the highlights of your service-learning work, including positive and challenging experiences. You will submit your completed course presentation. You will also submit your final service log to document your service-learning hours.

Learning Activities

u10s1 - Studies

Readings

Use your *Learning Through Serving* text to read the following:

- Chapter 14, "Looking Back, Looking Forward," pages 201–206.

Explore these Capella Career Center resources to guide your job search:

- [Capella Career Center Career Exploration Workbook](#).
- [Capella Career Center Overview](#).
- [Connecting With Others - Networking](#).
- [Resumes](#).

u10s1 - Learning Components

- Reflect on the lessons of service.
- Connect service-learning experience to career path.

u10a1 - Experiential Learning Presentation

Overview

In this assignment, you will finalize your audiovisual presentation consisting of a slide show that highlights your applied experiences and research in this course with your choice of an accompanying recorded verbal narration or a live presentation. The presentation will include a synthesis of work submitted in Units 4, 6, and 8 specifically.

Incorporate the feedback on your draft received from your peers in the Unit 9 discussion into your presentation.

As you begin to review the requirements for this assignment, make sure you have the final versions of the following at hand:

- Unit 4 Assignment: Service Plan Learning Outcomes and Application.
- Unit 6 Discussion: Ethical Considerations.
- Unit 8 Discussion: Career Exploration.

We recommend that you revise these activities in response to feedback you received from your instructor, your peers, and your own reflection as needed.

You will use your research, analysis, writing, and communication skills intensely for this assignment.

Instructions

For each of the following four project components, create 4–5 slides that provide a high-level explanation or summary. In other words, you should create a minimum of 20 slides, plus a title slide, introduction slides, conclusion slides, and references slides. Use a clear and concise structure.

- **Title slide:** On the first slide, include:
 - A brief presentation title.
 - Your name.
 - Course number and title.
 - Capella University.
 - Instructor's name.
- **Introduction slides:** Provide a brief introduction to your presentation. Describe what you will be discussing in your presentation.
- **Content slides:** Each content slide must include speaker's notes. Address the following:
 - Learner Overview:
 - Why you took this course.
 - What you hoped to learn from the experience.
 - Your two or more measurable outcomes (Unit 4 Service Plan).
 - Anticipated challenges.
 - Ethical considerations.
 - Site Overview:
 - Site description.
 - Population served.
 - Tasks completed.
 - Hours worked.
 - Application of psychological theories and research findings.
 - Identify the theories and research you applied at your site and include brief explanations of how you applied each one.
 - Reflection
 - Explain what impact your service experiences had on your life.
 - Identify the life lessons you learned.
 - Note if you will continue to be involved in this or other work.
 - Discuss your career plans briefly and comment on how this work fits into them.
- **Conclusion slides:** Briefly summarize your presentation. Provide a concise summary about the topics addressed.
- **Reference slides:** Cite all references used in your presentation in current APA style and format.

Submit your recorded presentation as an attachment to the assignment area by the end of this unit. If you choose to make a live presentation, contact your instructor to make arrangements.

Portfolio Prompt: You are encouraged to submit this work to your ePortfolio. You might use this comprehensive presentation for job interviews. It can give prospective employers the opportunity to see a complete picture of who you are, your education, your accomplishments, and your skill sets. You may use some or all of it to convey concepts, illustrate the depth of your skills and experience, or as a tool to get a second interview.

Course Resources

[APA Module](#)

[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

[ePortfolio](#)

[Using Adobe Connect](#)

[Kaltura Basics Tutorial \[Video\]](#)

u10d1 - Reflection Sharing