Psychology in the Community PSYC 328
Summer 2012
One Credit

Instructor:  Program Support:
Michael Hurley  Heather Hare
Department of Psychology  Center for Service and Leadership
2086 David King Hall, MSN 3F5  442 Enterprise Hall, MSN 2F3
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Office Hours:  MW 1:30-2:30 p.m.

The Service-Learning Partners program allows you to interact with clients or work as support staff in community service organizations that address issues, topics and themes you are learning about in psychology. Through this educational and service-oriented curriculum, you apply the information learned in your courses to practical, real-life situations. You will work with community organizations to seek solutions to community problems. All correspondence can be directed to the above contacts. Dr. Michael Hurley will handle grading and most other issues. Heather Hare is the contact regarding logistical issues concerning your service-learning site.

Resources

Service-learning information, including forms, the service-learning handbook, and the service-learning partners list, can be accessed through CSL’s webpage, http://clce.gmu.edu/. The service-learning handbook is required reading. It includes basic information on service-learning, provides tips on finding a community learning site and contains a worksheet on writing learning objectives.

Requirements  All late submissions will be penalized.

1) Attend the orientation session on Thursday, May 24 and complete a minimum of 45 hours of direct community service at your placement site. Commute time is NOT included in the service hours. You are responsible for finding a community-learning site. If you do not have a site as of yet, please contact Michael Hurley or Heather Hare. Ideally, on-site work should begin no later than May 28, 2012 and continue through no later than August 2, 2012.  

20%

2) Post and respond to five discussion questions on the class Blackboard bulletin board. This site is up and available for posting. Please utilize your GMU email stem (e.g., mhurley2 for Michael Hurley) as your ID and the last four digits of your Student ID as your password. This should be the case for all of you. Every student should respond to each question thoughtfully and substantially. Additionally, students should provide a relevant comment to at least one other student’s response. Please see the course’s Blackboard bulletin board for further information. If you have not used Blackboard before, please contact STAR (Student Technology Assistance and Resource Center), 229 Johnson Center, (703) 993-8990 for assistance.  

10%
3) Complete and return a copy of the **Service-Learning Contract** (after you and the community service supervisor have signed it) to me in the psychology department (David King Hall, room 2086) **NO LATER THAN May 30, 2012.** All students who fail to submit the service-learning contract by May 24 may be dropped from the course unless they have discussed the delay with Dr. Hurley and have received a deadline extension.

4) Record your service hours and tasks/projects by keeping an ongoing **log** throughout the time you are on-site. The log should note your observations during each on-site visit; tasks should relate to your overall learning objectives (i.e., if your learning objectives stress working with children, ensure your tasks reflect this). Writing “June 1 - volunteered” is not enough! The log is included with your final project and should be typed. The log is included and graded with your final project.

5) Submit two typed **personal reflection papers** using the questions that follow (see “Class Schedule and Assignments” at the end of this document) to focus and structure your thoughts. A minimum of 1.5 pages at 12-point font (double-spaced) per entry is expected. This is separate from the log. Writing reflection papers is one way to forge a link between service and your learning process. It is your opportunity to examine your motivations, monitor your personal growth and clarify your values, as well as an opportunity to explore some of the underlying causes of the issues and themes you are addressing in class. Reflection papers are not merely logs of the events that you experience, but your response to those events. The format should include the question and question number, your name and course number. The reflection papers will be discussed at the two reflection sessions during the semester (see below). Entries can be emailed to Dr. Hurley at mhurstley2@gmu.edu; alternatively, you may submit a printed copy to Dr. Hurley’s box in the David King Hall mailroom.

6) Attend both **reflection sessions** with Dr. Hurley and Heather Hare during the semester. These sessions - which fall on **Thursday, June 21** and **Thursday, July 19** - provide an opportunity to discuss your work at your community learning setting, and to learn about what your colleagues in this course are doing.

7) Your community service supervisor will submit a **written evaluation** at the end of the semester, which discusses your overall performance of assigned tasks.

8) Submit a **final project** (in a two-pocket folder) that includes:

   - Brochures and information about the organization, if available.

   - Completed Log.

   - Completed Time Sheet or a letter from community learning site supervisor verifying hours. Letter should be on official organization letterhead.

   - A 3 to 5 page typed essay that integrates your learning at the community learning setting with your psychology coursework. You should also address the learning objectives that you set for the course, and how effectively you were able to meet them through this experiential learning opportunity.
Unless other arrangements have been made, final projects are due **August 6, 2009** by 5:00 pm in Dr. Hurley’s office in David King Hall (room 2086). You are encouraged to review your log of tasks/projects and journals to serve as a reference for your final project.

**25%**

**Grade Policy**

Final grades will be given accordingly: 90 – 100 = A range (A- to A+), 80 – 89 = B range (B- to B+), 70 to 79 = C range (C- to C+), 60 to 69 = D, below 60 = F.

**Use of Technology**

The lab section for this course will include instruction in statistical analysis using SPSS software. All students in the class will also be expected to have an active email account, as some of the course assignments and test preparation materials will be made available only via email.

**If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.**

***Please note that the add and drop deadlines for this summer are May 21 to add and May 28 to drop.***

**University Honor Code**

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**

Last day to add: June 12 (for X session)
Last day to drop: June 22 (for X session)
Selective Withdrawal: June 23 to July 13 (for X session)
### Class Schedule and Assignments:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>May 21</td>
<td>Orientation Session @ 12:00 noon in R, rm A250</td>
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<tr>
<td>May 28</td>
<td>Deadline for submission of service learning agreement AND Deadline for beginning your hours at your community site.</td>
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<tr>
<td>June 4</td>
<td>Blackboard Posts for question #1 due by midnight</td>
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<tr>
<td>June 11</td>
<td>Blackboard Posts for question #2 due by midnight</td>
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<td></td>
<td>Recommended number of service hours completed: 55</td>
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<tr>
<td>June 18</td>
<td>Reflection Paper #1 due by 5pm. Describe your responsibilities at your community learning site. How do these responsibilities assist you in meeting the learning objectives you have set for this course? Recommended number of service hours completed: 40</td>
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<tr>
<td>June 21</td>
<td>Reflection Session #1 @ 12:00 noon in R, rm A250</td>
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<td>July 2</td>
<td>Submit for approval (via e-mail to Dr. Hurley or in Dr. Hurley’s mailbox) the APA reference for the article you have selected for reflection paper #2. Blackboard Posts for question #3 due by midnight Recommended number of service hours completed: 75</td>
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<td>July 9</td>
<td>Blackboard Posts for question #4 due by midnight</td>
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<td>Recommended number of service hours completed: 90</td>
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<td>July 16</td>
<td>Reflection Paper #2 due by 5pm. Locate and read an academic journal article (NOT a textbook chapter) that discusses the psychology specialization/topic that you are addressing through your service. Would the author have a different point of view by serving at your community learning site? With what do you agree? With what do you disagree? Recommended number of service hours completed: 110</td>
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<td>July 19</td>
<td>Reflection Session #2 @ 12:00 noon in R, rm A250</td>
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<tr>
<td>July 23</td>
<td>Blackboard Posts for question #5 due by midnight</td>
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<td>Recommended number of service hours completed: 125</td>
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<tr>
<td>August 2</td>
<td>Final Project due by 5:00 p.m.</td>
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<td>Required number of service hours: 135</td>
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