



El Camino College
 COURSE OUTLINE OF RECORD – Official

Subject:	HDEV
Course Number:	120
Descriptive Title:	Service Learning for Social Problems
Division:	Behavioral and Social Sciences
Department:	Human Development
Course Disciplines:	Counseling, Education, Psychology
Catalog Description:	This course applies experiential learning theories, concepts, and perspectives to the study of social problems in contemporary society. Through service learning, students will integrate meaningful service, enhanced academic learning, and purposeful community engagement. Students will apply course content to fieldwork placements in local, community-based organizations that address contemporary social problems related to poverty, inequality, education, health, aging, and environmental change, and the humane treatment of animals. The principles and theoretical foundations of service learning will be applied through fieldwork, empirical data, and current research in the behavioral sciences.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Eligibility for English 1A
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	Proposed
Transfer UC:	Yes
Effective Date:	Proposed
General Education ECC:	Area 2A - Social and Behavioral Science
Term:	
Other:	
CSU GE:	Area D - Social Sciences
Term:	
Other:	
IGETC:	Area 4 - Social and Behavioral Sciences

Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Social Problems</p> <p>Apply behavioral experiential theory and research to problems found in families, organizations, and communities.</p> <p>SLO #2 Service Learning</p> <p>Identify how service and community-based organizations act to address social problems.</p> <p>SLO #3 Theory and Fieldwork</p> <p>Understand the relationship between theoretical foundations and fieldwork practice.</p> <p>SLO #4 Career Development and Preparedness</p> <p>Demonstrate essential qualities and career readiness skills that enhance success in college and preparation for the workforce.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Compare and analyze approaches to service learning and explain their educational and career benefits. 2. Analyze and apply behavioral science theories, concepts, and perspectives to social problems and community issues. 3. Exhibit awareness of causal factors, scope, and implications of social problems affecting families, organizations, and communities. 4. Explain the importance of reciprocal collaboration in the community and how it relates to student success. 5. Describe and analyze personal qualities, skills, and strategies that address social issues and are necessary for success in college and careers. 6. Collaborate effectively with peers and constituents at community-based organizations. 7. Develop professional approaches and intercultural skills that enhance workplace preparedness. 8. Exhibit leadership skills and the ability to establish and maintain productive and constructive working relationships with off-campus organizations. 9. Evaluate principles for success (e.g. personal responsibility, self-motivation; self-management, interdependence) through service to community organizations.
Major Topics:	<p>I. Course Introduction and Overview (6 hours, lecture)</p> <p>A. Overview of Learning Through Service</p> <p>B. Introduction to Civic Engagement</p> <p>C. Principles for Success in College and in Work</p> <p>D. Establishment of Course and Service Goals</p> <p>II. Entering Professional Relationships (6 hours, lecture)</p>

A. Placement Selection

B. Application and Interviewing Processes

C. Role Definitions and Expectations

D. Onboarding

E. Relationship Development

III. Theoretical Frameworks for Understanding Experiential Learning (6 hours, lecture)

A. Theory and research in the field

B. Principles of Experiential Learning

1. Intention, Planning and Orientation

2. Reflection, Assessment and Evaluation

C. John Dewey: Situational Learning

1. Principle of Continuity

2. Principle of Interaction

D. Reflective Thinking in Experiential Education

1. David Kolb: Humanistic Approach to Experiential Learning

2. Laura Joplin: Action-Reflection Process

IV. Introduction to Social Problems and Community Issues (6 hours, lecture)

A. Community Needs

B. Community Organizations

C. Reciprocal Collaboration in Addressing Community Problems

V. Scope and Implications of Social Problems (6 hours, lecture)

A. Size and Scope of Particular Social Problems

1. Causal Factors in Social Problems

2. Demographics and Statistics for Understanding Problems

B. Implications for the Future

1. Impact on the Community

	<p>2. Implications for Individuals</p> <p>3. Problem-Solving and Community Action</p> <p>VI. Reflective Learning (6 hours, lecture)</p> <p>A. Interpersonal Communication</p> <p>B. Individual and Group Behavior</p> <p>C. Ethical Decision-Making in Service Experiences</p> <p>D. Cooperative Teamwork and Principles of Leadership</p> <p>E. Diversity, Equity, and Inclusion in Service</p> <p>VII. Self-Awareness: Personality, Values, Interests, Skills (6 hours, lecture)</p> <p>A. Role of Self-Awareness in Service Learning</p> <p>B. Assessment and Clarification of Values</p> <p>C. Influence of Values on Learning Through Service</p> <p>VIII. Interdependence in Academic and Professional Contexts (6 hours, lecture)</p> <p>A. Awareness and Appreciation of Diversity</p> <p>B. Collaborative Work Processes</p> <p>C. Support Networks in Academic and Professional Contexts</p> <p>D. Effective Interpersonal Skills</p> <p>IX. Professional Growth and Workforce Preparedness (6 hours, lecture)</p> <p>A. Analysis of the Service Learning Experience</p> <p>B. Assessment of Personal and Professional Growth</p> <p>C. Connections to Course Learning Objectives</p> <p>D. Impact of Service Learning on College and Career Plans</p>
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation:	1) Substantial writing assignments

<p>Typical Assignment Using Primary Method of Evaluation:</p>	<p>In a four- to six-page paper, integrate two to three scholarly articles with your experience in community-based service learning, course concepts, and your educational and career goals. Apply scholarly articles and the course textbook to explain how you utilized course concepts such as personal responsibility, self-motivation, self-management, and interdependence in completing the project. Based on your self-assessment results, in which of these areas have you experienced personal growth? What are your goals for future growth? How does your service learning experience inform your college and career plans, such as your choice of major, degree attainment, and your professional goals?</p>
<p>Critical Thinking Assignment 1:</p>	<p>Write a culminating research paper four to six pages in length using APA format. This paper will be based on the theoretical model of your choosing based on a list of theories discussed and applied to the fieldwork placement. Incorporate and analyze observational data gathered throughout the semester in the behavioral science fieldwork placement. The paper must include an introduction to the community-based organization at which you volunteered, the services it provides, the social problems it seeks to address, and a discussion and application of the theory you have chosen. Topics to be addressed would include: How does the agency provide the service they were designed to provide? Based on specific institutional procedures, describe and evaluate how the organization addresses the overarching social problem or issue and the community served. Analyze and explain how the agency's methods meet the needs of the clients they serve.</p>
<p>Critical Thinking Assignment 2:</p>	<p>Write a three- to five-page culminating service learning paper explaining how the field experience has affected your individual beliefs, goals, and understanding of social problems and community issues. Discuss how skills and perspectives gained relate to course content as well as academic success and preparation for careers.</p>
<p>Other Evaluation Methods:</p>	<p>Fieldwork, Journal kept throughout course, Presentation, Written Homework</p>
<p>If Other:</p>	
<p>Instructional Methods:</p>	<p>Discussion, Group Activities, Lecture, Multimedia presentations</p>
<p>If other:</p>	
<p>Work Outside of Class:</p>	<p>Journal (done on a continuing basis throughout the semester), Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Other (specify), Required reading, Written work (such as essay/composition/report/analysis/research)</p>
<p>If Other:</p>	<p>The service learning placement will serve as students' observational research for the culminating paper. Students will complete a minimum of 36 hours of service over the course of the semester at the student's individual placement with a community mentor monitoring their work. Description of duties will vary based on student placement but activities will involve an application of the theoretical information they receive both in the lecture portion of the course. Completion of lab portion occurs after a site visit by the instructor and hours have been verified. Examples of student lab work:</p> <ol style="list-style-type: none"> 1. Work as a tutor for K-12 age students. 2. Work with animal rescue organizations. 3. Work with developmentally disabled adults to assist with their activities of daily living and support their development of independent living skills. 4. Work with providing different types of support services for unhoused clients. 5. Work with environmental preservation organizations. 6. Work with senior adults to provide assistance, support, and companionship.

Up-To-Date Representative Texts:	Dolgon, C., Mitchell, T. D., & Eatman, T. K. (Eds.). (2017). The Cambridge Handbook of Service Learning and Community Engagement. Cambridge Handbooks in Psychology. Cambridge: Cambridge University Press. (Discipline Standard) Weiten, W., Dunn, D., Yost Hammer, E. (2018). Psychology Applied to Modern Life: Adjustment in the 21st Century. Cengage.
Alternative Texts:	
Required Supplementary Readings:	Current Human Development Learning Through Service Course Materials
Other Required Materials:	
Requisite Category	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill(s). if applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for English 1A
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable	This course involves reading college level textbooks, developing written projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Kristie Daniel-DiGregorio and Juli Soden
Date:	09/01/2023

Original Board Approval Date:	01/17/2024
Effective Term:	FALL 2025
COURSE CODING (completed by Division)	
TOP Code:	2201.00 Social Sciences General
CIP Code:	450101 Social Sciences, General
CID:	N/A
Basic Skills:	N/A
Cooperative Work Experience:	No
Course Classification Status:	Credit Course
Approved Special Class:	No
Noncredit Category (N/A, ESL, Workforce Prep, etc.):	N/A
Course Prior to Transfer Level (N/A, 1 level prior to transfer, 2 levels, etc.):	N/A
Funding Agency Category:	N/A
Course Program Status:	Not Program Applicable
Support Course Status:	Course IS NOT a Support Course
Course Fulfills CSU GE Area F (Ethnic Studies):	No