## Douglas College

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| **A.** | Division: | Academic | | Effective Date: | | January 2012 | |

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| **B.** | Department / Program Area: | Faculty of Humanities & Social Sciences/ Psychology | Revision | | New Course | X | |

If Revision, Section(s) Revised:
Date of Previous Revision:
Date of Current Revision:

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| **C:** | PSYC 3390 | **D:** | Applications of Psychological Knowledge (Service Learning & Research) | **E:** | 3 |
| | Subject & Course No. | | Descriptive Title | | Semester Credits |

**F:** Calendar Description:

This seminar-based course will expose students to the various areas in the workforce within which Psychology theory and research is applied. Students will gain experience and competence through service learning opportunities with community agencies or research organizations.

**G:** Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Seminar
Supervised Practical Experience

Number of Contact Hours: (per week / semester for each descriptor)

Seminar: 1 hours per week/semester
Service Learning: 45 hours/semester

Number of Weeks per Semester:

15

**H:** Course Prerequisites: Psychology

Admission to the Bachelor of Arts in Applied Psychology Program or Department permission

**I:** Course Corequisites:

NONE

**J:** Course for which this Course is a Prerequisite

NONE

**K:** Maximum Class Size:

25

**L:** PLEASE INDICATE**:**

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| | Non-Credit |
| X | College Credit Non-Transfer |
| | College Credit Transfer: |

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)

**M:** Course Objectives / Learning Outcomes:

At the conclusion of the course the successful student will be able to:
1. Acquire experience in working within organizations, and in groups, in a professional setting
2. Apply critical theory to practice in various fields of psychology
3. Engage in psychology-related work, research, or functions in the community
4. Create associations between service learning and academic learning
5. Describe the needs and operations of community organizations
6. Foster relationships with community partners, and establish professional networking contacts in the psychology field
7. Demonstrate effective accountability, and professional behaviour, dress, and communication in a work setting
8. Demonstrate an increased understanding of the real-world context of psychological principles
9. Develop and refine oral, written, and interpersonal communication skills
10. Gain experience in self-evaluation through writing and professional feedback

**N:** Course Content:

A. Service Learning Placement

B. Relevant service-learning information (through seminar mode of instruction)
   1. Service learning definitions and elements
   2. Community-based research
   3. How to locate and professionally contact an organization
   4. Ethical and professional behaviour (e.g. confidentiality, punctuality, etc.)
   5. Types of agencies/organizations in psychology
   6. Expectations of service component
   7. Reflective writing for documenting student's tasks, responsibilities, and learning experiences

**O:** Methods of Instruction:

The course will primarily involve a supervised service-learning placement. The course may include other instructional methods, such as seminar and group meetings.

**P:** Textbooks and Materials to be Purchased by Students:

Selected relevant reading material should be chosen by the instructor, such as:

Cress, C.M., Collier, P.J., & Reitenaue, V.L. (2005). *Learning through serving: A student guidebook for service-learning across the disciplines*. Sterling, VA: Stylus Publishing.

**Q:** Means of Assessment:

The course evaluation will be in accordance with Douglas College policy and the Psychology Department. Evaluations will be based on the course objectives. The specific evaluation criteria will be provided by the instructor at the beginning of the semester, and should focus on the process and benefits of learning.

An example of an evaluation scheme:

Service-learning field experience    70%
   This may include projects at placement site, creation of document(s), skills demonstrations, professional behaviour, oral presentations, or group projects.
Critical Reflection                  30%

Total                                100%

| **R:** | Prior Learning Assessment and Recognition: specify whether course is open for PLAR |
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| | No. |

| Course Designer(s):  Kristin Wagner, PhD | Education Council / Curriculum Committee Representative |
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| Dean / Director: Catherine Carlson | Registrar |
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