Social Work 492  
APPLES Spring Internship  
Seminar in Service-Learning  

Spring 2013  
Tate-Turner-Kuralt Bldg. (School of Social Work)  
Class Hours: Wednesday, 2-4:50 p.m.  

Instructor: Candace Killian, MSSW, LCSW  
ckilli@live.unc.edu  

Course Description  

In this course, participants explore frameworks, values, and skills around the democratic principles of service, citizenship, and social justice. This course accompanies an intensive, paid internship experience in a local nonprofit agency, thus material on characteristics of nonprofits, including agency structure, funding, volunteer management, and leadership is covered along with theoretical and personal exploration of values guiding provision of services to individuals and communities. The class follows a discussion/seminar format and compliments the fieldwork through focused readings, discussions, reflective writing, and various classroom activities.  

Structure of the Course  

This course is structured around six topic areas: a) education; b) women’s issues; c) public policy; d) environmental issues; e) health; and f) global issues. These six topic areas complement your internship experience. We will spend two weeks on each topic area as follows:  

**Week 1** – Lecture: An in-depth lecture focusing on the underlying social, political, and economic issues within each topic area. In-class: in-class activities, group discussion, and some reflection  

**Week 2** – Guest speaker: A guest speaker will underscore some of the issues discussed during the lecture and discuss the current local, state, and national efforts to address these issues.  

You will write a reflection paper for each topic area. In the reflection paper, you will demonstrate your understanding of the topic by using specific examples from the lecture, guest speakers, your internship experience, and in-class activities and discussion. On the last day of the course, you will present your agency work to a group of community members in a “conference-style” setting. You will also turn in your Social Issues Paper. In this paper, you will identify a social issue that your agency addresses, the background and significance of the problem, strategies for affecting change, and barriers to change.  

Goals of this seminar  

SOWO 492 Spring 2012—Page 1
1. To explore the meanings of service and service-learning in the context of the aforementioned topic areas;
2. To explore the underlying social, political, and economic issues associated with each of the topic six topic areas;
3. To distinguish service-learning experiences from volunteer or community service experiences;
4. To encourage critical thinking about your internship work, and how that work relates to your system of values and ethics;
5. To provide you opportunities to develop greater awareness of what it means to serve communities, critically evaluate what you bring to that work, and build skills in empowering the individuals and communities that you are serving;
6. To work toward critical engagement of the subject matter, our classmates, and ourselves;
7. To gain practical skills to use in your internships now and to take with you as you transition through your schooling to your careers and beyond;
8. To have fun along the way, but also to challenge ourselves and each other.

**Required Text**


Additional readings will be available on BlackBoard (http://blackboard.unc.edu). Articles assigned by the instructor or by a guest speaker will be posted on a week-by-week basis and may not be listed on the syllabus.

**Contacts**

You can reach me by email at twashing@email.unc.edu. Email is the quickest way to reach me for simple questions. For more in-depth questions or concerns, please come see me during office hours. Also, you can send messages to the entire class or to selected students through the Send Email option under the Communication folder on BlackBoard.

**Things you need to know to succeed in this class:**

This is a unique class because each of you chose to participate in a specific service-learning internship experience. None of you simply “signed up for the class”, but engaged in a lengthy process of applying, interviewing, and accepting 10-15 hours/week of service in an organization, in addition to a three-hour seminar. This means that each of you brings a particular perspective, based on your interests and experiences to the class, and that each of you plays an integral role in defining our collective classroom experience. In short, your skill-sets and areas of knowledge will enrich our class discussions, inform our collective learning, and impact your individual service work.

As such, this course will not be an isolated or individual pursuit, but something that we will do as a class community. In other words, we are responsible not just to ourselves, but to each other. To
be responsible members of the community, please come to class prepared. In short, to do well: do the readings, engage the material, and show up to class.

**Attendance**

Attendance and participation are expected for all seminar meetings. Attendance will be recorded at the beginning of each class. Because of the emphasis on collaborative learning, any absence interferes with each student’s performance and of the entire class. Two excused absences are allowed during the semester. Excused absences include: family emergencies, illness (with doctor’s note), conference presentations, and graduate school appointments. Please inform me in advance if you have anticipated absences during the semester.

**Grading Policy**

Full attendance, completion of assigned readings, and active class participation are core requirements for this course. Coursework consists of written reflections completed during the semester and a social issues paper, with the final weeks of the semester devoted to presentations of your internship experience. Our class discussions and your participation with them will center largely on your weekly readings and your written reflections, so it is necessary for all work to be submitted on time. Assignments that are not received by the beginning of class on the day they are due will be reduced by one letter grade for each day they are late.

**Assignments**

**Reflection Papers:** 30 pts.—6 papers (5 points each) that require you to critically reflect on the readings and connect them to your internship experiences.

**Social Issues Paper:** 25 pts.—Identification of an underlying social issue that you encounter through your internship and your recommendations for affecting change.

**Final Presentation:** 25 pts.—Showcase of your internship work and your learning points from class.

**Participation:** 20 pts.

**Total:** 100 pts.

For writing tips and resources, please see [http://ssw.unc.edu/students/writing](http://ssw.unc.edu/students/writing)

**Quick List of Assignment Due Dates**

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade Scale</th>
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</thead>
<tbody>
<tr>
<td>Reflection Paper 1</td>
<td>February 2</td>
<td>A.....94-100</td>
</tr>
<tr>
<td>Reflection Paper 2</td>
<td>February 16</td>
<td>A-.....90-93</td>
</tr>
<tr>
<td>Reflection Paper 3</td>
<td>March 1</td>
<td>B+.....87-89</td>
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<tr>
<td>Reflection Paper 4</td>
<td>March 22</td>
<td>B.....84-86</td>
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<tr>
<td>Reflection Paper 5</td>
<td>April 5</td>
<td>B-.....80-83</td>
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<tr>
<td>Reflection Paper 6</td>
<td>April 12</td>
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<tr>
<td>Final Presentation</td>
<td>April 19</td>
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<tr>
<td>Social Issues Paper</td>
<td>April 26</td>
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**Internship**

Your internship will comprise a bulk of this learning experience as you will be working 10-15 hours per week in a community organization. The following guidelines may help you in your internship placement:

1. Follow the policies, procedures, and related expectations as defined by the agency. Ask your supervisor if you have any questions or are unclear on a policy or procedure. Don’t be afraid to ask questions.

2. Trust yourself. If something doesn’t feel right, ask for assistance, clarification. Remember this is your learning experience. Feel free to use our seminar time to process any issues that may come up. Everyone will experience concerns, insecurities, difficulties, and frustrations. Openness to explore and process those experiences is valued. Everyone in seminar will benefit from sharing both the good as well as the disappointing experiences.

3. Your internship is a serious commitment. Recognize the many ways staff and clients come to expect your presence and look forward to seeing you. Relationships are formed best by regular, consistent presence, along with warmth and vitality.

4. I encourage you to use the class as a forum to share challenges and triumphs that will inevitably accompany your internship experience. If there are times when you would like a more one-on-one conversation, please come to my office hours or make an appointment with me. In addition to my support and class support, Carolyn Byrne is the APPLES coordinator for this course. You may email her at cbyrne@email.unc.edu or call the APPLES office at 843-9837 if you have concerns about your placement.

SOWO 492 Week-by-Week

**Week 1: January 12**
Course Introduction: What is Service Learning?
Working in nonprofit organizations: The structure of nonprofits and the role of nonprofits in the community.
Readings: Dolgon & Baker, Chapter 1

**EDUCATION**

**Week 2: January 19**
Lecture Topic: Problems in public education: underlying issues
In-class: In-class activities and small group discussion
Readings: Dolgon & Baker Chapter 7

**Week 3: January 26**
Guest Speaker: Krysti Webber, MSW “Academic Achievement Gaps”
Readings: TBA

**WOMEN’S ISSUES**

**Week 4: February 2**
Lecture Topic: Service to women and children
In-class: In-class activities and small group discussion
Readings Due: Dolgon & Baker, Chapter 4
Homework Due: Reflection Paper 1

Week 5: February 9
Guest Speaker: Tandrea Hilliard, MPH “Domestic Violence”
Readings: TBA

PUBLIC POLICY

Week 6: February 16
Lecture Topic: Service learning in the US; citizenship and influences on public policy
In-class: In-class activities and small group discussion
Readings Due: Dolgon & Baker, Chapter 2
Homework Due: Reflection Paper 2

Week 7: February 23
Guest Speaker: Chanitta Deloatch, MSW, MPA
Readings: TBA

ENVIRONMENTAL ISSUES

Week 8: March 1
Lecture Topic: Environmental change through service learning
In-class: In-class activities and small group discussion
Readings Due: Dolgon & Baker, Chapter 6
Homework Due: Reflection Paper 3

Featured Guest Speaker: Tonya Gillham, BA - United Way

Week 9: March 8
Topic: Spring Break—No Class!

Week 10: March 15
Guest Speaker: Guest speaker: Wayne Blair, MA – UNC Ombuds Office “Conflict Resolution”
Readings: TBA

HEALTH

Week 11: March 22
Lecture Topic: Serving the health care needs of individuals and families with a special emphasis on older adults
In-class: In-class activities and small group discussion
Readings Due: Dolgon & Baker, Chapter 9
Homework Due: Reflection Paper 4

Week 12: March 29
Guest Speaker: Aaron Katz, PharmD “Policy and Societal Issues Associated with Medications”
Readings: TBA

GLOBAL ISSUES

Week 13: April 5
Lecture Topic: Service learning and international affairs
In-class: In-class activities and small group discussion
Readings Due: Dolgon & Baker, Chapter 10
Homework Due: Reflection Paper 5

Week 14: April 12
Guest Speaker: Guest speaker TBD
Readings: Dolgon & Baker, Chapter 8
Homework Due: Reflection Paper 6 (In-Class)
Course Wrap-Up/Evaluations

Week 15: April 19
Final Presentations

Week 16: April 26
**No Class** – Final Papers due by 5pm via email