WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

2004 – 2005 Catalog Course Description
SSCI 193V is a work-study course providing opportunities to reinforce skills learned in the Social Science areas and to apply those skills to actual job situations.
SSCI 293V is a work-study course providing opportunities to upgrade and diversify knowledge and skills learned in the behavioral and social sciences, and to apply these in job situations. This course is regarded as a service-learning option course. Those individuals that wish to be placed in or already work in the Hawaii DOE system will have the option to elect to receive service learning credit.

PREREQUISITES:
SSCI 193V: 12-16 hours general curricula.
SSCI 293V: SSCI 193V
A volunteer/work site is required to complete this course. Assistance is available to locate a site.

STUDENT LEARNING OUTCOMES

1. Acquire a foundation of knowledge, skills, professional attitudes and values associated with a career field in the helping and human resource professions.
2. Acquire a more comprehensive understanding of the dynamics and multiple causes of interpersonal, family, and organizational dysfunction.
3. Learn and use a range of helping strategies and skills appropriate for prevention and early intervention work in a variety of settings.
4. Acquire basic knowledge of and practice using basic counseling and problem solving skills.

COURSE CONTENT

Concepts or Topics
- Egan’s Model of Helping
- Interpersonal Relationships
- Other helping skills
- How to use problem solving skills

Skills or Competencies
- Communication
- Working in a profession
- Skills in individual sites
A. **JOURNAL (200pts/20% of total grade):**
   During the semester you will need to complete **225 hours of work experience** (15 hours a week). A journal will be required at the end of each month. A journal of important events, happenings and difficult situations needs to be kept to help in your development of your “My Experiences” Portfolio.

B. **LOG/ SUPERVISOR EVALUATION FORMS (200pts/20% of total grade):**
   A daily log of the date, time, hours, and a brief description of the activities performed during that day. Two supervisor evaluation forms, which will be disturbed to you once at mid-semester and at the final, need to be filled, signed and returned.

C. **CLASS ACTIVITIES/ ATTENDENCE (200pts/10% of total grade):**
   Each student will be expected to participate in specific activities. Activities are designed to complement the information in the text and to assist you in preparing your own “My Experiences” Portfolio. Some activities will only require participation in group activities in class, but most will require preparation outside of class and sharing the work product or information in class group discussion. It is important to **plan ahead** to make certain you complete the work required outside of class so you are ready to share with the class at the time the topic is discussed. Because the activities are planned in-class group learning opportunities, there are no make up opportunities for these activities. If you plan to earn a B grade or higher for the course, it is essential that you complete these required activities as scheduled.
   Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that every student attend class to contribute her or his share to the interactive learning that is an important part of every class. **To receive credit** for participation, each student will need to participate.

D. **SSCI 193 VOLUNTEER/ WORK SITE PRESENTATION (200pts/10% of total grade):**
   To help other students learn about other institutions, each student is required to provide the class with a short presentation of his/her work site. Handouts and artifacts are required. Guest Speakers from your site can be used in place of your presentation (please discuss this with me prior to your presentation date).

E. **SSCI 293 RESEARCH PROJECT (200pts/10% of total grade):**
   A research project on the topic of your choice. A minimum of 5 pages with 5 scholarly sources for references. APA format is required

F. **“My Experiences” PORTFOLIO (200pts/20% of total grade):**
   Handout with instructions to be provided in class. This is the single most important activity over the course of the semester. To be successful in this segment of the course, students need to start early and work each week to complete this project. **Because this is a semester long project, there is no excuse for a late paper.** LATE PAPERS will not be accepted.
ASSESSMENT TASKS AND GRADING

<table>
<thead>
<tr>
<th>Source</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Journals=</td>
<td>200 points*</td>
</tr>
<tr>
<td>Log/Supervisor Evaluation=</td>
<td>200 points*</td>
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<tr>
<td>Class Activities/Participation =</td>
<td>200 points</td>
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<tr>
<td>SSCI 193 Volunteer/Work site presentation=</td>
<td>(200 points)</td>
</tr>
<tr>
<td>SSCI 293 Research Project</td>
<td>(200 points)</td>
</tr>
<tr>
<td>“My Experiences” Portfolio =</td>
<td>200 points*</td>
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</tbody>
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*A Service Learning Component

Total  = 1000 points

900 - 1000 points = A
800-899 points = B
700-799 point = C
600-699 points = D
<600 points = F or N

LEARNING RESOURCES


ADDITIONAL INFORMATION

MODE OF INSTRUCTION*

Lectures, discussions, videos, assigned readings, brief reaction papers, long theory paper, participation, group projects, community field observations, role-playing, and peer teaching. Although the main concepts in developmental psychology will be covered, not all important information from your text will necessarily be discussed in class. The text and class activities are mutually complementary, meaning they overlap. Students are responsible for the information presented in both domains.

*What to do if you have a learning difficulty

If you have a learning problem or disability (difficulties in one or more of the following: reading, writing, spelling, hearing, speaking, or writing, seeing, attention, concentration, or other), please let me know at the beginning of the semester. Do the same if English is your second language. We can work out a plan to insure you have an equal opportunity to succeed in this class. Anyone who has difficulty during the semester should see me right away to get help. Anyone who puts adequate time and effort into this class can make a good grade.