

## Term Information

Effective Term Spring 2019

## General Information

Course Bulletin Listing/Subject Area Social Work  
Fiscal Unit/Academic Org Social Work - D1900  
College/Academic Group Social Work  
Level/Career Undergraduate  
Course Number/Catalog 2200S  
Course Title Nonviolent Communication in Community Agency Settings  
Transcript Abbreviation Nonviol Comm Agenc  
Course Description This Service-Learning General Education course will provide students with the fundamentals of nonviolent communication. Students will learn the principles and skills of nonviolent communication in a series of classroom sessions that include both lecture and experiential learning, and then apply classroom learning at a community agency setting.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites None.  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 44.0701  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

General Education course:  
Service-Learning (new)

## **Course Details**

### **Course goals or learning objectives/outcomes**

- Develop and apply nonviolent communication (NVC) skills in a diverse agency setting.
- Assess and define their own values, attitudes, and skills in working with and helping others.
- Increase self-understanding regarding patterns of interpersonal communication.
- Increase ability to reflect on practice with diverse populations.
- Increase team building skill development, through small group classroom process and on-site service contributions.

**Content Topic List**

- Overview and Introduction to NVC; 4 Ways to Hear a Message (Self Connection/Mindfulness); Develop Empathy skills (self & others); Homework Assignments & Journal Reflections
- NVC Authentic Sharing - (Honesty, without Judgment); Understanding Communication That Creates Conflict; Seeking Mutuality, with Respect for All; Experiential practice as a positive role model, using NVC; Homework Assignments & Journal Reflections
- Small Group Simulations of a Conflict Resolution scenario, using NVC No Fault Game; Small Group Sharing of S-L topic research activity of community partner agencies; Host Site Community Agencies – Panel discussion, Q & A
- Meet with host site supervisor; Scope of S-L student placement activities are clarified; Student S-L placements & schedules confirmed; Students complete an on-site Needs Assessment Survey; Student discussion & reflections of S-L placement
- Begin on site S-L placement activities with clients; Support agreed upon student roles/responsibilities with host site agency (reciprocity needs met); Introduce Nonviolent Communication (NVC) process with client population at respective host site.
- Continue to provide on site S-L project activities, at respective Community Partner agency; Introduce the No Fault Game to project participants; Practice the No Fault Game with participants; Technical Support from course instructors
- Large Group - Instructor facilitated discussion of students' S-L placement experiences, both Needs Met (celebrations) and Unmet Needs (challenges); Small Group - Students share Journal Reflections; Instructor Presentation of S-L Special Event
- Continue to provide on site S-L project activities, at respective Community Partner agency; Student continue facilitation of NVC skills development with clients, including use of the No Fault Game; Technical Support from course instructors
- OSU student prepare project participants to plan for their S-L special event activity (NVC Information Posters, Power Point, No Fault Game practice, other); Students help participants to develop a Service-Learning Special Event - invitation flyer
- Large Group - Instructor facilitated discussion of students' S-L placement experiences, both Needs Met (celebrations) and Unmet Needs (challenges); Small Group - Students share Journal Reflections and finalize facilitation of S-L Special Events
- Students help project participants with final preparation for S-L Special Event activities; Student facilitate clients' simulation of S-L Special Event activities; Students finalize preparation of S-L Special Event RSVP list and event on-site logistic
- Students facilitate S-L Special Event activities with clients and host site supervisor to invited guests; OSU students facilitate a final review of Nonviolent Communication skills development with project participants
- OSU students facilitate a final review of Nonviolent Communication skills development with project participants; OSU students celebrate their S-L experience with project participants and host site supervisor, others, share closing reflections
- Peer small group presentations & reflections S-L course objectives

**Sought Concurrence**

Yes

**Attachments**

- SocWork 2200S Concurrence Communication 101118.docx: Communication Concurrence  
*(Concurrence. Owner: Cole, Mary Cathleen)*
- SocWork 2200S NVC Syllabus\_Final\_10-11-18.docx: revised syllabus, Oct 2018  
*(Syllabus. Owner: Cole, Mary Cathleen)*
- SocWork 2200S GE Course Request rev 101118.docx: rev GE Designation Request  
*(Other Supporting Documentation. Owner: Cole, Mary Cathleen)*

**Comments**

- Resubmitting course request after addressing ASC Curriculum Committee concerns as outlined in B. Vankeerbergen's email dated 9/6/18. *(by Cole, Mary Cathleen on 10/16/2018 03:11 PM)*
- See 9-6-18 feedback email. *(by Vankeerbergen, Bernadette Chantal on 09/06/2018 12:22 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Cole, Mary Cathleen	05/09/2018 12:12 PM	Submitted for Approval
Approved	Davis, Tamara S.	05/09/2018 04:01 PM	Unit Approval
Approved	Davis, Tamara S.	05/09/2018 04:02 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/06/2018 12:22 PM	ASCCAO Approval
Submitted	Cole, Mary Cathleen	10/16/2018 03:11 PM	Submitted for Approval
Approved	Stepney, Lois Marie Clay	10/16/2018 03:29 PM	Unit Approval
Approved	Gregoire, Thomas Kenneth	10/16/2018 03:46 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	10/16/2018 03:46 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF SOCIAL WORK

Social Work 2200S

Nonviolent Communication in Community Agency Settings

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**Instructors:**

Keith Warren, PhD

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Office Hours:

Office Location:

Course Meeting Days and Times:

Class Location:

**Level of Instruction/Credit Hours:** Undergraduate, 3 credit hours

**Prerequisites:** None

**Course Description:**

This Service-Learning General Education course will provide students with the fundamentals of nonviolent communication. Students will learn the principles and skills of nonviolent communication in a series of classroom sessions that include both lecture and experiential learning, and then apply classroom learning in a community agency setting. Emphasis will be placed on preparing students to positively contribute to social change in communities.

**Service Learning General Education Goals:**

Students gain and apply academic knowledge through civic engagement with communities.

Expected Learning Outcomes:

1. Students make connections between concepts and skills learned in an academic setting and community-based work.
2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
3. Students evaluate the impacts of the service-learning activity.

**Council on Social Work Education (CSWE) Course Competencies and Performance Behaviors**

This course focuses on the following CSWE competencies and performance behaviors:

## **Competency 1: Demonstrate Ethical and Professional Behavior**

- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

## **Competency 2: Engage Diversity and Difference in Practice**

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice
- Present as learners and engage clients as experts of their own experiences
- Apply self-awareness and self-regulation to manage the influence of personal biases and values

## **Competencies 6 – 9: Engage, Assess, Intervene, and Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks
- Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies
- Collect and organize data, and apply critical thinking to interpret information from clients
- Select and implement appropriate interventions based on assessment, research knowledge, and values and preferences of clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals
- Critically select, analyze, monitor, and evaluate intervention and outcomes
- Apply evaluation findings to improve practice effectiveness

### **Specific Course Objectives:**

Through observation and participation in the assigned agency, the student will:

1. Develop and apply nonviolent communication (NVC) skills in a diverse agency setting (Competencies 1-2)
2. Assess and define their own values, attitudes, and skills in working with and helping others (Competency 1)
3. Increase self-understanding regarding patterns of interpersonal communication (Competency 1)
4. Increase ability to reflect on practice with diverse populations (Competencies 6-9)
5. Increase team building skill development, through small group classroom process and on-site service contributions (Competencies 6-9)

### **Class Format:**

The course is organized around lectures, discussion, group activities, and experiential learning in a human service agency. Sessions will take place both in the classroom and on site at the Reeb Avenue Center and/or Clintonville Beechwood Community Resources.

The course is comprised of the following modules: 1) NVC skill development and Service-Learning topic research; 2) Student assignments to community agency partner and NVC Needs Assessment Survey analysis; 3) Experiential Learning, through on-site Service-Learning activities and special event(s); 4) Student integration of NVC skill development and experiential learning, including Personal Reflection Journals; 5) Sharing of Personal Social Action Plans.

### **Course Evaluation by Students:**

Students will evaluate the course using the online Student Evaluation of Instruction (SEI).

### **Statement on Academic Integrity and Academic Misconduct:**

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible for following University rules detailed in the Student Code of Conduct (3335-23-04 Prohibited conduct) in all academic work. These rules can be found on The Ohio State University website, [http://studentaffairs.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf). This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, no fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Course instructors are strictly bound to report suspected cases of Academic Misconduct.

### **College Incomplete Policy:**

"I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with the instructor prior to the final week of the course. A time for completion of the incomplete work will be established in consultation between the instructor and student; this may not be the maximum time permitted by University policies governing grades of "Incomplete" but will depend on situational circumstances. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to.

### **College Attendance Policy:**

Students in the College of Social Work are expected to attend all classes during their social work studies. Attendance in your courses is an essential part of your social work education and professional development. Any absence deprives you of the opportunity to interact with your instructor and fellow students and interferes with your ability fully acquire the knowledge and skills required for successful social work practice. Although students may occasionally need to miss class due to illness or other important matters, missing more than 25% of the class contact hours in a semester significantly detracts from your ability to master the course content. Instructors often deduct points for absences and if you must miss more than 25% of the class time during a semester you may be required to withdraw from the course and return to your studies when you are able to fully participate in your coursework. Please note that instructors may have additional or more stringent attendance requirements depending on the nature of the course.

### **Students with Disabilities**

The University strives to make all learning experiences as accessible as possible. Students who anticipate or experience academic barriers based on their disability (including mental health, chronic or temporary medical conditions), should let the instructor know immediately in order to discuss options privately. To formalize reasonable accommodation requests, the instructor may direct the student to complete their registration with Student Life Disability Services (SLDS). Textbooks, handouts and other materials are available in alternative format. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; <http://slds.osu.edu/>; 098 Baker Hall, 113 W. 12th Avenue.

### **Mental Health Services:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of

Student Life's Counseling and Consultation Service (CCS) by visiting <http://ccs.osu.edu> or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### **Method of Instruction:**

This is a service learning course. Teaching methods will include class discussions and brief lectures around assigned readings, experiential learning through in-class and onsite exercises, individual and written assignments, and student group work and presentations.

### **Course Expectations:**

- Due to the highly experiential nature of the class, it is imperative that each student attends and fully participates in each session.
- Verbal participation in class is expected and encouraged. It is expected that opinions expressed by all students will be heard and respected by all class participants.
- Please ensure cell phones are turned off during class time to avoid disrupting the class session.
- The students will show professional behavior and courtesy in the classroom.
- Honesty and academic integrity are held in high value. Any violations will be dealt with according to University policies and procedures.
- All assignments submitted for evaluation are expected to be on time and original scholarship.
- Changes in the course schedule or assignments may be made at the discretion of the instructor.

### **Specific Course Activities:**

1. **Reading Application and Discussion:** Students will read the Nonviolent Communication (NVC) materials and be able to discuss and apply the skills in class and in the field. Students are invited to share the preparation of chapter discussion outlines as part of their group study experience.
2. **Journal Reflections:** The journal is a weekly recording of your classroom and agency experiences, as well as your reactions to and feelings about those experiences. Entries should also include observations about your communication process including empathy and "tough conversations." Part of the classroom discussion will be based on journal entries that students are comfortable sharing with the class. Students are asked to share common journal entries periodically (weeks 4, 8, 13). We request these entries to be typed, double spaced, and 2 – 3 pages in length. Journal reflections include:
  - a) Your Nonviolent Communication habits and desired changes to listen with more empathy & speak without judgment.
  - b) Your social agency research, preparation for "on site" visit to the community agency partners, Clintonville Beechwood Community Resources Center and Reeb Avenue Center, and results of the agency visit and compilation of the Needs Assessment Survey data collected.
  - c) Your feelings and needs as you prepare for service learning activities on site.
  - d) What you learn about yourselves and the project participants with whom you engage during the service learning activities.
  - e) Your experiences related to the Service Learning – Special Event activities
  - f) Your overall experiences as a result of completing this course and commitments going forward.

3. **Self-Study:** This assignment documents the personal and professional progress you have made in your agency work. In a written paper (4-5 pages, double spaced) summarize your Service Learning experience and address the following questions:

- a. How has this course experience helped you to meet your needs to develop your compassionate communication skills (empathy, clear speaking, listening without judgment, doable requests) with yourself and others?
  - i. Please provide a clear observation of strengths, difficulties, concerns, relationships formed.
- b. What challenges/problems/ difficulties did you encounter in your field experience?
  - i. Share what feelings and needs were not met?
  - ii. What resources were used to help meet these needs?
  - iii. What requests do you have at this time to satisfy any unmet needs of yours or others?
- c. What gains have you made in your understanding of social action issues (your topic of focus) in the local community?
  - i. How were you able to integrate and apply NVC skills in your field experience that contributed to social change?
  - ii. Please share specific examples of meaningful interactions.
  - iii. Share your celebrations and feelings about these highlight experiences. Clarify what needs were met for yourself and others.
- d. Did you experience any personal changes from “Judgmental” to “Empathic” messages as part of developing a compassionate consciousness? If so, please give examples.
  - i. What needs are enhanced by your personal changes?
  - ii. What can you do to continue contributing to developing a compassionate community and affecting positive Social Action? Please give three specific examples.
- e. Personal Action Plan
  - i. What happens next? What are you willing to do to enhance your compassionate communication skills over the next three months?

4. **Special Event:** Students will work with project participants to develop and conduct a Service Learning special event at Clintonville Resource Center or Reeb Avenue Center. Students and participants will highlight their learnings of NVC and social change through their special event activities. Identified OSU faculty, staff, agency personnel, clients and families served, and members in community will be invited to attend. Anticipated time: 2 hours.

**Grading Policy:**

Final grades are calculated on a 100 point scale with the following points possible for each assignment:

Class and onsite participation	30%
Journal reflections	30%
Self-study	30%
Group project	10%
TOTAL	100%

## Grading Scale

93 – 100 (A)	90 – 92 (A-)	87 – 89 (B+)	83 – 86 (B)	80 – 82 (B-)	
77 – 79 (C+)	73 – 76 (C)	70 – 72 (C-)	67 – 69 (D+)	60 – 66 (D)	Below 60 (E)

## Required Readings:

- Rosenberg, M. (2015). *Nonviolent Communication: A language of life* (3<sup>rd</sup> Ed). Encinitas CA: PuddleDancer Press (\$17)
- Leu, L. (2003). *Nonviolent Communication: Companion workbook—A practical guide for individual, group, or classroom study* (2<sup>nd</sup> ed.). Encinitas CA: PuddleDancer Press (\$14)
- Rosenberg, M. (2004). *The Heart of Social Change - How You Can Make a Difference in Your World*, Encinitas CA: PuddleDancer Press. (This reading is a booklet; \$6.95).

## Nonviolent Communication and Social Action – service-learning course curriculum

DATE	TOPIC	READINGS	SW Competencies
<b>Week 1</b>	<p>Nonviolent Communication (NVC) skills development (Presentation, Demonstration, Experiential Practice, Group Reflections)</p> <ul style="list-style-type: none"> <li>• Overview and Introduction to NVC</li> <li>• 4 Ways to Hear a Message (Self Connection/Mindfulness)</li> <li>• Develop Empathy skills (self &amp; others)</li> <li>• Homework Assignments &amp; Journal Reflections</li> </ul>	<p><i>Nonviolent Communication, 3<sup>rd</sup> Edition</i> pp. 1 – 48</p>	<p><b>Competency 2:</b> Engage Diversity and Difference in Practice</p>
<b>Week 2</b>	<p>Nonviolent Communication (NVC) skills development</p> <ul style="list-style-type: none"> <li>• Brief review of Week 1</li> <li>• NVC Authentic Sharing - (Honesty, without Judgment)</li> <li>• Understanding Communication That Creates Conflict</li> <li>• Seeking Mutuality, with Respect for All</li> <li>• Experiential practice as a positive role model, using NVC</li> <li>• Homework Assignments &amp; Journal Reflections (including S-L research topic activity)</li> </ul>	<p><i>Nonviolent Communication, 3<sup>rd</sup> Edition</i> pp. 49 – 90</p>	<p><b>Competency 1:</b> Demonstrate Ethical and Professional Behavior</p>
<b>Week 3</b>	<p>Nonviolent Communication (NVC) skills development and Service-Learning topic research activity</p> <ul style="list-style-type: none"> <li>• Brief review of Week 2</li> <li>• Small Group Simulations of a Conflict Resolution scenario, using NVC No Fault Game</li> <li>• Small Group Sharing of S-L topic research activity of community partner agencies</li> <li>• Host Site Community Agencies – Panel discussion, Q &amp; A</li> <li>• Homework Assignments and Journal Reflections</li> </ul>	<p><i>Nonviolent Communication, 3<sup>rd</sup> Edition</i> pp. 91-128</p>	<p><b>Competency 2:</b> Engage Diversity and Difference in Practice</p>

<b>Week 4</b>	<p>Begin On-site course activities</p> <ul style="list-style-type: none"> <li>• Meet with host site supervisor</li> <li>• Scope of S-L student placement activities are clarified</li> <li>• Student S-L placements &amp; schedules confirmed</li> <li>• Students complete an on-site Needs Assessment Survey</li> <li>• Student discussion &amp; reflections of S-L placement</li> <li>• Students meet host site clients (optional this week)</li> </ul>	<p><i>Nonviolent Communication, 3<sup>rd</sup> Edition</i></p> <p>pp. 129– 160.</p>	<p><b>Competency 1:</b> Demonstrate Ethical and Professional Behavior</p> <p><b>Competency 2:</b> Engage Diversity and Difference in Practice</p>
<b>Week 5</b>	<p><i>Serving as an agent of Social Action in community</i></p> <ul style="list-style-type: none"> <li>• Begin on site S-L placement activities with clients</li> <li>• Support agreed upon student roles/responsibilities with host site agency (reciprocity needs met)</li> <li>• Introduce Nonviolent Communication (NVC) process with client population at respective host site location</li> <li>• Technical Support from course instructors</li> </ul>	<p><i>Nonviolent Communication, 3<sup>rd</sup> Edition</i></p> <p>pp .161-194</p>	<p><b>Competency 7:</b> Assess Individuals, Families, Groups, Organizations, and Communities</p>
<b>Week 6</b>	<p><i>Serving as an agent of Social Action in community</i></p> <ul style="list-style-type: none"> <li>• Continue to provide on site S-L project activities, at respective Community Partner agency</li> <li>• Introduce the No Fault Game to project participants</li> <li>• Practice the No Fault Game with participants</li> <li>• Technical Support from course instructors</li> </ul>	<p><i>Nonviolent Communication, 3<sup>rd</sup> Edition</i></p> <p>pp .195-204</p>	<p><b>Competency 7:</b> Engage with Individuals, Groups, Families</p>
<b>Week 7</b>	<p><i>Classroom based Reflections on being an agent of Social Action in community</i></p> <ul style="list-style-type: none"> <li>• Large Group - Instructor facilitated discussion of students' S-L placement experiences, both Needs Met (celebrations) and Unmet Needs (challenges)</li> <li>• Small Group - Students share Journal Reflections</li> <li>• Instructor Presentation of S-L Special Events</li> <li>• Students discuss plans to help project participants develop their S-L special event activities</li> </ul>	<p>Nonviolent Communication Workbook,</p> <p>Introduction Parts 1, 2, 3</p>	<p><b>Competency 6:</b> Engage with Individuals, Families, Groups, Organizations, and Communities</p>
<b>Week 8</b>	<p><i>Serving as an agent of Social Action in community</i></p> <ul style="list-style-type: none"> <li>• Continue to provide on site S-L project activities, at respective Community Partner agency</li> <li>• Student continue facilitation of NVC skills development with clients, including use of the No Fault Game</li> <li>• Technical Support from course instructors</li> </ul>	<p>Nonviolent Communication Workbook,</p> <p>Exercises 2 &amp; 3</p>	<p><b>Competency 6:</b> Engage with Individuals, Families, Groups, Organizations, and Communities</p>
<b>Week 9</b>	<p><i>Serving as an agent of Social Action in community</i></p> <ul style="list-style-type: none"> <li>• Students continue to provide on site S-L project activities, at respective Community Partner agency</li> <li>• OSU student prepare project participants to plan for their S-L special event activity (NVC Information Posters, Power Point, No Fault Game practice, other)</li> <li>• Students help participants to develop a Service-Learning Special Event - invitation flyer</li> <li>• Technical Support from course instructors</li> </ul>	<p>Nonviolent Communication Workbook,</p> <p>Exercises 4 &amp; 5</p>	<p><b>Competency 6:</b> Engage with Individuals, Families, Groups, Organizations, and Communities</p>

<p><b>Week 10</b></p>	<p><i>Classroom based Reflections on being an agent of Social Action in community</i></p> <ul style="list-style-type: none"> <li>• Large Group - Instructor facilitated discussion of students' S-L placement experiences, both Needs Met (celebrations) and Unmet Needs (challenges)</li> <li>• Small Group - Students share Journal Reflections</li> <li>• Small Group – Students finalize facilitation of S-L Special Event activities with clients at respective host sites</li> </ul>	<p>Nonviolent Communication Workbook,  Exercises 6 &amp; 7</p>	<p><b>Competency 8:</b> Intervene with Individuals, Families, Groups, Organizations, and Communities</p>
<p><b>Week 11</b></p>	<p><i>Serving as an agent of Social Action in community</i></p> <ul style="list-style-type: none"> <li>• Students help project participants with final preparation for S-L Special Event activities</li> <li>• Student facilitate clients' simulation of S-L Special Event activities</li> <li>• Students finalize preparation of S-L Special Event RSVP list and event on-sit logistics</li> <li>• Technical Support from course instructors</li> </ul>	<p>Nonviolent Communication Workbook,  Exercises 8 &amp; 9</p>	<p><b>Competency 8:</b> Intervene with Individuals, Families, Groups, Organizations, and Communities</p>
<p><b>Week 12</b></p>	<p><i>Serving as an agent of Social Action in community</i></p> <ul style="list-style-type: none"> <li>• Students facilitate S-L Special Event activities with clients and host site supervisor...to invited guests</li> <li>• Students, clients and host site supervisor share reflections of S-L Special Event experience (after S-L event closes)</li> <li>• OSU students facilitate a final review of Nonviolent Communication skills development with project participants</li> <li>• OSU students celebrate their S-L experience with project participants and Community Partner representatives, share closing reflections</li> <li>• Technical Support from course instructors</li> </ul>	<p>Nonviolent Communication Workbook,  Exercises 10 - 11</p>	<p><b>Competency 8:</b> Intervene with Individuals, Families, Groups, Organizations, and Communities</p>
<p><b>Week 13</b></p>	<p>Integration of Experiences – at host site</p> <ul style="list-style-type: none"> <li>• OSU students facilitate a final review of Nonviolent Communication skills development with project participants</li> <li>• OSU students celebrate their S-L experience with project participants and host site supervisor, others, share closing reflections</li> <li>• Technical Support from course instructors</li> </ul>		<p><b>Competency 9:</b> Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>

<p><b>Week 14</b></p>	<p>Integration of Experiences – classroom-based</p> <ul style="list-style-type: none"> <li>• Peer small group presentations &amp; reflections S-L course objectives, including: <ul style="list-style-type: none"> <li>➤ NVC skill development, including Self-Connection, Empathy, Authentic Sharing, Conflict Resolution, Seeking Mutuality for All</li> <li>➤ S-L skill development &amp; leadership/mentorship facilitation skills with host site clients and others</li> </ul> </li> <li>• Personal Journal assignments completed &amp; submitted</li> <li>• Personal Action Plan “next steps” shared in small gro</li> <li>• Final Paper – Integration of NVC process and Social Action leadership skills is completed &amp; submitted</li> <li>• Course experiences shared in large group: Celebrations, Learnings, and Course Recommendations shared</li> </ul>		<p><b>Competency 9:</b> Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>
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## Service-Learning GE Designation Request Form:

### Social Work 2200S, Nonviolent Communication in Community Agency Settings

1. Has this class previously received an S-Designation? No
2. Is this class always taught with a service-learning component? Yes

#### COURSE CONTENT/PLANNING

3. Please describe the planned service activities to be performed by students in this course.

This service-learning course will provide students with the fundamentals of Nonviolent Communication (NVC). NVC is a communication and conflict resolution methodology developed by Marshall Rosenberg, drawing on the clinical methodology of Carl Rogers and the community psychology pioneered by such figures as Erich Fromm and George Albee. NVC emphasizes skills of empathetic listening and respectful expression, with the goal of resolving issues in ways that meet the needs of all concerned. Students will learn the principles and skills of NVC in a series of classroom sessions that include both lecture and experiential learning, and then apply classroom learning in a community agency setting, in turn assisting agency clients in utilizing NVC to enhance life skill development. Emphasis will be placed on preparing students to positively contribute to social change in communities.

Students will:

1. Develop and apply Nonviolent Communication (NVC) skills in an agency setting
2. Assess and define their own values, attitudes, and skills in working with and helping others
3. Increase self-understanding regarding patterns of interpersonal communication
4. Increase team building skill development, through small group classroom process and on-site service contributions
5. Understand issues, resources, assets, and cultures of the clients served by the community partners through active engagement with agency staff and clients

4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s).

Our community partners, Reeb Avenue Center and Clintonville Beechwold Community Resources (CRC), view the opportunity to host service-learning students as a significant benefit to agency staff and clients and OSU students. Both agencies have expressed their interest and commitment in integrating the Nonviolent Communication process into their existing programming to further enhance life skills development for their clients and communities. As host site partners, Reeb Avenue Center and CRC can provide a variety of experiential learning experiences. The OSU students can enhance their capacity and

effectiveness in helping further the agencies' objectives with clients, including NVC skill development. Students will also begin to understand the issues, resources, assets, and cultures of the communities served by Reeb Ave. and CRC as they actively engage and work with staff and clients.

Reeb Avenue Center is a non-profit organization, located on south side Columbus that provides a facility and resources for over 10 tenant agency partners who serve area residents. Their mission is "Building a Prosperous South Side Community." Tenants expressing interest in hosting the proposed course include Godman Guild, St. Stephen's, Southside Neighborhood Pride Center, Alvis House, Boys & Girls Club, and Community Development for All People.

As part of the century-old settlement house movement, Clintonville Beechwold Community Services is a community-based social services agency that brings people together to help individuals and families build upon their strengths. CRC provides material assistance, senior supportive services, youth services, and facilitates a Kinship Care program.

5. Service-learning activities are all based on an agreement between three parties, each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service learning experience. Please describe goals/expectations/responsibilities for:

a) Faculty: provide NVC Workshops and learning opportunities for community partners; facilitate class discussions and lectures around assigned readings; facilitate experiential learning through in-class and onsite exercises, individual and written assignments, and student group work and presentations; assess student learning and utilize assessment results to enhance course; consult with and collect feedback from community partners at completion of course.

b) Students: work with the community partner supervisor to clarify student service roles and responsibilities; provide service to clients of the respective host site agency, including support of agency activities with clients and introduction to Nonviolent Communication (NVC) process with clients; reflect on the ability to positively serve as role models regarding the use of Nonviolent Communication; help clients prepare for a Service-Learning Special Event, featuring the NVC process and their learning experiences; complete all course assignments; and complete a Summary Reflection meeting with host site agency supervisor, classroom peers and instructors.

c) The community partner(s): provide opportunities for their staff to develop and implement NVC skills; provide opportunities for students to research and begin to understand the issues, resources, assets, and cultures of the communities they serve; and provide students with opportunities to enhance their NVC skill development by working with agency staff and clients.

6. Please describe your plans for sustainability and departmental support for offering this service learning course on a continuing basis.

This College of Social Work is committed to the development and implementation of service learning courses and will provide ongoing support to faculty and community partners involved with this course. A Nonviolent Communication workshop series will be provided to both instructors and community partner staff members.

Purchase of course education materials will be the responsibility of the course students. Any supply costs related to this course at host site locations will be covered in-kind by the College. These strategies will insure continuity of service-learning course instruction, host site supervision experience, and related course materials

## **COURSE GOALS**

7. How does the service activity connect with the academic content of the course and how is this content in turn enhanced by the service component of the course?

Students will read the Nonviolent Communication (NVC) materials and be able to discuss and apply the skills in class and in the field.

Journal Reflections: The journal is a weekly recording of classroom and agency experiences, as well as reactions to and feelings about those experiences. Entries should also include observations about communication process including empathy and “tough conversations.” Journal reflections include:

- a) Nonviolent Communication habits and desired changes to listen with more empathy & speak without judgment.
- b) Social agency research, preparation for “on site” visit to the community agency partners, Clintonville Beechwood Community Resources Center and Reeb Avenue Center, and results of the agency visit and compilation of the Needs Assessment Survey data collected.
- c) What students learn about themselves and the project participants with whom you engage during the service learning activities.
- d) Experiences related to the Service Learning – Special Event activities
- e) Overall experiences as a result of completing this course and commitments going forward.

Self-Study: This assignment documents the personal and professional progress students make in the agency work, including:

- a. How has this course experience helped students develop compassionate communication skills (empathy, clear speaking, listening without judgment, doable requests) with self and others?
  - i. Provide a clear observation of strengths, difficulties, concerns, relationships formed.
- b. What challenges/problems/ difficulties were encountered in field experience?
  - i. Share what feelings and needs were not met?
  - ii. What resources were used to help meet these needs?
- c. What gains were made in the understanding of social action issues in the local community?
  - i. How were NVC skills integrated and applied in the field experience that contributed to social change?

- ii. Share specific examples of meaningful interactions.
  - iii. Share celebrations and feelings about these highlight experiences. Clarify what needs were met for self and others.
- d. Did students experience any personal changes from “Judgmental” to “Empathic” messages as part of developing a compassionate consciousness?
  - i. What can students do to continue contributing to developing a compassionate community and affecting positive Social Action? Provide three specific examples.
- e. Personal Action Plan
  - i. What happens next? What are students willing to do to enhance compassionate communication skills over the next three months?

Special Event: Students will work with project participants to develop and conduct a Service Learning special event at Clintonville Resource Center or Reeb Avenue Center. Students and participants will highlight their learnings of NVC and social change through their special event activities. Identified OSU faculty, staff, agency personnel, clients and families served, and members in community will be invited to attend.

Students will thus have multiple opportunities to apply the fundamentals of NVC; to assess and define their own values, attitudes, and skills in working with and helping others; increase self-understanding regarding patterns of interpersonal communication; and increase team-building skill development.

**Example #1:** Service-learning students will work with and help prepare **South Side Boys & Girls Club youth (at Reeb Avenue Center)** to present the following activities at the Special Event with south side residents and others:

- Table top display and presentation - regarding Peace & Conflict Prevention /Resolution issues in south side Columbus
- “No Fault Zone” - Conflict Resolution activity & game board presentation and demonstration
- Visual and/or Performing Arts presentation of Nonviolence and Peacebuilding

**Example #2:** Service-learning students will work with and help prepare **St. Stephens Parent Group (at Reeb Avenue Center)** to present the following activities at the Special Event with south side residents and others:

- Table top display and presentation - regarding Nonviolent Communication (NVC) & Peacebuilding process in Parenting & Family dialogues
- Help facilitate small table discussion groups, re: Respectful Parents/Respectful Kids

**Example #3:** Service-learning students help prepare **Godman Guild - Adult Project Participants (at Reeb Avenue Center)** to present the following activities at the Special Event with south side residents and others:

- Table top display and presentation - regarding Nonviolent Communication (NVC) and the positive impact on their workforce readiness, job placement, and job retention issues
- Help facilitate small table discussion groups

**Example #4:** Service-learning students work with representatives from **South Side PRIDE Program (at Reeb Avenue Center)** - to present the following activities at the Special Event with south side residents and others:

- Table top display and presentation - regarding Nonviolent Communication (NVC) & Safety Issues featuring PRIDE Center Outreach & Engagement activities
- Help facilitate small table discussion groups

**Example #5:** Service-learning students will help prepare youth in **Community Development For All People After School Programs** - to present the following activities at the Special Event with south side residents and others:

- Table top display and presentation - regarding Peace & Conflict Prevention /Resolution issues in south side Columbus
- “No Fault Zone” - Conflict Resolution activity & game board presentation and demonstration - with south side residents and others

**Example #6:** Service-learning students will help prepare **Clintonville Beechwold Community Resource Center** youth and adult project participants to present similar Nonviolent Communication (NVC) activities, described above - at their Special Event side in Clintonville - with north side residents and others.

#### **GE RATIONALE:**

a) What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work?

As noted above, students will complete journal reflections, engage in a self-study that documents their personal and professional growth, and develop and implement an end-of-semester event that provides the agency staff and clients the opportunity to demonstrate their learned NVC skills.

b) What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working?

Students complete an agency Needs Assessment in order to begin to understand the issues, resources, assets, and cultures of the communities served by Reeb Ave. and CRC, and enhance this understanding as they actively engage and work with agency staff and clients.

c) How does the course promote reflection on and evaluation of the impacts of the service learning activity?

Students complete ongoing journal reflections as well as an end of semester self-study that documents the personal and professional progress made via the service learning activities.

**GE ASSESSMENT PLAN:**

GE Expected Learning Outcomes	Methods of Assessment	Level of student achievement expected for the GE ELO	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
(ELO1) Students make connections between concepts and skills learned in an academic setting and community based work	<u>Direct Method</u> Rubric-Based Evaluation Linked to end of course Self-Study	<u>Direct Method</u> 100% of students earn Milestone 2 on the GE Scoring Rubric; 70% of students meet Milestone 3 or higher.	Data will be reviewed by the College of Social Work's Undergraduate Studies Committee. Should data indicate the need for course revisions, an Ad Hoc committee will be formed to work on the syllabus in collaboration with the community partners.
(ELO2) Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.	<u>Direct Method</u> Rubric-Based Evaluation Linked to end of course Self-Study	<u>Direct Method</u> 100% of students earn Milestone 2 on the GE Scoring Rubric; 70% of students meet Milestone 3 or higher.	
(ELO3) Students evaluate the impacts of the service learning activity.	<u>Direct Method</u> Rubric-Based Evaluation Linked to end of course Self-Study	<u>Direct Method</u> 100% of students earn Milestone 2 on the GE Scoring Rubric; 70% of students meet Milestone 3 or higher.	

**Direct Method of Assessment**

As a direct measure of assessing how effectively students are meeting the *Social Diversity in the United States* ELOs, instructors will complete the GE scoring rubric based on student performance on the end of course Self-Study. This paper requires the following:

**Self-Study:** This assignment documents the personal and professional progress you have made in your agency work. In a written paper (4-5 pages, double spaced) summarize your Service Learning experience and address the following questions:

1. How has this course experience helped you to meet your needs to develop your compassionate communication skills (empathy, clear speaking, listening without judgment, doable requests) with yourself and others?
2. Please provide a clear observation of strengths, difficulties, and concerns, and relationships formed.

3. What challenges/problems/ difficulties did you encounter in your field experience?
4. Share what feelings and needs were not met? What resources were used to help meet these needs?
5. What requests do you have at this time to satisfy any unmet needs of yours or others?
6. What gains have you made in your understanding of social action issues in the local community?
7. How were you able to integrate and apply NVC skills in your field experience that contributed to social change?
8. Please share specific examples of meaningful interactions. Share your celebrations and feelings about these highlight experiences. Clarify what needs were met for yourself and others.
9. Did you experience any personal changes from “Judgmental” to “Empathic” messages as part of developing a compassionate consciousness? If so, please give examples.
10. What needs are enhanced by your personal changes?
11. What can you do to continue contributing to developing a compassionate community and affecting positive Social Action? Please give three specific examples.
12. Personal Action Plan: What happens next? What are you willing to do to enhance your compassionate communication skills over the next three months?

<b>GE Expected Learning Outcomes</b>	<b>Capstone (4)</b>	<b>Milestone (3)</b>	<b>Milestone (2)</b>	<b>Benchmark (1)</b>
(ELO1) Students make connections between concepts and skills learned in an academic setting and community based work	Connects, analyzes, and extends knowledge (facts, theories, etc.) from course content to Service Learning activity.	Connects and analyzes knowledge (facts, theories, etc.) from course content to Service Learning activity.	Begins to connect knowledge (facts, theories, etc.) from course content to Service Learning activity.	Student expresses a limited, unclear connection of course content to Service Learning activity.
(ELO2) Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.	Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which they are working.	Identifies and clearly understands the issues, resources, assets, and cultures of the community in which they are working.	Identifies the issues, resources, assets, and cultures of the community in which they are working.	Shows minimal awareness of the issues, resources, assets and cultures of the community in which they are working.
(ELO3) Students evaluate the impacts of the	Student thoroughly evaluates the impacts of the Service Learning	Student evaluates the impacts of the Service Learning experience on	Student evaluates the impacts of the Service Learning experience on themselves.	Student minimally evaluates the impacts of the Service Learning experience.

service learning activity.	experience on themselves, the organization, and also considers the long term impact of the work on the community.	themselves and the contributions that they made to the goals and aims of the organization.		
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**Clarification regarding the course’s distinction to Social Work (as opposed to other unit’s courses)**

- The Nonviolent Communication and Social Action course features a specific Nonviolent Communication (NVC) skills development focus and integrates Council on Social Work Education (CSWE) competencies within this focus, to include:
  - Demonstrating ethical and professional behaviors
  - Engaging diversity and difference in practice
  - Applying knowledge of the human behavior and the social environment and person-in-environment when engaging, assessing, and intervening with individuals/families/groups/organizations/communities
- Students will learn & explore & integrate the Nonviolent Communication process through self-examination
- Students will research Peace and Conflict Prevention/Resolution issues in their target populations and explore how to apply NVC skills development with host site project participants
- Students will work with host site supervisor(s) to facilitate NVC skills development activities with host site project participants
- Students will help host site project participants to prepare to “teach others” about Peacebuilding & Violence Prevention/Resolution, featuring NVC process
- Students will have experiential learning opportunities regarding social work and related careers from host site supervisors

**From:** Slater, Michael  
**Sent:** Thursday, October 11, 2018 8:50 AM  
**To:** Cole, Cathy <cole.400@osu.edu>; Kline, Susan <kline.48@osu.edu>  
**Cc:** Babcock, Jennie <babcock.79@osu.edu>  
**Subject:** RE: Course offering concurrence Social Work

Thank you for the revision and your responsiveness to our concerns. Susan and I concur with your offering this course, with our best wishes for a productive and positive experience for students and faculty.

Mike



Michael D. Slater  
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[Slater.59@osu.edu](mailto:Slater.59@osu.edu)  
Phone: 614-292-3400

**From:** Cole, Cathy  
**Sent:** Wednesday, October 10, 2018 2:58 PM  
**To:** Slater, Michael <[slater.59@osu.edu](mailto:slater.59@osu.edu)>; Kline, Susan <[kline.48@osu.edu](mailto:kline.48@osu.edu)>  
**Cc:** Babcock, Jennie <[babcock.79@osu.edu](mailto:babcock.79@osu.edu)>  
**Subject:** RE: Course offering concurrence Social Work

Hello Michael and Susan:

Attached please find the revised syllabus. Please note that Dr. Keith Warren and Undergraduate Studies Director Jennie Babcock amended the title and course description to better identify our focus on Nonviolent Communication skills as they relate to improving the quality of human services in community agencies. We appreciate Susan's feedback as we actually find this title a better fit than the original!

Please let us know if you are comfortable with these minor changes or see a need for additional work.

Thank you,

Cathy

**From:** Slater, Michael  
**Sent:** Tuesday, October 9, 2018 3:51 PM  
**To:** Cole, Cathy <[cole.400@osu.edu](mailto:cole.400@osu.edu)>  
**Cc:** Kline, Susan <[kline.48@osu.edu](mailto:kline.48@osu.edu)>  
**Subject:** FW: Course offering concurrence Social Work

Hi Cathy,

These are Susan's comments.

Let us know your thoughts.

Mike



**Michael D. Slater**

Director

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**From:** Kline, Susan  
**Sent:** Tuesday, October 9, 2018 3:44 PM  
**To:** Slater, Michael <[slater.59@osu.edu](mailto:slater.59@osu.edu)>  
**Subject:** Re: Course offering concurrence Social Work

Okay, here's my take on the Social Work course:

The course, *Nonviolent Communication and Social Action*, looks like a fine course for helping undergraduates acquire communication skills for engaging in community agency settings. The School of Communication teaches similar concepts in courses on interpersonal communication (2 courses), language and social interaction, group communication, and conflict management. Some of these courses use experiential learning assignments, and one of our faculty members has been awarded a College grant to develop a service learning course in groups and team building.

So it would appear that there is conceptual overlap between the School's courses and the proposed course. However, the syllabus shows that *Nonverbal Communication and Social Action* is focused on improving the quality of human services in community agency settings, which is a different applied orientation taken from the School of Communication's courses. To maintain this distinctiveness, would it be possible to reference human services management or community agency settings (or similar phrasing) either in the course title or more explicitly in the course description? Such an emphasis would seem to make sense, given that there is an effort in the syllabus to fit students' learning outcomes to the Council on Social Work Education's list of Course Competencies and Performance Behaviors.

Those are my thoughts about this course. Susan

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**From:** Slater, Michael  
**Sent:** Tuesday, October 2, 2018 3:01:01 PM  
**To:** Kline, Susan  
**Subject:** FW: Course offering concurrence Social Work

Your thoughts, Susan? This is an applied course in a specific training for use in community settings and isn't competitive with anything we do, I can't imagine us offering trainings in NVC, so I don't see an issue with a concurrence.



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**From:** Smith, Aaron  
**Sent:** Tuesday, October 2, 2018 2:54 PM  
**To:** Cole, Cathy <[cole.400@osu.edu](mailto:cole.400@osu.edu)>  
**Cc:** Babcock, Jennie <[babcock.79@osu.edu](mailto:babcock.79@osu.edu)>; Kline, Susan <[kline.48@osu.edu](mailto:kline.48@osu.edu)>; Butte, Kylie <[butte.1@osu.edu](mailto:butte.1@osu.edu)>; Slater, Michael <[slater.59@osu.edu](mailto:slater.59@osu.edu)>  
**Subject:** RE: Course offering concurrence Social Work

Hi Cathy,

It would be Susan Kline (kline.48) Undergraduate Communication Program Chair as well as Kylie Butte (butte.1) Student Services Manager to get started (both cc'd ). I've also included our director for reference Michael Slater (slater.59) as the formal e-mail response would have to come from him.

Take care,



**Aaron Smith** Assistant to the Director  
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[smith.1543@osu.edu](mailto:smith.1543@osu.edu)

**From:** Cole, Cathy  
**Sent:** Tuesday, October 02, 2018 2:14 PM  
**To:** Smith, Aaron <[smith.1543@osu.edu](mailto:smith.1543@osu.edu)>

**Cc:** Babcock, Jennie <[babcock.79@osu.edu](mailto:babcock.79@osu.edu)>

**Subject:** Course offering concurrence

Hello Aaron,

This is Cathy Cole in the College of Social Work. It's been awhile since we ran into each other on campus; I hope you are well!

I'm writing to inform the School of Communication of a service-learning course that the College of Social Work is hoping to offer in spring semester, 2019.

This course will focus on the fundamentals of nonviolent communication to prepare students to contribute to positive social change through engagement with communities. The Council on Social Work Education (CSWE) course competencies and performance behaviors are also addressed in the course syllabus.

Attached you'll find the current proposed syllabus.

Could you please let me know who would be best to contact about course concurrence in the School of Communication?

Many thanks for your help,

Cathy



**Cathy Cole**

Academic Affairs Administrative Associate

College of Social Work

313 Stillman Hall, 1947 College Road, Columbus, OH 43210

614-247-6095 Office / 614-292-6940 Fax

[cole.400@osu.edu](mailto:cole.400@osu.edu) [csw.osu.edu](http://csw.osu.edu)