
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 and Social Action
Transcript Abbreviation Nonviol Comm Act
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.
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

No

COURSE REQUEST
2200S - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
07/31/2018

Attachments

- SocWork 2200S NVC Syllabus_Final.docx
(Syllabus. Owner: Cole, Mary Cathleen)
- Service Learning GE Course Request.docx: Service-Learning GE Designation Request Form
(Other Supporting Documentation. Owner: Cole, Mary Cathleen)

Comments

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
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	05/09/2018 04:02 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF SOCIAL WORK

Social Work 2200S

Nonviolent Communication and Social Action

Instructors:

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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 at a community agency. Emphasis will be placed on preparing students to positively contribute to social change.

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. 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; 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.

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* (3rd Ed). Encinitas CA: PuddleDancer Press (\$17)
- Leu, L. (2003). *Nonviolent Communication: Companion workbook—A practical guide for individual, group, or classroom study* (2nd 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
Week 1	<p>Nonviolent Communication (NVC) skills development (Presentation, Demonstration, Experiential Practice, Group Reflections)</p> <ul style="list-style-type: none"> • Overview and Introduction to NVC • 4 Ways to Hear a Message (Self Connection/Mindfulness) • Develop Empathy skills (self & others) • Homework Assignments & Journal Reflections 	<p><i>Nonviolent Communication, 3rd Edition</i> pp. 1 – 48</p>	<p>Competency 2: Engage Diversity and ^[1]_[SEP] difference in Practice</p>
Week 2	<p>Nonviolent Communication (NVC) skills development</p> <ul style="list-style-type: none"> • Brief review of Week 1 • 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 (including S-L research topic activity) 	<p><i>Nonviolent Communication, 3rd Edition</i> pp. 49 – 90</p>	<p>Competency 1: ^[1]_[SEP] Demonstrate Ethical and Professional Behavior</p>
Week 3	<p>Nonviolent Communication (NVC) skills development and Service-Learning topic research activity</p> <ul style="list-style-type: none"> • Brief review of Week 2 • 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 • Homework Assignments and Journal Reflections 	<p><i>Nonviolent Communication, 3rd Edition</i> pp. 91-128</p>	<p>Competency 2: Engage Diversity and ^[1]_[SEP] Difference in Practice</p>

Week 4	<p>Begin On-site course activities</p> <ul style="list-style-type: none"> • 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 • Students meet host site clients (optional this week) 	<p><i>Nonviolent Communication, 3rd Edition</i></p> <p>pp. 129– 160.</p>	<p>Competency 1: Demonstrate Ethical Behavior</p> <p>Competency 2: Engage Diversity and Difference in Practice</p>
Week 5	<p><i>Serving as an agent of Social Action in community</i></p> <ul style="list-style-type: none"> • 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 location • Technical Support from course instructors 	<p><i>Nonviolent Communication, 3rd Edition</i></p> <p>pp .161-194</p>	<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>
Week 6	<p><i>Serving as an agent of Social Action in community</i></p> <ul style="list-style-type: none"> • 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 	<p><i>Nonviolent Communication, 3rd Edition</i></p> <p>pp .195-204</p>	<p>Competency 7: Engage with Individuals, Groups, Families</p>
Week 7	<p><i>Classroom based Reflections on being an agent of Social Action in community</i></p> <ul style="list-style-type: none"> • 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 Events • Students discuss plans to help project participants develop their S-L special event activities 	<p>Nonviolent Communication Workbook,</p> <p>Introduction Parts 1, 2, 3</p>	<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>
Week 8	<p><i>Serving as an agent of Social Action in community</i></p> <ul style="list-style-type: none"> • 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 	<p>Nonviolent Communication Workbook,</p> <p>Exercises 2 & 3</p>	<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>
Week 9	<p><i>Serving as an agent of Social Action in community</i></p> <ul style="list-style-type: none"> • Students continue to provide on site S-L project activities, at respective Community Partner agency • 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 • Technical Support from course instructors 	<p>Nonviolent Communication Workbook,</p> <p>Exercises 4 & 5</p>	<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>

<p>Week 10</p>	<p><i>Classroom based Reflections on being an agent of Social Action in community</i></p> <ul style="list-style-type: none"> • 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 • Small Group – Students finalize facilitation of S-L Special Event activities with clients at respective host sites 	<p>Nonviolent Communication Workbook, Exercises 6 & 7</p>	<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>
<p>Week 11</p>	<p><i>Serving as an agent of Social Action in community</i></p> <ul style="list-style-type: none"> • 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-sit logistics • Technical Support from course instructors 	<p>Nonviolent Communication Workbook, Exercises 8 & 9</p>	<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>
<p>Week 12</p>	<p><i>Serving as an agent of Social Action in community</i></p> <ul style="list-style-type: none"> • Students facilitate S-L Special Event activities with clients and host site supervisor...to invited guests • Students, clients and host site supervisor share reflections of S-L Special Event experience (after S-L event closes) • 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 Community Partner representatives, share closing reflections • Technical Support from course instructors 	<p>Nonviolent Communication Workbook, Exercises 10 - 11</p>	<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>
<p>Week 13</p>	<p>Integration of Experiences – at host site</p> <ul style="list-style-type: none"> • 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 • Technical Support from course instructors 		<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>

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

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 at a variety of community agencies, 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.

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 Beechwold 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.

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?

GE Expected Learning Outcomes	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
(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 service learning activity.	Student thoroughly evaluates the impacts of the Service Learning experience on	Student evaluates the impacts of the Service Learning experience on themselves and	Student evaluates the impacts of the Service Learning experience on themselves.	Student minimally evaluates the impacts of the Service Learning experience.

	themselves, the organization, and also considers the long term impact of the work on the community.	the contributions that they made to the goals and aims of the organization.		
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