Service Learning in Counselor Education: Learning Outside the Classroom

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Service Learning for School Counselors: Beyond the Classroom

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Butler University School Counseling Program
Session Objectives

• Clarify terminology: Volunteerism, community service, & service learning (SL)

• Provide foundational knowledge about SL: Types, essential elements, getting started

• Discuss rationale for SL in CES: Research support, student outcomes

• Share SL in our program: Workshop for credit, required SL experience, other opportunities
Framing the Issue

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

- Benjamin Franklin
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Clarifying Terminology

- Community Service
- Volunteer
- Community service learning
- Community based learning
Community Service –vs– Service Learning

Community Service

- Partner in community
- Learning is Secondary
- “For”

Service Learning

- Intentional partnership
- Learning is Primary
- “With”
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Types of Service

**Direct**: Working directly with people

**Indirect**: Fund-raisers and collection programs

**Education**: Teaching those who are affected by the problem or those who can make a difference

**Advocacy**: Advocating for change through social or political channels (e.g. letter writing, petitions, lobbying, campaigns)
SL Essential Elements

• Preparation
• Collaboration
• Student Ownership
• Service
• Curriculum Integration
• Reflection
• Celebration
• Evaluation
Begin a project with this winning trio

your curriculum + community need + students' interest
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Why Do It?

• Research demonstrates service-learning benefits students, faculty, and the community:

  – **Students:** Enhances the meaningfulness of learning, professional, personal and academic skills, course performance, civic responsibility, understanding of social, global and multicultural issues, and values education.

  – **Faculty:** Provides enhancement of faculty development in teaching, research, professional recognition, interdisciplinary and collaborative learning, and community-faculty partnerships.

  – **Community:** Addresses real community needs, builds mutually beneficial relationships between school and the community, and keeps students rooted in and contributing to the community.
SL Outcomes

- authentic learning
- self-esteem
- social responsibility
- civic responsibility
- academic learning
- communication skills
- collaboration skills
- learning from experience
- future civic participation
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Lessons Learned...
SL Workshop

- Articles to Frame Issue
- Reflection
- Service Learning Proposal—connected with school counseling program
At Brooke’s Place, children learn to honor and cherish the loved ones that they carry in their heart. Children learn they are not alone. Together, they learn to recognize, express and embrace their thoughts, questions and feelings about grief and loss. “Death changes everything... At Brooke’s Place, I found a place where I did not feel alone. I learned that what I was feeling was ok, that I didn’t have to try to pretend I was fine.”  Brooke’s Place Participant
• CACREP Standards:
  – 6a. Provides theoretical and experiential understandings of the principles of group dynamics, including group process, developmental stage theories, group members’ roles and behaviors.
  – D1 (specialty standards). Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

Butler’s SL requirement for Brooke’s Place
- Required workshop
- Experiential requirement

Win-Win
- Training /Real Life Experience for Students
- Service Learning/Meets Community Need
  - Many students continue after graduation
Other SL in the Program

Training & Outreach

• Peer Mediation Trainings (Direct)
• Suicide Prevention Educator Training (Education)
• Dream Alive Program (Indirect)
• Bullying Training for HS Student Leaders (Direct)
Other SL in the Program

Marion County Prosecutor’s Office

- Parent Education Group
- PART (Parent Accountability to Reduce Truancy) Panel
Service Learning in the Program
Marion County Prosecutor’s Office

• Objectives of Group
• Attitude of Participants
• Connecting experience to internship
• How did this partnership apply to CACREP standards?
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