

## **VOLUNTEER ASSIGNMENT OPTION--FALL 2009 PSYCHOLOGY 310**

**FALL 2009 furloughs: Due to the state budget situation and the vote of the CSUB faculty for voluntary furloughs and pay cuts in order to save jobs, the extent of this assignment has been reduced.**

**Staff:** Carol Raupp (Psych 310 course instructor), 654-2370, DDH D121

**Training:** In-class Sept. 17. You must attend or do the other assignment. The Boys & Girls Club has agreed to host PSYC 310 students as a special project and they will hold a special orientation at the club (801 Niles). You must attend that orientation in order to volunteer there.

**Placement:** You will arrange a site, with my approval.

**TB Test:** Most sites require a TB test. Get one at the CSUB Health Center, if needed.

**Dress Code:** Most sites have a dress code. Find out what it is when you arrange your schedule, and follow it.

### **Sign-in:**

Most sites have security rules about how to enter the building(s) and move around the grounds, such as getting a nametag by signing in at the main office. Be sure to find out about this policy before your first visit.

### **Human Corps Units:**

If you wish to volunteer 48+ (310 hours + 30 more) hours this term or 30+ hours in later terms, you may sign up for a separate HCOR or PSY 396 unit through the Community Service Office.

### **Absences:**

In case of illness/accident on your part, contact the supervisor for whom you are volunteering. Be sure to get complete contact information your first day. **DO NOT GO IF YOU ARE SICK. Aside from illness or staggering emergencies, you must meet your responsibility to the sites--they are counting on you.** Absences should be extremely rare.

### **15 Hours:**

To complete 15 hours of contact time during the fall quarter, you should schedule two to three hours a week. Be sure you know the site's schedule of holidays, conferences, field trips, etc. Have enough flexibility to be able to deal with fog delays and cancellations. During our Winter quarter, there are frequent fog delays and in Spring quarter the local schools often end their year before June or spend many days in testing. The elementary school schedule of holidays may not match ours. Check with your site and budget your time to be able to complete 15 hours. **Do not schedule more than 3 hours per week--spread out the hours.**

### **Journal Assignment:**

The 310 Volunteer Assignment project combines applied experience with children with the academic study of child development. (I'm also happy that it provides community service.) In effect, I have chosen to encourage a unit's worth of work you do for 310 to be done in the "real" world, but this is not just busywork -- the point is that you will make connections between your experience and the concepts you study in 310. You'll document these connections by keeping a journal that will be the basis for grading your performance in this assignment. I know that you may not always know what to do in the volunteer situation, but the important thing is that you do your best and you think about how it relates to the science of child development (via the journal). Each of the two journals should use completely different concepts.

You should spend at least one hour on the journal for every 2-hour school contact. It must be typed and in the correct format (below). Complete each journal entry in a timely way (before your next school contact).

You may agree with, disagree with, or have questions about how the classroom or program is run. The teacher or staff may or may not discuss philosophy and techniques with you. Your role is to help children, not advise the professionals. All observations are confidential (unless of course, a case of child abuse is suspected -- in that case, inform the site supervisor and me).

### **Journal Format:**

**Put your name, the school or center's name, the teacher's or supervisor's name, and grade or age level of children on the first page before your first entry. Do not use separate cover pages, plastic covers, binders**

or folders for your journal.

**Make one entry for each day you volunteer. USE THIS 4-SECTION FORMAT FOR EACH ENTRY (number the sections):**

1. **Date** of journal entry  
**Date** of school contact, time spent  
**Setting** (classroom, hallway, etc.) and **Age, grade level, gender,** and other **important characteristics of children** present

2. **Objective summary** of what happened (*one sentence LIMIT*)

**EX:** I saw eight children two at a time to help them with geography homework, then spent 20 minutes circulating to help children with an art project.

3. **Your personal/emotional reactions** (*one brief paragraph LIMIT*)

**EX:** Although I started off the day in a bad mood, the children were so enthused that I wound up feeling better about my whole day. It feels great to be helpful.

4. **Analysis** [*The format for this section is a list of terms as shown below (not a narrative), with accompanying observed "evidence." This list of terms comprises an analysis of (and informed speculations about) children's behavior and your own, explicitly using course information, claims made by me or the text author.. This is the FOCUS of each entry. Your aim is to give a wide a variety of precise concepts/claims/terms, with supporting observational evidence from your experience. The best journals have a high number of different concepts with accurate, precise, clear evidence. Each unrelated term or claim is listed separately with its own evidence. Closely related terms may be combined. Show awareness of whether or not a child's development seems to be age-typical. Connect concepts observed to the lecture or text. There should be 6 or more terms per hour you volunteered in a good journal, without duplicates. Any quote from the text or glossary must be in quotations with a page number.*]

**SOME POOR EXS** (*unclear use of 310 concept, general concept, vague or incorrect evidence, skimpy, shallow/obvious*):

**TERM: concrete operations**

These children are in **concrete operations**. I helped them read.

**TERM: adolescents**

These 13-year-olds are **adolescents**. They are typical teenagers. Teenagers are sure full of attitude. I don't think any of them care about anything but themselves.

**TERM: moral development**

Bobby is always getting in trouble and must not have any **moral development**.

**SOME GOOD EXS** (*clear and precise concepts, convincing evidence, thoughtful, connected to lecture or text*):

**TERM: associative play**

Four children playing house showed **associative play**. As you described in lecture, one child proposed playing "Flintstones" and the others agreed, but they each picked their own thing to do, such as making a trike into a stone-age car, and within a few minutes had dispersed. This is typical at their age (three years).

**CLAIM: punishment reduces a behavior (source of claim: text and lecture)**

The teacher attempted to punish a child for getting out of her seat but the child did it again a few minutes later. I noticed that the child was very interested in the frog in the class aquarium, and wonder if the child was not really experiencing the intended punishment (loss of bonus points toward a later weekly treat) as a punishment, in the face of the immediate competing novelty of the frog. This (**competing reinforcements**) is a problem mentioned in the text on page 40. It showed that **what the teacher intended as punishment was not experienced by the child as punishment**, given the attraction of the frog--an issue you covered in lecture. The target behavior (getting out of the seat) was not reduced. The teacher needed to figure out a consequence that the child would actually experience as a punishment, and perhaps needed to remove the child from the vicinity of the frog.

**TERM: when is someone an adolescent?, growth spurt, secondary sex characteristics**

These children are 13 years old and should be **adolescents**. Chuck and Tanya clearly had experienced a **growth spurt** (at least, they were 4 inches taller than everyone else and Tanya mentioned proudly that she was growing very rapidly) and showed **some secondary sexual characteristics** (voice deepening for Chuck and breast development for Tanya.) However, when I asked them what would happen if hands were invisible (the formal operations task you mentioned in class) they both said that was stupid-- therefore, I believe they are **not using formal operations**. As you noted in lecture, there are **many criteria for whether someone is an adolescent** and the information is not always consistent.

**Due Dates:**

Project discussions Oct. 15 and Nov. 10 (10-20% project deduction for not attending—penalty for inadequate preparation—bring at least one typed completed journal entry to each discussion).

Journals (with timelogs signed) are due Oct. 20 and Nov. 19, the first worth 10% of the course grade and the second worth 26%. The Oct. 20 journal should include 5 hours of volunteering; the Nov. 19 journal should include 10 hours of volunteering. If you complete more than 5 hours before the first project is due, save the extra hours for the second journal. When you hand in Journal 2 return Journal 1 to me so that I can compare them for use of new terms.

**Grading (for each section, done twice during the quarter):**

Some combination of non-completion of assigned hours, not using the assigned journal format, poor writing, few terms, narrow age range of terms used, or inaccurate or shallow use of terms: C+ or lower  
Completion of assigned hours and a journal that includes moderate coverage of 310 concepts with few mistakes, close to or at the target number of terms, terms are precise and diverse with accurate evidence, relatively few problems with writing = B- to B+  
Completion of assigned hours and a journal with outstanding coverage of 310 concepts, concepts include links with text and lecture, concepts cover a broad range of ages and cover physical, cognitive, and social/emotional development, precise concepts at or above the target number, well-written = A- or A

**What If...?**

If the teacher or supervisor asks you take on more than three children at once or to spend your time doing clerical work, remind them that you must have contact hours with only a few students in order to do your 310 journal effectively. Let me know if this is a problem.

You should usually be helping (this is not an observation assignment). However, if the teacher says there is no need for tutoring that day, it is OK just to observe. It's OK to help with or observe PE, lunch, assemblies, etc., too. If there is a substitute teacher, introduce yourself and carry on with your regular tutoring or, if the sub prefers, observe.

If you are pregnant, I recommend the other assignment option because of the chance of contact with a contagious disease.

If you have a contagious disease, do not volunteer that day!

If you suspect child abuse, you must notify the classroom teacher and me.

If you are employed in a school, those hours cannot be counted for this PSY 310 assignment because it includes only volunteer hours. You may volunteer extra unpaid hours at your place of employment, with my approval and supervisor confirmation.

Volunteer tutoring at a private religious school may be permitted if the assistance is given in non-religious subjects rather than, e. g., teaching Sunday school.

If you are a student with a disability, arrange your volunteer placement individually with me--you will be able to do this assignment but I need to make sure there is a good match between your abilities and what accommodations a particular site provides.

Schools and programs tend to have policies about touching children (even when children initiate contact) and about the use of rewards such as candy. Consult your supervisor about this, and follow site guidelines.