HSML 3000.91	Human Services and NonProfit	3 Cr. Hours

Department of	Human Services	Division of Counseling and Education	

Instructor Name:	*Iftekhar Amin, Ph.D.*
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Office Hours:	Tuesdays 10 am- 1pm ;

Classroom Location:	*UNT Dallas 1 Rm. 208*
Class Meeting Days & Times:	**Wednesday 5:30-8:20PM**

Course Catalog Description:	This course promotes the understanding of self in relation to the philosophy and practice of community and public service. Students will examine social issues, study and discuss concepts in community service disciplines; learn professional skills; explore service careers and organizations appropriate to their unique interests and abilities; and apply their base of knowledge to further the purpose of civic involvement. This is a hybrid course (approximately 10-weeks face-to-face and 6-weeks online). During your online weeks, you will have an opportunity to complete the course required 30 hours of volunteer work.

Prerequisites:	**NONE**
Co-requisites:	
Required Text:	1) Woodside, M. R. & McClam, T. (2014). *An Introduction to Human Services (7th ed.).* CA: Thompson Brooks/Cole, 2) Cryer, S. (2008). *The nonprofit career guide: how to land a job that makes a difference.* MN: Fieldstone Alliance.,

Students' grades will be reduced one letter grade, if not in possession of these required texts.

Access to Learning Resources:	UNT Dallas Library:
	     phone: (972) 780-3625;
	     web: http://www.unt.edu/unt-dallas/library.htm
	 UNT Dallas Bookstore:
	     phone: (972) 780-3652;
	     e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview:

Students who have successfully completed the course will:

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	• Apply the theories, principles, and skills associated with the delivery of Human Services.
	• Carry out the personal assessment, career development, and professional skills needed for successful careers in community and public service or active citizenship.
	• Identify and describe the historical and philosophical basis of the community/public service sector and organizations within this sector.
	• Articulate the mission, structure, history, and career potential in a specific community/public service agency.
	• Articulate their role, personal appreciation for, and understanding of civic involvement as a volunteer or service professional.

Learning Objectives/Outcomes:	At the end of this course, the student will be able:
1	To understand the foundation and core background of nonprofit organizations;
2	To demonstrate the ability to work effectively and grow, while performing Service Learning in the nonprofit organization;
3	To define the characteristics of an effective helping profession;
4	To be aware of the variety of careers in human services and the setting of those careers;
5	To demonstrate the ability to understand the ethical standards for human services professionals;
6	To strengthen skills in writing and oral communication.

HSML Program Core Competencies

The competencies listed below are the standards that will guide your overall academic experience in this class. As you work on your assignments consider which skill sets you are developing within the specified competency. Each class in the HSML program builds up on these competencies, so that at the end of your academic journey you are well prepared to complete your capstone portfolio. The core competencies addressed in this course include:

1. Professional Development Competencies
   • demonstrate an awareness and understanding that board members themselves are volunteers
2. Diversity Awareness
   • understand alternative views
3. Ethics and values. Values
   • explain the importance of having standards and a code of conduct in a nonprofit organization
   • explain the values of a commitment to the service of others
4. Historical and Philosophical Foundations
   • describe the unique character and structure of nonprofit organizations and the role in the civil society
   • Identify the various types of nonprofit organizations that compose the sector.
   • Understand the historical, philosophical, religious, political, economic, and social forces that shaped the development of the nonprofit sector in contemporary American society
5. information management and technology
   • demonstrates basic computer literacy skills
   • demonstrate awareness and knowledge of technology resources
6. Nonprofit Management
   • explain the importance of a mission orientation and mission statement for nonprofit organizations

7. Career Development and Exploration
   - Communicate the primary focus of the mission for three or four nonprofit partners.
8. Communication skills.
   - Use effective verbal and nonverbal communication skills
   - use proper grammar and vocabulary in written and oral communication
   - Demonstrate effective public speaking skills.
   - Use effective listening techniques.
   - Demonstrate the ability to address various members of constituent groups appropriately
9. Employability Skills develop an effective resume
   - prepare appropriate job-search correspondence
   - research a nonprofit organization to determine capability with personal values and goals
10. Personal Attributes
   - demonstrate initiative
   - exhibit ethical and responsible behavior
   - Demonstrate the ability to be an effective team member.

COURSE SCHEDULE OF READING ASSIGNMENTS, LECTURES

Module	WEEK of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
MODULE 1 Foundations and Philosophies	Week 1 January 19-24	Week 1: **Introduction To Course** Course purpose; overview; understanding course expectations. All Service Learning Forms located on Blackboard home page	Syllabus, Orientation, Calendar
	Week 2 January 25-31	Week 2: Careers in Human Services ➢ Review Careers in the Nonprofit Sector ➢ Service Learning	Woodside and McClam **Chapter 1**
	Week 3 February 1-7	Week 3: Getting to Know the Human Service Organization ➢ Community Service & Public Service	Readings: Cryer, Ch. 1-2 *Sign the Release of Liability for Course ONLINE **Discussion 1**
	Week 4 Feb 8-14	**No Face-to-Face Class On-Line Work** Week 4 The History of Helping ➢ Mission & Vision Statements ➢ Understanding the Nonprofit Sector: ➢ Purpose and History; ➢ Distinguishing Features of Organizations	Readings: Quiz 1 Woodside and McClam, Ch. 2 **Due online: Service Learning Agency Agreement** *must have supervisor signature **Student/Agency Agreement** **Discussion 1**

Module	WEEK of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
MODULE 2 Effectively Working in the Helping Profession	Week 5 Feb 15-21	Week 5: Human Services Today ➢ Personal Rewards and Risks of Service **No Face-to-Face Class** **On-L**	Woodside and McClam, Chapter 3 **Blackboard** **Due:** All (SL) forms submitted after this date = 5 pt. penalty each.
	Week 6 Feb 22- 28	Week 6: Models of Service Delivery ➢ Roles of Those Who Share ➢ Foundations and Roles of Organizational Leadership - Gibelman & Furman PDF **No Face-to-Face Class** **On-Line Work**	Readings: Woodside and McClam, Ch. 4 Woodside Glossary Ch. 4 *Discussion 2*
	Week 7 Feb29 – March 6	Week 7: Program Development, Competencies, Issues and Trends ➢ Students to Work on Resource File Portfolio ➢ Students to Perform Service Learning **No Face-to-Face Class** **On-Line Work**	Readings: Cryer Ch. 3 Quiz 2 **Due Discussion 2**
	Week 8 March 7-13	Week 8: Working within the System, A Customer-Centered Approach ➢ Customer –Centered Approach to Program Development Working within the System	Woodside and McClam Ch. 8 Woodside Ch. 8 Glossary **1ˢᵗ (10-Hour) Log Sheet (Late -5 Pt. Penalty)**
	Week 9 March 14- 20	**SPRING BREAK**	
MODULE 3 Careers in Human Services and the Client Population	Week 10 March 21-27	Week 10: The Client and the Helping Process ➢ **No Face-to-Face Class** On-Line Work	Woodside and McClam, Ch.5 & 7 **Discussion 3**
	Week 11 March 28-April	Week 11: Online Work ➢ Students to Work on Resource File Portfolio ➢ Students to Perform Service Learning **No Face-to-Face Class** **On-Line Work**	**Due:** Submit: 2ⁿᵈ (10-Hour) Log Sheet **Due:** **Quiz 3** **Discussion 3**
	Week 12 April 4-10	Week 12: Online Work ➢ Work on Resource File Portfolio Perform Service Learning **Remember to Submit**: Resource File Portfolio	**Due:** Community Resource File Portfolio due today!

Module	WEEK of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
		➢ **No Face-to-Face Class** **On-Line Work**	

	Week 13 April 11-17	Week 13: Career Exploration and Professional Development
		   ➢ Career Exploration/Identification
		   ➢ Professional Development
		
		No Face-to-Face Class **On-Line Work**
		Discuss contents of an effective Resume and Cover Letter
			Woodside and McClam Ch. 7
			
			Discussion 4

MODULE 4 Ethics & Professional Demonstration	Week 14 April 18-24	Week 14 **No Face-to-Face Class** **On-Line Work**	Cryer Ch. 4 Discussion 4 Due Quiz 4

	Week 15 April 25-May 1	**Week 15: Human Services Professionals**
		   ➢ **Human Services Professionals**
		   ➢ **The Servant Leader**
		   ➢ **Complete Service Learning Projects**
			Due Online:
			*Service Learning Reflection Paper
			***3rd 10-hour Log** **(Late -5 Pt. Penalty)**
			***Service-Learning Evaluation of the Agency** **Due online &** (No late Papers Accepted) Blackboard Submission Required

	Week 16 May 2-8	*Service Learning Presentation Final*	**Present in class**
	Week 17 May 9	**Final Week**	

This schedule is subject to change by the instructor.
Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes course:

Major Course Projects & Points	Points
Community Resource File Binder (CRF): Investigate nonprofit community resources --through brochures, information packets, fliers, websites, etc. The source of information should come from three service agencies in each of the following categories (Not to exceed 25% from websites): Categories-*Education, Medical, Mental Health, Legal Services, Family Services and Crime Prevention.* <u>Students' resource file will contain 3 agencies from each of the listed categories = 20 community resources.</u> Each resource agency must have a summary of the agency that includes: agency's mission, services-what they do, location and contact information (include business cards, whenever possible). Submit in class. No Late CRFs Accepted. Include the CRF Grading Rubric…found on Blackboard Home page.	**40 Points**
Required/Mandatory Service Learning Experience & Logs: Must perform **30 hours** of direct service to the community through local community and public service nonprofits. A signed (supervisor) volunteer log is required. Hours must be completed by due date, unless emergency documentation is provided. Late completion of 30 hour project will result in a 15-point loss (subject to verification). A FAIL grade, if SL hours are not completed by end of term. You may not perform SL hours until **ALL** documents have been submitted to the instructor. Students will be held to the UNT Dallas guidelines on the Code of Behavior in class, as well as in the Service Learning. ***Unfavorable reports from students' volunteer supervisor or an agency representative can result in decreased Service Learning points; or asked to discontinue Service Learning; subsequent impact upon students' overall grade.*** At the end of the semester, you will give a formal presentation of the SL project you completed. **See Grading Rubric**	**20 Points**
APA Formal Service Learning Reflection Essay: At the end of the semester, you will submit a detailed formal essay/reflection of the SL that you completed. *This essay is a minimum of 4-5page (not including cover and references pages. All APA criteria must be adhered to.* You must discuss your experience by including a brief history of the nonprofit organization; determine the model of service delivery; your motives for participating; and your outcomes (what you gained as a result of your participation) and additional criteria found on Blackboard. Minimum of 5 references and sources must be included in APA format. Attach Title page.	**50 Points**

Submitting Online Discussions: Begin assignments early in case of technical difficulties.
 	
For 4 times throughout the semester students will be asked a specific question or questions related to
  course materials. *These questions will be posted in the Blackboard.* You will have a minimum of FIVE DAYS to post your response, read statements from other students and submit comments to them. Discussion Area submissions are worth total 20 points. Here are some guidelines regarding your participation in these class discussions.
 	
  1. For each question or questions that I've designated for a particular chapter, submit your well- considered response.   Then, take a look at what others have
	40 Points

said on the topic. Respond to at least TWO of your fellow students with at least one comment/question regarding something they have said. 2. As far as evaluating your discussion responses, I will be interested in whether a response shows an understanding of the concepts/theories covered in course materials or discussed in the class. Applying these concepts accurately shows your familiarity with the reading as well as your ability to apply it. Avoid simply repeating what others have already said in their responses. Take some time to offer different examples or ways of analyzing the issue. Also, it's important to remember that this isn't a talk show where it's adequate to simply state your personal opinion. 3. Remember, this isn't The Jerry Springer Show. Occasionally, it's apparent that a response is meant to be cute or funny, but not serious and thoughtful. I'm not looking for comedic talent. The discussions require more than having a conversation with your colleagues in the class. 4. I strongly recommend that you take the time to compose your discussion response (e.g., in your software program like Microsoft Word or Works), save it and then post it in the Discussion Area. <u>Always keep a copy of your discussion responses in case of a technical problem on the course website.</u>	
Service Learning Presentation Scheduled presentations will be completed during class meeting. Typically 10-15 minutes is scheduled per presentation. **All presentations must be accompanied by some form of visual enhancements, such as newspaper clipping, Internet printout, flyer, brochure, or a developed PowerPoint. Exceeding the maximum time frame will result in a 3-5 pt. penalty.**	**50 points**
Quizzes	**200 points**

Criteria for Grading:

Instrument	Value (points or percentages)	Total
Discussions	4 discussions at 10 points each	40
Formal Service Learning Reflection (SL)	50 points	50
Quizzes	4 at 50 points each	200
Projects (Community Resource File)	40 points	40
Mini presentation (SL)	50 points each	50
Completion of Service Learning Signed Log Contract Liability form	**20 points**	**20**
Total:		**400**

Grade Determination:
A = 360– 400 pts; i.e. 90% or better

University Policies and Procedures

Students with Disabilities (ADA Compliance):
Any student requesting academic accommodations based on a disability is required to register with Disability Services each semester. A letter of verification for approved accommodations can be obtained from this office. Please be sure the letter is delivered to me as early in the semester as possible. Disability Services is located in the Student Life Office in DAL2, Suite 200 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number is (972) 338-1775.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Student Evaluation of Teaching Effectiveness Policy:
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Class Assignment Policy:
Students are expected to use APA format & style on the formal essays, when using citations, and references listing. The suggested APA handbook is a great guidance tool. There are also various online sources that are available to students. One such online tool is the Citation Machine, which allows you to input requested sources of information and then place the source in its proper APA format. Go to: http://citationmachine.net/. All Formal essays/papers must include APA Title (cover) page and submitted into Blackboard assignment box. See Rubrics and APA Title page attachment at the end of the syllabus. All assignments due on specific date by the beginning of class period. **Begin assignments early in case of technical difficulties.**

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency.

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Course Policies: Assume Technical responsibility. Begin your assignments early. Be proactive.

Learning Environment
We all have a right to be respected. In addition, since this is a Human Services class, it is especially beneficial to have
an attitude of caring about others. Each member of the class is expected to treat others (and the instructor) with respect, to listen to others speak, and to refrain from distracting behavior. In order to ensure that everyone feels accepted and supported, negative comments related to race, ethnicity, religion, age, disability, sex or sexual orientation are not permitted. Students who disregard any of these policies will be suspended from the course until they have a meeting with me to discuss the terms of returning to class. The intent of this policy is to create an environment in which all students may maximize their learning potential.

Online Expectations
> The following ground rules will help your work in this course to go much more smoothly.
> Please carefully review these expectations and follow them.
> 1. Academic integrity will be appraised according to the student academic behavior
>   standards outlined at UNT Dallas.
> 2. Don't turn in late assignments.
> 3. Keep up with the reading. Please keep up with the reading. Students who keep up with
>   the reading tend to do much better in this kind of class than those who do not.
> 4. Work with others. You are required to make every effort to work effectively and promptly
>   with others. Fair criticism of your failure to work effectively with others will significantly
>   affect the assessment of your participation and collaboration.

5. However, you are personally responsible for your own work.

Late Assignments: No late assignments accepted after 7 days. Progressive penalties applied. Some assignments not accepted LATE. Review policy for each assignment criteria. Blackboard is only means to deliver assignments dedicated as online Blackboard submission.

Service Learning Agreement; Contract; Letter of Introduction:
See Blackboard Home Page…All forms must be completed and submitted by due dates. Please note the impact of unfavorable behavior and (or) report concerning student's performance, while interacting with the Service Learning Agency.

An unfavorable report from students' volunteer supervisor or the agency representative could result in decreased number of points for the Service Learning experience; being asked to discontinue Service Learning; and subsequent impact upon students' overall grade. Review UNT Student Handbook on Student's Code of Behavior.

APA Formatting and Avoiding Plagiarism
Students are expected to use APA format & style in their writing. This includes proper citation of sources sources and reference listing. The suggested APA handbook is a great guidance tool. There are also various online sources that are available to students. One such online tool is the Citation Machine, which allows you to

input requested sources of information and then place the source in its proper APA format. Go to: http://citationmachine.net/. All essays/papers must include APA Title (cover) page. See Rubrics and APA Title page attachment at the end of the syllabus.

Optional Policies

- *Use of Blackboard/Blackboard-* **All assignments assigned to Blackboard must be submitted no later than seven days of its due date. Any assignments assigned to Blackboard will not be accepted via instructors' email or hand delivered. (No exceptions). All assignments will be deducted by 3 points per day, after first 24 hours.**
- *Use of Cell Phones & other Electronic Gadgets in the Classroom-* **Use of cell phones or texting, etc., is not permitted in this classroom. You will be warned one time. Violations will affect your participation grade**.
- *Food & Drink in the Classroom-* **Refreshments will be permitted, unless this becomes bothersome, distractive or unsanitary.**
- *Use of Laptops-* **Laptops are allowed as long as students use the instrument for the sole purpose of coursework pertaining to this course. Students will be asked to shut down their computer, if this policy is violated. Student cannot use laptop in this class afterwards.**

WRITING TIPS

1. CLARITY: The writer expresses ideas in a natural voice that permits a smooth reading and clear communication of ideas. The writer writes so the ideas can be easily understood and so that the reader does not have to struggle to understand what the writer is saying.

2. FLOW AND LOGIC: Is an introductory paragraph included to grab the writer's attention? The main idea should be clear before the end of the introduction. There should be an obvious sense of the writer's direction at the beginning of the paper, as well as throughout the paper.

3. CRITICAL THINKING: The writer needs to demonstrate the ability to analyze a subject from different perspectives, identify what is at stake in each perspective, and connect conclusions to the paper's central thesis. The writer will avoid presenting supportive examples without making clear the significance of these examples and how each advances the writer's point. Bloom's taxonomy is useful in the application of critical thinking.

4. GRAMMAR: The effective use of language and diction needs to be employed. Suitable verbiage to the subject and the audience is important.

5. MECHANICS & USAGE: Mechanics include standard conventions of spelling, capitalization, punctuation, and paragraph indention. Correct use of verb tense, the apostrophe, subject-verb and noun-pronoun agreement, run-on and fragmented sentences, and misplaced and/or dangling modifiers.

APA GRADING RUBRIC

APA FORMAT		COMMENTS / DEDUCTIONS
Title Page:		
Margins/Line Spacing/Font		
Running Head/Page Numbers: top right corner		
Text:		
Margins/Line Spacing/Font		
Running Head/Page Numbers		
Headings: intro, discussion, conclusion		
Heading levels used consecutively		
Double space: entire manuscript, between lines of body text and titles, headings, block quotations, reference list		
Indent: first line of every paragraph one-half inch Align text to the left-hand margin		
Pages in order: title page, abstract, beginning of text, references on a new page		
Citations in Text:		
Referencing Quotations		
Quotes < or > 40 Words		
3-5 authors: write out all of the authors' names the first time they appear. Then use the first author's last name followed by "et al."		
In-text citations include the author's name and the publication year		
For a direct quotation, include the page number or specific location of phrase/sentences in original work		
Properly cited in text: every article mentioned in the paper should have an entry		
Reference List:		
Page Format: center the title		
Proper Use of Italics		
Author/Editor Information		
Alphabetizing Names		
Double space all entries		
Other Issues:		

SERVICE LEARNING
REFLECTIVE PAPER EVALUATION

Content and Structure **Unsatisfactory – 1 did not meet expectations** **Developing – 2 demonstrates partial completion of expectations** **Accomplished – 3 demonstrates achievement of performance level** **Masterful – 4 demonstrates exemplary achievement of highest expectations**	Poor (1)	Adequate (2)	Good (3)	Excellent (4)
1. Did student identify the organization mission and target population?				
2. Did student what happened at the service site? What service was performed				
3. Did the student discuss who he/she interacted with and what that person's role entailed?				
4. Did the student identify organizations strengths and challenges?				
5. Did the student examine the significance of the service and what it meant personally?				
6. Did the student explain what was learned that enhances the classroom instruction, what skills and knowledge from class was used or applied?				
7. Did the student provide at least three examples of what impact the experience had on his/her learning process? Did student make a connection between this experience and future career or educational endeavors?				
8. Grammar and Editing: The writing is free or almost free of errors.				
9. Clear and logical flow of paragraphs, sentences, and ideas. Paragraphs are logical. Sentences are well-phrased. Ideas are usually clearly linked to each other.				
10. APA format is used accurately and consistently in the paper and on the "References" page.				
			TOTAL = _____ score	

PRESENTATION EVALUATION
Instructor Form

Date:	Topic:

Issues to be addressed in Presentation Unsatisfactory – 1 did not meet expectations Developing – 2 demonstrates partial completion of expectations Accomplished – 3 demonstrates achievement of performance level Masterful – 4 demonstrates exemplary achievement of highest expectations	Poor (1)	Adequate (2)	Good (3)	Excellent (4)
Opening/Introduction :				
• Immediately captured the interest of the audience and convinced them to pay attention? Introduced self/group?				
• Stated what would be covered and how it would be covered?				
Organization:				
• Presentation was well organized?				
• Progression of ideas was easy to follow?				
• Main ideas were clearly distinguished into important sections?				
Content:				
• Support facts and data were adequate?				
• Information geared toward the needs and concerns of the audience ?				
• Used personal/professional experiences to make a point?				
Delivery Style:				
• Presentation was not read from a pre-written speech?				
• Presenter/s well prepared?				
• Used a natural and appropriate speaking style?				
• Did not speak too fast or too slow?				
• Used appropriate eye contact?				
• Used appropriate body language?				
• Affect was appropriate (e.g. enthusiasm, confident, concerned, etc.)				
Audio Visual Aids				
• Audiovisuals were titled, clear, easy to understand?				
• Used appropriately in presentation?				
• Presenters were familiar with the use of technology and demonstrated a level of confidence?				
The Closing				
• Conclusion summarized the presentation?				
• Major point – results and their importance were emphasized?				

Audience Participation				
• Presenter/s found a way to get the audience involved in the presentation (e.g. asked a list of questions and audience answered appropriately)?				
	/40 = _____ score			

Overall Evaluation

<div align="center">

COMMENTS:

(Strengths and Needs of Presentation, other issues?)

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