

University of North Texas at Dallas
Fall 2013
August 2013-December 2013
SYLLABUS

HSML 3000.090 Semester Hrs. 3

Department of Counseling and Human Services		Division of Education and Human Services	
Instructor Name:	Constance Lacy, Ph.D., LCSW, HS-BCP		
Office Location:	UNT Dallas		
Office Phone:	972-338-1381		
Email Address:	Constance.lacy@unt.edu		
Office Hours:	One hour prior to class & by appointment		
Virtual Office Hours:	Blackboard		
Classroom Location:	Bldg. 2, Room 338		
Class Meeting Days & Times:	Wednesday 10-12:50 PM		
Course Catalog Description:	<p>The foundation course for students interested in a career in one of the human service professions. Examination of the philosophy, values, roles and responsibilities of human services and human service workers in today's society. Examination of personal needs, interests, and potential strengths as a professional human service worker.</p> <p>This course further 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.</p> <p>This class is hybrid and meets 49 percent online and 51 percent face-to-face. Classes are scheduled to meet according to specification in the syllabus.</p>		
Prerequisites:	NONE		
Required Text:	<p>Cryer, S. (2008). <i>The nonprofit career guide: how to land a job that makes a difference</i>. MN: Fieldstone Alliance. IBN: 978-0-940069-59-6</p> <p>Schwartz, B.M., Landrum, R.E., and Gurung, R.A.R. (2012). <i>An easy guide to APA style</i>. CA: SAGE Publications, Inc., ISBN: 978-1-4129-9124-7</p> <p>Woodside, Marianne R. & McClam, T. (2012). <i>An introduction to human services (7th ed.)</i>. CA: Thompson Brooks/Cole, ISBN-13: 9780840033710</p>		
NOTE: Students' grades will be reduced one letter grade, if not in possession of these required texts.			
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com</p>		
Course Goals or Overview:			
<p>The goal of this course is to help you apply theories, principles, and skills associated with the delivery of Human Services. By the end of this course you will be able to:</p> <ul style="list-style-type: none"> Carry out the personal assessment, career development, and professional skills needed for successful careers in community and public service or active citizenship. 			

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- 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.
- Implement skills learned through service learning and civic involvement as a volunteer or service professional.

The readings, activities, and assessments will help you:

- Conceptualize the foundation and core background of nonprofit organizations;
- Demonstrate the ability to work effectively and grow, while performing Service Learning in the nonprofit organization;
- Communicate the characteristics of an effective helping profession;
- Discuss careers in human services and the setting of those careers
- Demonstrate the ability to understand the ethical standards for human services professionals

Learning Objectives/Outcomes: At the end of this course, the student will

1	Understand the foundation and core background of nonprofit organizations;
2	Demonstrate the ability to work effectively and grow, while performing Service Learning in the nonprofit organization;
3	Define the characteristics of an effective helping profession;
4	Be aware of the variety of careers in human services and the setting of those careers;
5	Demonstrate the ability to understand the ethical standards for human services professionals;
6	Strengthen skills in writing and oral communication.

***This is an extremely fast paced course. Organization, focus, persistence and the incorporation of time management skills are critical to your successful completion of this course. Reviewing and looking ahead to the upcoming assignments and work is an important step to take in order to remain in sync with the work you are required to complete for this course.**

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 Evaluation Methods

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

Class Participation – daily attendance and participation in class discussions

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

RATest Policy: RATests & missed in-class assignments cannot be made up

Formal Assignments – All written in APA Format: written assignments designed to supplement and reinforce course material; due by beginning of class session in Blackboard.

Projects – Community Resource File

RATest; Team Activities & Exam – written tests & activities designed to measure knowledge of presented course material

Criteria for Grading:

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Instrument	Value (points)	Total
Class Attend/Participation/Conduct	50 points	50
Social Problems Paper	50 points	50
Community Resource File <ul style="list-style-type: none"> • Pt. 1 – Annotated Bibliography • Pt. 2 - Portfolio 	60 points	60
Service Learning Project <ul style="list-style-type: none"> • Pt. I. SL Description • Pt. II. SL Evaluation • Pt. III. SL Reflection • Pt. IV. SL Presentation 	4 sections @ 50 points	200
Final – Service Learning (SL) Project Paper	100 points	100
Cover Letter and Resume	10 points each	20
Rates Individual	3 at 60 points each	180
RAT Team Tests	3at 60 points each	180
Team (Group) Assignments	Peer eval scores are determined at end of course	*
Service Learning Forms Turned In	3 @ 10	30
Signed Service Learning Time Activity Logs - Completed	3 @ 10	30
Total:		900*

Grade Determination: 90-100%= A; 80-89%=B; 70-79%=C; 60-69%=D; 59-0%=F

*TBD=To Be Determined

**Total does not include Team Group Assignments; Added at end of course.

***EXTRA You have an opportunity to earn up to 3 pts. for attendance of identified community events. (Maximum: 6 pts.)

Instructor's expectations

A. **Instructor's Response time:** While I will do my best to respond to your emails within 3 business days (M-F), my schedule can be restrictive at times. Therefore, I will certainly make every effort to respond before the next scheduled class meeting date.

B. **Emails:** Please note that emails will NOT be responded to on the weekends or on a holiday.

C. **Notifications:** Any changes to the course schedule will be posted on Blackboard Announcements. I will notify students if I am going out of town, experiencing a family emergency, or for any reason I cannot respond to inquiries within the timeframe indicated above.

D. **Grading:** While I will do my best to have your assignments grading in a timely manner, that will not always be possible. I may take up to 3 weeks to grade any assignments and will post grades within the Grade Center of the course shell.

Overall Course Participation

Students' professionalism in class attendance and in students' Service Learning (a nonprofit agency) is a must! You will receive a grade based on your class participation and service learning participation, so be prepared and ready to discuss for each class meeting. Points will be deducted for negative participation or reporting. **Optional:** In-class assignments may be given. These **cannot** be made up during a later class meeting.

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COURSE SCHEDULE OF ASSIGNMENT DUE DATES

Module	Week	TOPIC	ASSIGNMENTS DUE What's due this week:
MODULE 1 Foundations and Philosophies	Aug 28	➤ Week 1: Introduction To Course	<ul style="list-style-type: none"> ➤ Student Introduction ➤ Release Of Liability Form ➤ RAT Practice
	Sep 4	➤ Week 2: Careers In Human Services	<ul style="list-style-type: none"> ➤ Service Learning Contract Forms ➤ My Plan Inventory ➤ Pt.1 Community Resource File
	Sep 11	➤ Week 3: Getting To Know The Human Service Organization (NO FACE TO FACE MEETING)	<ul style="list-style-type: none"> ➤ Think-Jot-Share activity ➤ Case Study
	Sep 18	➤ Week 4: History of helping	<ul style="list-style-type: none"> ➤ RAT #1 (Chapters 1-3) ➤ Time Logs- 1st 10 Hours ➤ Pt.1 Service Learning Project Description
MODULE 2 Effectively Working in the Helping Profession	Sep 25	Week 5: Human Services Today (NO FACE TO FACE MEETING) MANDATORY ETS PROFICIENCY TESTING BUILDING 1, ROOM 336	<ul style="list-style-type: none"> ➤ Think-Jot-Share Group Activity ➤ Can of Worms group Discussion Board Activity ➤ "Poll Everywhere" poll
	Oct 2	➤ Week 6: Models Of Service Delivery	<ul style="list-style-type: none"> ➤ Research Social Problem Paper
	Oct 9	➤ Week 7: Professional Development, Competencies, Issues And Trends (NO FACE TO FACE MEETING)	<ul style="list-style-type: none"> ➤ Think-Jot-Share (online) Activity ➤ Prosaic Group Discussion Board Activity
	Oct 16	➤ Week 8: Working Within The System: A Customer – Centered Approach	<ul style="list-style-type: none"> ➤ Time Logs- 2nd 10 hours ➤ RAT #2 (Chapter 4-7) ➤ Pt. 2 Service Learning Project Evaluation
MODULE 3 Careers in	Oct 23	➤ Week 9: The Client & The Helping Process (Ch. 5)	<ul style="list-style-type: none"> ➤ Think-Jot-Share Activity ➤ Film Critique Group Discussion Board Activity
	Oct 30	➤ Week 10: The Client & The Helping Process (Ch. 7) (NO FACE TO FACE MEETING)	<ul style="list-style-type: none"> ➤ Poverty & Budgeting Groups Discussion board Activity ➤ Helping Case Analysis

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Module	Week	TOPIC	ASSIGNMENTS DUE
			What's due this week:
Human Services and the Client Population	Nov 6	➤ Week 11: Career Exploration and Professional Development	➤ Cover Letter ➤ Resume
	Nov 13	➤ Week 12: Human Services Professionals	➤ Think-Jot-Share Activity ➤ Time Logs- Last 10 Hours ➤ RAT #3 (Chapter 8-11) ➤ Pt. 3 Service Learning Reflection Paper
MODULE 4 Ethics & Professional Demonstration	Nov 20	➤ Week 13: Professional Concerns (NO FACE TO FACE MEETING)	➤ Ethical Dilemma- Film Review ➤ Ethical Dilemma- Case Vignette ➤ Community Resource Portfolio Binder Due to Instructor's Office
	Nov 27	➤ Week 14: (NO FACE TO FACE MEETING) Thanks Giving Holiday	➤ Finalize Your Service Learning Presentation and Projects!
	Dec 4	➤ Week 15: Service Learning Presentations	➤ Self- Assessment Form ➤ Agency Evaluation Form ➤ Pt.4 Service Learning Presentation ➤ Final Service Learning Paper
	Dec 11	➤ Week 16: Service Learning Presentations	➤ Pt. 4 Service Learning Presentations (Continued)

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. Common courtesy and respect will be extended to all. Students who are abusive to this policy may be asked to leave the classroom and will lose points. Problems in adhering to this policy may result in being dropped or failing this course.

Students with Disabilities

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with

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informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Counseling and Human Services is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, Disability Accommodations for Students, and by visiting Student Life, Building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

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. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent. **Due to this short 5 week course, attendance requirements are stringent. After the second undocumented/unexcused absence, students' grade will be decreased by one full letter grade.**

- Disruptive behavior, such as chronic tardiness, newspaper reading, or carrying on the side conversations is not tolerated.
- Use of cell phones in the classroom is prohibited and will result in points being deducted from the overall grade for each occurrence. Pagers must be set to the vibrate option or turned off.
- Review the earlier statements concerning late or missed assignments.
- Review the earlier statements on acceptable computer use in the classroom.
- Incompletes (I) can be given only if a student is "unable to complete their academic responsibilities" for medical (disease or injury) or legal reasons (jury duty, military service) or other "extraordinary" reasons documented in writing on letterhead with a verifiable signature.

Check the UNT calendar for Drop dates!

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 tends 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.

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Reading Assignments

All assigned material must be read prior to each class meeting. The text is selected to provoke and challenge you. A portion of each class period will be used to discuss and critically assess the content in the readings. You are encouraged to openly discuss opinions, feelings, and reactions to course topics. You should consider the applicability of these readings to other issues and policies affecting practice in helping professions. Your participation in this process will ensure that learning is successful in your preparation as a professional.

Quizzes and Exams will be based on reading assignments/lectures/discussions/video and or audio presentations.

APA Formatting-See APA Guide Below.

Students are expected to use APA format & style in all writing assignments. This includes proper citation of sources and reference listing. The REQUIRED 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 attachment at the end of the syllabus.

Confidentiality Agreement

It is expected that those in this course will go through a process of growth and development. As such, it is essential that we support one another in this process of better understanding others and ourselves. Our views are sure to differ, but hopefully we can learn to listen attentively to others. The class is to be viewed as a safe, supportive environment in which we can individually and collectively voice our opinions and thoughts. Due to the sensitive nature of the discussions that may take place, you may demonstrate a range of reactions, opinions, or emotions. To protect confidentiality, you are advised not to discuss comments made by specific individuals outside of the classroom. However, you may choose to discuss areas of concern in private with the instructor.

Student Expectations

- Use of Blackboard Learn: 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, distracting 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.

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.

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.

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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.

Note: APA format will be applied. Use of proper citations and referencing is required. Please review the attached APA Scoring Rubric.