

**University of North Texas at Dallas**  
**Fall 2012**  
**SYLLABUS**

<b>HSML 3000.090 Semester Hrs. 3</b>	
<b>Department of Counseling and Human Services</b>	<b>Division of Education and Human Services</b>
<b>Instructor Name:</b>	<i>Constance Lacy, Ph.D.; LCSW; HS-BCP</i>
<b>Office Location:</b>	<i>UNT Dallas Bldg. 2, Rm. 329</i>
<b>Office Phone:</b>	<i>972-338 1381; General 972-780-3600</i>
<b>Email Address:</b>	<i>Constance.Lacy@unt.edu; Blackboard course email</i>
<b>Office Hours:</b>	Monday 1:00 pm to 4:00pm. . Thursday 1:00 pm to 4:00 pm
<b>Virtual Office Hours:</b>	<i>Blackboard Wed 1:00 pm to 3:00 pm</i>
<b>Classroom Location:</b>	<b>Bldg. 2, Room 338</b>
<b>Class Meeting Days &amp; Times:</b>	<b>Wednesday, 10:00AM to 12:50PM</b>
<b>Course Catalog Description:</b>	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 (face-to-face & online). During your online weeks, you will have an opportunity to complete the course required 30 hours of volunteer work. <b>Week 3 will begin the hybrid format. See schedule for dates.</b>
<b>Prerequisites:</b>	<b>NONE</b>
<b>Required Text:</b>	<ol style="list-style-type: none"> <li>1) Woodside, Marianne R. &amp; McClam, T. (2012). <i>An introduction to human services (7<sup>th</sup> ed.)</i>. CA: Thompson Brooks/Cole, ISBN-13: 9780840033710</li> <li>2) Cryer, S. (2008). <i>The nonprofit career guide: how to land a job that makes a difference</i>. MN: Fieldstone Alliance., ISBN: 978-0-940069-59-6</li> <li>3) 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</li> </ol>
<b>Students' grades will be reduced one letter grade, if not in possession of these required texts.</b>	
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a>

	UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fheg.follett.com">1012mgr@fheg.follett.com</a>
<b>Course Goals or Overview:</b>	
	Students who have successfully completed the course should be able to: <ul style="list-style-type: none"> <li>• Apply the theories, principles, and skills associated with the delivery of Human Services.</li> <li>• Carry out the personal assessment, career development, and professional skills needed for successful careers in community and public service or active citizenship.</li> <li>• Identify and describe the historical and philosophical basis of the community/public service sector and organizations within this sector.</li> <li>• Articulate the mission, structure, history, and career potential in a specific community/public service agency.</li> <li>• Articulate their role, personal appreciation for, and understanding of civic involvement as a volunteer or service professional.</li> </ul>
<b>Learning Objectives/Outcomes:</b> 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.

**Your Course Modules will guide you!**

### 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

**Weekly Journals** - You are expected to write a weekly reaction which will help you. Your journal notes should help you with your final Service Learning Reflection Paper.

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

The instructor reserves the right to deviate from this syllabus as needed at his/her discretion.

### Criteria for Grading:

Instrument	Value (points)	Total
Class Attend/Partic/Conduct	50 points	50
Formal – Research Social Problems (SP)	40 points	40
Community Resource File	60 points	60
Service Learning Presentation	100 points	100
Service Learning Reflection Paper (SL)	100 points	100
Online Assignments	6 assignments at 10 points each	60
Cover Letter and Resume	10 points each	20
RATest Individual	3 at 60 points each	180
RAT Team Tests	3 at 60 points each	180
Final Exam	180 points	180
<b>Team (Group) Assignments</b>	<b>Peer eval scores are determined at end of course</b>	
Initial Service Learning Forms Turned In	10	10
Signed Service Learning Time Activity Log - Completed	30	30

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. **per attendance** of one **identified** community events or HSLA student organization-sponsored event. (Maximum: 6 pts.)

### Overall Course Participation

Students' professionalism in class attendance and in students' Service Learning (volunteer 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.

### 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.


### Late Work Policy

It is expected that students complete their assignments by the assigned due date. Please note that **late assignments** will be penalized 10% each day for a maximum of 3 days and then not accepted (unless documented and approved emergency) and may not be accepted at the instructor's discretion

**COURSE OUTLINE, READING ASSIGNMENTS, LECTURES,  
SCHEDULE OF ASSIGNMENT DUE DATES**

Class	Week of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
Week 1	Aug. 29	Introduction To Course <ul style="list-style-type: none"> <li>➤ HSML Competencies</li> <li>➤ Course purpose; Overview; understanding, introduction, and sharing; APA formatting (go over handbook); <a href="http://citationmachine.net">http://citationmachine.net</a></li> <li>➤</li> </ul>	Readings: Syllabus, Orientation, Calendar  <b>Due:</b> * Sign the Release of Liability for Course ONLINE *Complete Pretest ONLINE *Compete ONLINE introduction Assignment * Complete Pre-test Survey ONLINE
Week 2	Sept. 5	Module 1: Careers in Human Services <ul style="list-style-type: none"> <li>➤ Review Careers in the Nonprofit Sector</li> <li>➤ Service Learning</li> <li>➤ CBO Presentations and SL Sign- up</li> </ul> Lab: Career and Major Exploration (Trish Quinones meet in computer lab)	Readings Cryer Ch.1  <b>Due:</b> <b>*Online Assignment #1 – MyPlan</b>
Week 3	Sept. 12	Module 2: Getting to Know the Human Service Organization <ul style="list-style-type: none"> <li>➤ Community Service &amp; Public Service</li> </ul> <b>No Face-to-Face Class                      On-Line Work</b>	Readings: Woodside and McClam, Ch. 1 Woodside Ch. 1- Glossary  <b>DUE:</b> <b>*On-Line Assignment #2</b>
Week 4	Sept. 19	Module 3: The History of Helping <ul style="list-style-type: none"> <li>➤ Mission &amp; Vision Statements</li> <li>➤ Understanding the Nonprofit Sector: Purpose and History;</li> <li>➤ Distinguishing Features of Organizations</li> <li>➤ Community Resource File</li> </ul> Example: Community Resource File Portfolio is available for viewing in the Instructor's ofc.  <b>RAT #1 (Over Modules 1 and 2)</b>	Readings: Cryer Ch. 2 (pp. 51 – 83) Weis and Long, Ch. 1 Woodside and McClam, Ch. 2 Woodside Ch. 2 Glossary  <b>Due online:</b> <b>*SL Learning Agreement Contract</b> <b>*SL Agency/Student Agreement</b> <b>*Letter of Introduction</b> (must be on agency letter head)
Week 5	Sept. 26	Module 4: Human Services Today <ul style="list-style-type: none"> <li>➤ Personal Rewards and Risks of Service</li> <li>➤ APA Formatting (Need book)</li> </ul> <b>No Face-to-Face Class                      On-Line Work</b>	Readings: Woodside and McClam, Ch.3 Weis and Long, Ch. 7  <b>Due:</b> <b>*Assigned placement confirmation form</b> <b>*Service Learning Contract</b> <b>*On-Line Assignment #3- The Cost of Volunteer</b>

Class	Week of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
Week 6	Oct. 3	Module 5: Models of Service Delivery <ul style="list-style-type: none"> <li>➤ Roles of Those Who Share</li> <li>➤ Foundations and Roles of Organizational Leadership - Gibelman &amp; Furman PDF</li> </ul> <p style="text-align: center;"><b>RAT #2 (over Modules 3 &amp; 4)</b></p>	Readings: Woodside and McClam, Ch. 4 Woodside Glossary Ch. 4 Weis and Long, Ch. 3, 5 Cryer Ch. 2 (pp. 84 – 108) <p style="text-align: center;"><b>All (SL) forms submitted after this date = 5 pt. penalty each.</b></p>
Week 7	Oct. 10	Module 6: Program Development, Competencies, Issues and Trends <ul style="list-style-type: none"> <li>➤ Students to Work on Resource File Portfolio</li> <li>➤ Students to Perform Service Learning</li> </ul> -Remember: Formal <b>Social Problems Paper Due 10/31</b> <b>No Face-to-Face Class                      On-Line Work</b>	Readings: Cryer Ch. 3 (pp. 109 – 130) Weis and Long, Chap. 4 <p style="text-align: center;"><b>Note: First SL time log is due online in one week (10/17)</b></p>
Week 8	Oct. 17	Module 7: Working within the System, A Customer-Centered Approach <ul style="list-style-type: none"> <li>➤ Customer –Centered Approach to Program Development</li> <li>➤ Working within the System</li> <li>➤ Promusica               <ul style="list-style-type: none"> <li>○ Team Activity: One Person Post the Team's Answers Online</li> </ul> </li> </ul>	Readings: Weis and Long, Chap. 5 Woodside and McClam Ch. 8 Woodside Ch. 8 Glossary Cryer Ch.3 (pp. 131 – 165) <p style="text-align: center;"><b>Due:</b>  <b>*Online team response to Promusica *1<sup>st</sup> (10-Hour) Log Sheet (Late -5 Pt. Penalty)</b></p>
Week 9	Oct. 24	Module 8: The Client and the Helping Process <ul style="list-style-type: none"> <li>➤ In-class Team Activity</li> </ul> <p style="text-align: center;"><b>RAT #3 (Over Modules 5, 6 &amp; 7)</b></p>	Readings: Woodside and McClam, Ch.5 & 7 <p style="text-align: center;"><b>Due:</b>  <b>*Online Assignment #4- Womankind</b></p>
Week 10	Oct. 31	Module 9: Online Work <ul style="list-style-type: none"> <li>➤ Students to Work on Resource File Portfolio</li> <li>➤ Students to Perform Service Learning</li> </ul> Remember: <b>Resource File Portfolio Due 11/21</b> <b>No Face-to-Face Class   On-Line Work</b>	<b>Due:</b> <b>*Submit Social Problems Paper Online</b> <p style="text-align: center;"><b>Note: 2<sup>nd</sup> (10-Hour) Log Sheet Due 11/21 (10 Pt. Late Penalty)</b></p>
Week 11	Nov. 7	Module 10: Career Exploration and Professional Development <ul style="list-style-type: none"> <li>➤ Career Exploration/Identification</li> <li>➤ Professional Development</li> </ul> Discuss contents of an effective Resume and Cover Letter	Readings: Weis and Long, Ch. 9 Woodside and McClam Ch. 7 Cryer Ch. 4 <p style="text-align: center;"><b>Due:</b>  <b>*Online Assignment #5 – Dual Relationships</b></p>
Week 12	Nov. 14	Module 11: Human Services Professionals <ul style="list-style-type: none"> <li>➤ Human Services Professionals</li> <li>➤ The Servant Leader</li> <li>➤ In-Class Discussion Board Assignment</li> <li>➤ <b>*Discussion board- Ethical dilemmas</b></li> </ul>	Readings: Cryer Ch. 5 Woodside and McClam, Ch. 6 Woodside Ch. 6 Glossary <p style="text-align: center;"><b>Due:</b>  <b>*Resume, and Cover Letter ONLINE</b></p>

Class	Week of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
Week 13	Nov. 21	Module 12: Online Work <ul style="list-style-type: none"> <li>➤ Work on Resource File Portfolio</li> <li>➤ Perform Service Learning</li> </ul> <b>Remember to submit:</b> Resource File Portfolio in the Instructor's Office  <b>No Face-to-Face Class      On-Line Work</b>	<b>Due:</b> <b>*Submit: 2<sup>nd</sup> (10-Hour) Log Sheet (Late -5 Pt. Penalty) ONLINE</b> *Community Resource File Portfolio due today! In my office by 10 AM.
Week 14	Nov. 28	Module 13: Online Work <ul style="list-style-type: none"> <li>➤ Complete Service Learning Projects</li> </ul> <b>No Face-to-Face Class      On-Line Work</b>	<b>Due:</b> <b>*On-Line Assignment #6</b>  <b>Note: Final log due December 5 (No late Assignments Accepted-Blackboard submission)</b>
Week 15	Dec. 5	Module 14: SL Presentations <ul style="list-style-type: none"> <li>➤ Students with last names A-M</li> <li>➤ <b>Students complete the HSML Post-TEST</b></li> </ul>	Make Sure All Assignments Are Turned In Before Class <b>Due :</b> <b>*Service Learning Reflection Paper</b> <b>*3<sup>rd</sup> 10-hour Log (Late -5 Pt. Penalty)</b> <b>*Service-Learning Evaluation of the Agency</b> <b>Due online &amp; present in class – Service Learning Presentation Final</b>  (No late Papers Accepted) <b>Blackboard Submission Required</b>
Week 16	Dec. 12	Module 14 (continued): SL Presentations <ul style="list-style-type: none"> <li>➤ Students with last names N-Z</li> </ul> <b>FINAL EXAM (over LESSONS 6, 7, 8) (ON-LINE Must be completed by 12/14)</b>	 <b>THE END!</b>

### 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.

### 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](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

### 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 the amount of face to face meetings in this 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 date!**

### **Academic Integrity**

You are encouraged to become familiar with the information posted by the University Committee on Student rights and Responsibilities ([www.unt.edu/csrr/index.html](http://www.unt.edu/csrr/index.html)). The policies regarding student conduct and academic dishonesty, which are posted at this location, apply to this class. It is your responsibility to review this information. I need to be able to assess your individual performance; therefore all papers must be your own work. Plagiarism is a serious violation and will result in severe consequences (regardless of intent or ignorance); possibly resulting in receipt of a failing grade for the entire course. If you have questions, please ask. **Students with reading, writing (technical difficulties) will be referred to Laurie Smith for services. APA format and style, scholarly workmanship is required. Please see Grading and Writing Rubric at the end of this syllabus.**

### **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.**

### **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.

### **University Policies and Procedures – 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 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](mailto:studentlife@unt.edu).

### **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.

### **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, 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.**

### **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 indentation. 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.**