



Syllabus

DIVISION OF ARTS AND SCIENCES HSVC 486: Capstone/Internship Seminar II

5 Credits
Effective: Spring 2017/2018

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

FACULTY

Faculty Name: Michael Theisen

Contact Information: mtheisen@cityu.edu
(206) 239-4762

COURSE DESCRIPTION

The Capstone/Internship Seminar provides students with the opportunity to apply human services theories and practice skills gained from previous coursework and work and life experiences to the internship setting. Students will explore and share with other students and the instructor the knowledge, skills, and professional development gained from their internship. This course is taken concurrently with HSVC 485 Internship II.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:

- Apply and integrate learning from course work to the direct service delivery or administration of human services.
- Apply the ethical standards of the field to the direct delivery or administration of human services.
- Demonstrate effective communication and assessment skills with individuals, families, groups, the organization and/or the community as relevant to the internship placement.
- Demonstrate culturally competent practice in working with clients, communities and organizations.
- Develop, implement and evaluate effective interventions for individuals, families, groups, organizations, and/or communities that are appropriate to the client(s) or community being served.

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Case management
- Conflict resolution
- Professional development
- Professional role
- Program Evaluation
- Self-care plan
- Supervision
- Team work
- Termination
- Trauma stewardship

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Course Activities & Discussion	25%
Program Evaluation Plan: Part 1	25%
Program Evaluation Plan: Part 2	25%
Professional Journey Synthesis Paper	25%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Course Activities & Discussion

Class participation through discussion and other activities is an integral part of this course. To provide a structure for balanced participation and allow the student to maximize the benefit of the discussion activities, students should follow these guidelines:

- 1) Post responses to discussion questions in the first three days of the school week (Monday through Wednesday in online classes; various days in mixed-mode classes).
- 2) Post at least three or more thoughtful and topic-relevant comments to responses made by classmates over at least three different days of the school week, ending on Sunday in online classes and various days in mixed-mode classes.
- 3) Respond to any questions that the instructor has regarding the original post by the end of the school week.

Additionally, students are expected to attend and participate in all classroom sessions and course activities conducted during those sessions. Instructors will provide detailed grading criteria for in-class attendance

and participation in classroom-based activities. The following is the grading criteria for online discussion board activities.

<i>Components</i>	<i>% of Grade</i>
Quality of Responses	70%
Quantity of Responses	15%
Timeliness	15%
TOTAL	100%

Program Evaluation Plan: Part 1

Program evaluation is the systematic gathering and use of empirical information or data to assess and improve the effectiveness of human services programs. Students will develop an evaluation plan for a program or intervention that is being implemented at their internship site. This paper will be done in two parts. Part 1 should be 2-4 pages long. Include the elements listed below in this first draft of the evaluation plan:

- 1) Define the Problem: Define the problem or the need the program is trying to address. Describe the prevalence of the problem, its scope and significance, in the organization or within the community. Describe the population that is impacted by the problem and how it is impacted. If possible, use any reports or literature that the agency has available. Students should consider also who in the agency they need information from in order to get a better understanding of the problem.
- 2) Describe the Program or Intervention: Describe in detail the program or intervention that the organization is currently providing to address the problem. What are the goals of the program? 3) Questions & Indicators: What research question(s) is the program evaluation trying to answer? What are the measurable indicators the student will use to answer the research question(s)? [In other words, what will the student measure to see if the intervention/program is having the desired effect?]

<i>Components</i>	<i>% of Grade</i>
DAS-U-Organization and coherence	15%
DAS-U-Style and mechanics	15%
DAS-U-Evidence and support	30%
Program Evaluation	40%
TOTAL	100%

Program Evaluation Plan: Part 2

Program evaluation is the systematic gathering and use of empirical information or data to assess and improve the effectiveness of human services programs. Students will develop an evaluation plan for a program or intervention that is being implemented at their internship site. This paper will be done in two parts. Part 2 should be 6-8 pages long and should build on the content from Part 1. Include the elements listed below in the evaluation plan:

- 1) Define the Problem: Define the problem or the need the program is trying to address. Describe the prevalence of the problem, its scope and significance, in the organization or within the community. Describe the population that is impacted by the problem and how it is impacted. If

possible, use any reports or literature that the agency has available. The student should consider also who in the agency s/he needs information from in order to get a better understanding of the problem.

- 2) Describe the Program or Intervention: Describe in detail the program or intervention that the organization is currently providing to address the problem. What are the goals of the program? How is the agency going to measure the success of the intervention/program? What do you see as their desired outcome?
- 4) Research the Problem and Intervention: Review some of the literature of both the problem and the intervention. In this section, describe in your own words what is known about this particular type of problem from your previous course work and from the research literature and also what is known about the particular intervention used by the agency. The student must cite at least three sources: at least two from current or previous textbooks and at least one from professional literature. Students should combine their own thoughtful analysis with ideas and information found in these resources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support their analysis of the problems and interventions.
- 5) Stakeholders: Who are the stakeholders that are impacted in this evaluation process? How would they be impacted by this program or intervention?
- 6) Implementation: What challenges has the student observed in the implementation of this program/intervention?
- 7) References: List here, in APA format, each source mentioned in the paper. Students must cite the sources of all ideas, facts, and information used that are not their own, even though if the information was put into the student's own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Organization and coherence	15%
DAS-U-Style and mechanics	15%
DAS-U-Evidence and support	30%
Program Evaluation	40%
TOTAL	100%

Professional Journey Synthesis Paper

Students will write a 6-8 page paper, in APA format, synthesizing their professional journey to date in the human services profession. Students will use specific examples from their experience and also will cite appropriate academic and professional sources. The paper will consist of the following elements:

- 1) Students will explain how they came to choose the profession of human services.
- 2) Students will describe their philosophy of human services practice: What has the student learned about the history of the profession, as well as relevant theories from psychology, counseling, social work, human services, and sociology, that inform her or his practice? Students should cite at least 5 sources in this section, including current and previous textbooks, as well as the professional literature. Students should combine their own thoughtful analysis with ideas and information found in these resources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but explain the history and theories that have influenced them in their own words.
- 3) Students will describe how their education, work experience, and internship experience have informed their philosophy and their growth as human service professionals and give specific examples.

- 4) Students will explore how they have developed in ethical practice and cultural competence during the course of their education and internship and give specific examples. Students will compare the Ethical Self-Assessment results from HSVC 490 with the results of taking the same Ethical Self-Assessment in HSVC 495.
- 5) Students will outline their long-term plans for self-care and burnout prevention.
- 6) What are the student's goals and plans for ongoing professional development? Include the areas of employment, education, licensure, networking and other aspects. Include specific strategies and timelines in the plans.

Use APA format to list each resource mentioned in the paper. Students must cite the sources of all ideas, facts, and information used that are not their own, even if the information is put into the student's own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Evidence and support	20%
DAS-U-Organization and coherence	15%
DAS-U-Style and mechanics	15%
Professional Role & Career Goals	30%
Apply coursework	20%
TOTAL	100%

COURSE POLICIES

Late Assignments

Per Division of Arts and Sciences policy, undergraduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions.

A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 15 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 30 percent of the grade will be deducted. Coursework received after one week (seven days) will not be graded and will receive a zero grade.

Participation

Undergraduate online and mixed-mode classes are required to use the Blackboard Discussion Board online. Participation through discussion to exchange knowledge, ideas, and thoughts is an integral,

mandatory part of this course. Participation on the Discussion Board – the virtual classroom – enhances the student’s learning process and experience in this course, and lack of participation will result in a reduction in grade (see grading rubric).

Participation is active engagement in discussions in the form of sharing new ideas, examples and resources, as well as constructive disagreement and incorporation of course materials and concepts in comments. This requires frequent monitoring of the Discussion Board, timely responses, integration of course material and other sources, and ongoing conversations that extend, modify, and add to understanding, creating a vibrant learning community.

The following guidelines apply to all DAS undergraduate online and mixed-mode classes:

1. For fully online courses, students are expected to spend one hour per credit hour per week participating in online activities (for example, for a 5-credit course, the student would spend 5 hours per week on the Discussion Board). It is expected that students access their Blackboard course shell, including the Discussion Board, a minimum of 3 days per week.
For mixed-mode courses, students are expected to spend the allotted online hours participating in online activities (for example, for a 5-credit mixed-mode course where 3 hours are spent face-to-face in a classroom, students would spend 2 hours per week on the Discussion Board).
2. The instructor will provide 2 or more discussion board questions/assignments by early Monday each week (normally 2 or 3 per week for fully online classes, and one or more for mixed-mode classes). Students must post their initial comments to each discussion board question/assignment no later than midnight Wednesday.
3. For each discussion question/assignment, a minimum of 2 thoughtful and topic-relevant responses to classmates’ comments per discussion question are required no later than midnight Sunday. Explain why you agree or disagree, ask questions, add to or modify ideas, and respectfully find strengths and weaknesses in classmates’ ideas.
4. In order to encourage discussion, it is expected that students will participate throughout the week rather than waiting until Sunday to post all responses.
5. Each post should be at least one well-developed paragraph (no less than 10 sentences in length). “Good post” or similar responses are not considered contributions to class discussions and will not count toward posting requirements.
6. In addition to making at least 2 responses to classmates’ comments per discussion question/assignment, students must respond to all questions posed by instructor to their initial discussion comments.
7. All posts must have correct grammar, spelling, punctuation, and APA style.
8. Students are expected to act professionally, avoiding personal attacks, questionable language, and offtopic comments.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle’s academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.