

## COURSE SYLLABUS

**EDU2221 –08 Human Services Senior Seminar**                      **Lillian Barden, PhD**  
**Spring 2010 – Term 1 Office Hours: By Appointment**      **lilbarden@astound.net**  
**Mondays 6:00 p.m. to 10:15 p.m.**                                      **Phone: (650) 401-6089**  
**Class Meetings: 1/25, 2/1, 2/8 2/22, 3/1, and 3/5 (FRIDAY)**  
**Final Follow-up Class on Friday, April 30 at 6:00 p.m.**

### **Course Description**

Prerequisites: Completion of core requirements and senior class standing.

This capstone course utilizes all key Human Services theories, concepts, and methods acquired through the coursework. Successful demonstrations of competencies are exhibited in case studies, analysis, group discussion, individual presentations, and community project work.

### **Instructor Information:**

Lillian Barden, PhD has extensive experience in management and finance with both for profit and non-profit organizations. Former Chair of the Intensive Business program at NDNU, Lillian remains active in consulting work with non-profits in San Mateo County. Prior to her work at NDNU, Lillian taught project management at St. Mary's College in Moraga for several years.

### **Course Objectives:**

1. To successfully develop, manage and complete a significant project with a Human Services organization using accepted professional project management techniques.
2. To present a project proposal outlining the rationale, goals, objectives, evaluation methods along with a proposed budget and timeline for completion to an outside panel for review and evaluation.
3. To compile an educational and professional portfolio demonstrating academic and career accomplishments

### **Texts: See First Class Reading Assignment on p. 2.**

Bridges, W. (2009). Managing Transitions: Making the most of change, (3<sup>rd</sup> ed.)  
**(please note this is a new edition of the book.**

Weiss, Joseph W. and Wysocki, Robert K. (1992).5-Phase Project Management Basic Books

### **Course Scheduling Note:**

Students develop and begin to implement their projects during the first six weeks of the semester and projects are completed by the end of the semester A follow-up meeting is scheduled for Friday, April 30 from 6:00 to 8:00 p.m. This meeting is mandatory. Mark your calendar now to avoid a schedule conflict.

### **Course Structure:**

This course is for Human Services seniors who have the ability to manage time and projects within a semester. It is an exciting and fun course that involves giving back to the community. **Students can select an organization to work with as early as a month before the class begins. Students should have an agency or organization other than their own places of**

**employment as possibilities by the first night of class and more than one if they are in doubt.** The most successful students have already gotten approval from an agency representative to work on a project before the first night of class. The types of projects vary according to need of the agency or organization, but the project must benefit the Human Services population in some way. **(Please see 1st night assignment and supplementary material about senior projects.)**

In the first five weeks, the class is involved in learning how to create and implement a successful project proposal and plan of action. On the sixth week a panel of faculty listen to and advise students regarding their proposed projects. During week seven through fourteen of the semester, the student completes the project with the agency. On Friday, April 30 at 6:00 p.m., students return to a Follow-up meeting to discuss the outcome of their projects and to submit final paperwork documenting the project.

**First Class Assignment:**

**1. Mandatory Organization/Agency Contact:**

Human Services students have been exposed to various non-profit organizations and agencies that desperately need help with projects that can significantly assist their efforts to support clients or even the staff. **By the first class session, students will have a list of at least three organizations or agencies, their addresses, phone numbers and names of the contact persons that the student could work with to complete their project. It would be helpful to have some idea of the nature and scope of the project you may be considering.**

**2. Reading before the first night of class:** Bridges – The entire book. (It is not long) Please get your texts early.

**3. Attendance Policy:**

Students may not miss more than one class session or the equivalent of four in-class hours. Students missing more than one class session or four total hours will be withdrawn from the course. This policy is enforced even in senior seminar. Any student anticipating missing any portion of class should notify the professor well in advance. All notes and handouts must be secured from other students. Make-up quizzes must be taken before the next session, not during the next meeting. There is no additional credit work to make up for absences.

**SEE ATTACHED OUTLINE OF COURSE DATES AND CONTENT**

**Grading Policy**

Quizzes on text material	20 pts	Participation/attend	25 pts
Portfolio	15	Project completion/final report	20 pts
Project Presentation/Proposal	20		

A, A-A+ = 90-100    B, B- B+ = 80- 89    C, C+, C- = 70-79    D, D+, D- = 60 – 69

**EDU 2221 – SESSION OUTLINE – Spring 2010**

# - DATE	READING Assign	TOPICS FOR DISCUSSION	Class Activities	PROJECT PROPOSAL WORK
1 1/25	Bridges – entire book	<b>INTRODUCTION</b> What is a project and why is it important? Bridges concepts of change and transition	Review of requirements For project and portfolio Bridges discussion	Identify organization and sponsor and possible projects
2 2/1	Weiss – Ch 1-2	<b>GOALS/OBJECTIVES EVALUATION</b> Where are you going? What is a goal or an objective? How we measure success.	Quiz on Bridges	Determine goals/objectives and evaluation methods
3 2/8	Ch 3-4	<b>TASKS/TIMELINES/</b> Tools for project planning Determining tasks Formats for timelines	Present Portfolios in Class.	What tasks need to be accomplished, when and by whom for success Proposal Description and Sponsor letter final deadline.
4 2/22	Ch 5	<b>RESOURCE MGMT</b> facilities, costs, in kind support	Portfolios	How will you finance your project Developing budgets and other resources. What resources do you bring to the table
5 3/1	Ch 6-10	<b>IMPLEMENTATION MONITORING/ADJUSTING</b> Project management skills People management	Quiz on Weiss	Should have a rough draft of your final proposal for review if needed Timeline and budget deadline
6 3/5			<b>Presentation of Project Proposal – faculty/alum panel</b>	Project presentation ready to go.
6 weeks to complete the project and one week to write up results and get sponsor signoff Final class 4/30 – 6PM - Friday				

**HUMAN SERVICES SENIOR SEMINAR – FREQUENTLY ASKED QUESTIONS**

**What are the objectives?**

The objectives of the capstone course for the Human Services program are to give you an opportunity to practice your skills in the larger community and to reflect on your growth as you prepare to graduate.

**How do we do that?**

You practice your skills in the community by developing and implementing a project that creates positive change, large or small, in a community organization.

You produce a portfolio that reflects changes in your goals and accomplishments, which can be useful in your educational and professional planning for the future.

### **What's a project?**

A project provides some service or benefit to enhance an organization's ability to meet its goals. Limited in scope, it has a beginning, an end and measurable outcomes.

### **How do I find a project?**

Over the course of your program you have learned about many community organizations and perhaps volunteered with some. Your instructor also has resources and connections with non-profits who need assistance. It can also be a way to connect in an area of interest to you

### **How do I get them to work with me on a project?**

Be prepared to talk about your skills and abilities. Are you a geek with a computer? Are you super organized? Speak a second language? What is your time availability? Days, evenings, weekends? Have you experience with youth, with the elderly, with event management, with the homeless? The key is *what they need done*, not what you would like to do. And this cannot be done in *your own organization*.

### **What's the time frame?**

You will work with your sponsor, classmates and instructor for five sessions to: develop a project plan that meets the needs of the organization; present the plan to external reviewers the sixth session; and complete the project in a period of six to seven weeks and report on what you accomplished at the end of the semester.

### **That isn't much time. How do I get it done?**

The key is to get started as early as possible. Talk to people at organizations you know. Get suggestions from your instructor. The earlier you find a sponsor, the better. Attached is a list of some projects done in prior classes.

### **How do I put together a portfolio?**

Start collecting items of significance: resumes, awards, papers you prize, mementos, community connections etc. This is due for the third class session.

### **Sample of Prior Projects**

Created an initial inventory database for the library being developed at a new non-profit, a center for women in Palo Alto. Created a database of 125 titles, wrote letters of inquiry for grants, and established a relationship between the organization and a local bookstore.

Set up a process and acquired resources for real-time communication between her church and their sister parish in El Salvador via computer. Conducted a demo of the program for the parishioners, and started fund-raising for additional computer resources.

Launched a pilot program of nutrition and health education at the Ecumenical Hunger Program in East Palo Alto in order to attack the health issues of diabetes, obesity and high blood pressure in the client base. The pilot focused on women and children in the program, assisting them in understanding good nutrition and how to prepare and shop for food for their families.

Worked with the Menlo School College Counseling office to develop ways to better serve under-represented students, particularly to communicate to parents the importance of their participation. Using resources from College Trak and collaboration with a college counselor, piloted an all day counseling program for students.

Assist Kainos, a non-profit home and training center for developmentally disabled adults, to fund-raise by putting on the Annual Irish Night for 250 people. Included both a silent and live auction, raised \$26,000 and expanded awareness of the work of the clients.

Provide outreach and education to the Thoroughbred Racehorse Owners on the severity and danger of the drug and alcohol epidemic among the backstretch workers who lacked stability, health care or permanent homes, in order to raise funds for the Winners Foundation.

To preserve the unique history of the Shack Riders, a club about cowboys and horses started in the 1920's, created both an electronic and paper history from existing photos and developed a pilot project to capture anecdotal stories of the history of the club and its role in California.

Developed and tested a half-hour interactive e-learning CD for volunteers at the Sutter VNA Hospice to ensure that critical information from their initial 5 day training was readily available for review. Used her technical skills and interview skills to develop an acceptable product.

Raised safety awareness in youth aged six to fourteen by holding three workshops at the Evergreen Community Center in San Jose, including the Fire Department, Police Dept and a representative of PG& E, in order to decrease crime and injuries.

Developed an event for Notre Dame High School to support Locks of Love, an organization providing hair prostheses to needy children, raising both funds and money.

Set up regular nutritional presentations/demonstrations as part of the monthly Pacifica Resource Center food giveaway program to encourage healthy eating by its clientele.

Introduced a regular arts/craft program to Kainos Home and Training Center for adults with Development Disabilities.

Develop a computer lab for youth of San Francisco's Tenderloin District, where leaders can plan meetings, provide peer to peer counseling and give computer training. Donated computers also will be used for record keeping in the volunteer center, thrift store, and referral center.

Provide three sessions of nutritional education to the Higher Power recovery program members, incorporating hands-on visual materials and examples to help them make better health choices in their lives.

Create and implement an improved music video program to enhance the Catholic Faith Formation Program for grades k-4 at St. Mathias Church.

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