COURSE TITLE: HSP 2221-08 Human Services Senior Seminar

DESCRIPTION: 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.

PREREQUISITES: Completion of core requirements and senior class standing

SEMESTER: Spring 2014

COURSE START: Monday, January 13, 2014. This course will meet on the following Mondays: January 13, January 27, February 3, February 10, February 24, and March 3. Our final meeting will be on Friday, April 18 at 6PM.

CLASS HOURS: Mondays, 6:00-10:15 p.m.

COURSE MATERIAL: See First Class Reading Assignment on page two of this syllabus


WEISS, JOSEPH W. and Wysocki, Robert K (1992) 5-Phase Project Management. Basic Books. ISBNL 987-0-201-56316-0. Note that this book is out of print, but the bookstore has copies available.

INSTRUCTOR: Dr. Therese Madden

TELEPHONE: (650) 508-3601

E-MAIL: tmadden@ndnu.edu (best way to reach me)

OFFICE HOURS: 30 minutes prior to the start of each class or by prearranged appointment.
INSTRUCTOR BACKGROUND: I have been teaching at NDNU since 2008; before that, I worked for nearly two decades in Human Resources Management with positions in the private, non-profit, and public sectors. My Master’s Degree is in Human Resources Management (from Golden Gate University) and I received a Doctorate in Leadership and Organization from the University of San Francisco, where I wrote my doctoral dissertation on meaning and work.

ACADEMIC HONESTY: Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Consult the NDNU Student Handbook regarding consequences of misrepresenting your work.

PRIVACY and CONFIDENTIALITY: One of the highlights of the NDNU academic experience is that students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature. Students must be mindful of any contracts they have agreed to with their companies.

LEARNING and OTHER DISABILITIES: If you have a learning disability or other circumstance that requires accommodations in this class, you must bring it to the attention of Program for Academic Support and Services (PASS) to arrange for possible accommodations (650-508-3670).

SYLLABUS UPDATES: Refer to this syllabus for course assignments. However the course syllabus and schedule are subject to change in the event of extenuating circumstances. Your will be notified of any changes made to the syllabus. In all circumstances University policies will be strictly adhered to.

CLASS ATTENDANCE: Your attendance is very important to your studies at the University. Non-attendance or lack of participation in the class will be considered during the grading process. Intensive classes require a stringent absence policy since even once absence may significantly affect achievement of course learning objectives. With only 28 class contact hours as opposed to the traditional 45 contact hours, all class time is critical. A student who misses more than one class period or the equivalent (four accumulated hours) must withdraw from the class and will be assigned a failing grade for the course unless officially dropping the class. It is the student’s responsibility to initiate the drop or withdrawal. There are no exceptions.
WORKLOAD: In addition to class attendance, every Intensive class at NDNU includes assignments estimated to take approximately three hours per week per unit outside of class (12 hours). The distribution of average weekly hours of instruction/study for this class will follow that norm, equaling a total of 16 hours a week, generally in accordance with the following:

\[
\text{Distribution of Average Weekly Hours of Instruction/Study} = \text{Total of 16 per week}
\]

<table>
<thead>
<tr>
<th>Class Contact Hours</th>
<th>4</th>
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<tbody>
<tr>
<td>Text Readings and Note Taking</td>
<td>2</td>
</tr>
<tr>
<td>Project Prep</td>
<td>4</td>
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<tr>
<td>Project Work</td>
<td>6</td>
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WRITTEN ASSIGNMENTS: The School of Business and Management requires the use of the American Psychology Association (APA) publication guidelines as a standard for all papers. This style uses parenthetical reference citations within the text of the paper and a list of references at the end of the paper; both are required. Papers must be typed with a size 12-point font, double spaced. Please do not use a cover sheet. In the upper right hand corner of the first page, type your name, assignment identification, course number, and date.

Paragraphs are to be indented with a tab or by indenting five spaces (not less or more). Do not add additional space between paragraphs. Please review your grammar and punctuation throughout your paper. Points may be deducted for not following these instructions. If you need help with your writing or need more information about writing in the APA format, please make an appointment at the NDNU Writing Center. You can also visit the APA Style webpage at [www.apastyle.org/previoustips.html](http://www.apastyle.org/previoustips.html).

GRADING FOR PAPERS: All assignments will be evaluated using the following criteria:

- The student demonstrates a solid comprehension of the concepts described in the texts and discussed in class and integrates these concepts with his or her own ideas and experiences.
- The written documents are appropriately sourced, integrating source material smoothly into the paper while maintaining the writer’s critical voice rather than being overpowered by source material.
- The paper has a central point that is sustained and developed throughout the paper.
- The paper has a logical, clear organization and transitions between sections help the reader follow the writer’s logic.
- **Grammar and spelling do count. Please proofread your papers carefully.** Points will be deducted for poor grammar and misspellings.
LATE HOMEWORK: Assignments are due on time. I prefer hard/paper copies of assignments, but will accept email by exception. Late assignments will incur a reduction of 10% of point value. This policy is not intended to be punitive, but to facilitate your success within an intensive schedule, which allows little room for putting off assignments.

PARTICIPATION: Both lecture and classroom activities (both in-class and online) are organized to maximize student involvement in the learning process. You will be evaluated on your comprehension of the material as well as your ability to discuss the relevancy (i.e., research pros and cons) of what was noteworthy in context of this class.

GRADING CRITERIA FOR PRESENTATIONS: Each student will be graded individually. The grading criteria for any presentation will include:

- Organization of material presented and use of time.
- Logical thought process, in-depth analysis, and persuasiveness.
- Vocal variety – volume, inflection, enunciation, rhythm, and enthusiasm.
- Eye contact – class involvement and interaction.
- Using gestures – body language, movement, posture.
- Use of audio/visual aids, including PowerPoint or similar equivalent, which is designed to help you develop analytical and presentation skills. Not that while having these aids is required, students should also be prepare to present without them in case of technology failure.

EXTRA CREDIT: None specified, though the opportunity to introduce it will be at the discretion of the instructor.

COURSE MATERIAL - Published Textbook Information
In accordance with the federal Higher Education Opportunity Act, to the extent practicable, NDNU makes textbook information available as part its class schedule. NDNU makes every effort to ensure the accuracy of the textbook information provided. Due to issues such as textbook availability, errors, and academic reasons, NDNU may need to change textbook information that has been published. NDNU cannot take financial responsibility when a student purchases a non-refundable textbook and a change occurs to published textbook information. Students wishing to avoid this risk should purchase textbooks from sources that allow returns for refunds, such as the NDNU Bookstore managed by Follett.
LEARNING OBJECTIVES:

1. To successfully develop, manage and complete a significant project with a Human Services organization using accepted professional project management techniques (PLO #2, PLO #1)
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. (PLO #2, PLO #5)
3. To compile an educational and professional portfolio demonstrating academic and career accomplishments. (PLO #1-5)

HUMAN SERVICES PROGRAM LEARNING OUTCOMES:

1. Students will develop the ability to understand and demonstrate adherence to ethical principles.
2. Students will demonstrate analytical, problem solving, and project management skills.
3. Students will develop critical thinking abilities and a foundation of ethical understanding that will allow them to serve people of diverse ethnic, cultural, gender, and other backgrounds.
4. Students will demonstrate a love of the pursuit of continuous learning and an ability to inspire others with that love.
5. Students will be able to communicate effectively, in writing and orally, and will be able to do so with clarity, correctness, and conviction.

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 18. This meeting is mandatory. Mark your calendar now to avoid a schedule conflict.

Course Structure:
This course is an exciting and fun course that involves working in the community. Students can select an organization to work with well before the class begins; I invite conversation about this before the start of class – please contact me at tmadden@ndnu.edu.

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 first night assignment and supplementary material about senior projects.)
In the first five weeks, the class learns 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, students complete the project with the agency. On Friday, December 6, students return to discuss the outcome of their projects and to submit final paperwork documenting their work.

**Make-ups and Incompletes**
No make-up assignments are given. Incompletes are very rare, and are only granted in special circumstances when you are unable to complete a course. If you feel that you have a very special circumstance, you may write a letter describing that to the dean and myself. If the dean and the instructor agree that it was for a valid reason, you will get an incomplete “I” grade.

**Consultation**
Students are welcome to meet with me before or after class hours or to schedule an appointment. If you are having difficulties with either the assignments or other aspects of the course, it is important that we talk soon. I am here to help you achieve both the course goals and your individual academic goals and outcomes.

**First Class Assignments:**
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 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.

**Grading Policy**
- Quizzes on text material 20 pts
- Portfolio 25 pts
- Project Overview 5 pts
- Project Presentation/Proposal 30 pts
- Project completion/final report 20 pts
GRADE/POINT CONVERSION:

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<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-97</td>
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<tr>
<td>A</td>
<td>96-94</td>
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<td>A-</td>
<td>93-90</td>
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<td>B+</td>
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<td>B</td>
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HSP 2221 – SESSION OUTLINE

<table>
<thead>
<tr>
<th>CLASS</th>
<th>READING</th>
<th>TOPICS</th>
<th>Class Activities</th>
<th>PROJECT PROPOSAL WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bridges – entire book</td>
<td>INTRO What is a project and why is it important? Bridges concepts of change and transition</td>
<td>Review of requirements For project and portfolio Bridges discussion</td>
<td>Identify organization and sponsor and possible projects</td>
</tr>
<tr>
<td>2</td>
<td>Weiss – Ch 1-2, 3</td>
<td>GOALS/ OBJECTIVES EVALUATION Where are you going? What is a goal or an objective? How we measure success.</td>
<td>Quiz on Bridges</td>
<td>Determine goals/objectives and evaluation methods</td>
</tr>
<tr>
<td>3</td>
<td>Ch 4,5,6</td>
<td>TASKS/ TIMELINES/ TOOLS for project planning Determining tasks Formats for timelines</td>
<td>Present Portfolios in Class <strong>DUE:</strong> email to instructor with link to your e-portfolio</td>
<td>What tasks need to be accomplished, when and by whom for success? <strong>Project Overview (one page form) DUE.</strong></td>
</tr>
<tr>
<td>4</td>
<td>Ch 7,8,9 10</td>
<td>RESOURCE MGMT facilities, costs, in kind support</td>
<td>Present Portfolios in Class</td>
<td>How will you finance your project? Developing budgets and other resources. What resources do you bring to the table? Timeline and budget deadline.</td>
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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 an electronic 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? *****IMPORTANT*****
A project provides service or benefit to enhance an organization’s ability to meet its goals. It is complicated in nature and involves organizing the efforts of other people, but it has finite scope limitations, a beginning and an end, and measureable outcomes. At the end of your project, the organization with which you worked should be a better place in some tangible way. “Significant” and “complicated” are important words in this definition; students are expected to approach a scope of work that demonstrates their strong capacity to contribute meaningfully to the success of an organization. Students
are expected to stretch themselves beyond that which they already know; for example, if fundraising is a goal, simple word-of-mouth or on-campus efforts will not be considered sufficient for the scope of expected effort.

**How do I find a project?**
Over the course of your program you have learned about many community organizations and perhaps volunteered with some. It can also be a way to connect in an area of interest to you. Reaching out to one of those organizations is your responsibility and ideally will have been accomplished before the first night of class.

**How do I get them to work with me on a project?**
Find out the needs of the organization and assess how those match your interests and skills. 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. Remember also that this project cannot be one that is done in your own workplace.

**Can I work independently, on a project that is unaffiliated with any existing organization?**
No. Every project requires a sponsoring organization. A few students have transferred their projects into nonprofit organizations, but began with a sponsor as required.

**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. You can find lists of previous class projects at the links below:

- [http://ndnuprofessionalstudies.wordpress.com/2013/05/01/capstone-projects-belmont-senior-seminar-class/](http://ndnuprofessionalstudies.wordpress.com/2013/05/01/capstone-projects-belmont-senior-seminar-class/)
CAREER PORTFOLIO INFORMATION

What is the Career Portfolio? It is a visual representation of your abilities, skills, capabilities, knowledge, qualities, and potential. Physically, it is an electronic collection of things that represent work-related events in your life. Remember that it is broader than a resume – ‘work related’ includes skills that you may have developed while playing team sports, pursuing other hobbies or volunteer activities, etc. The portfolio provides ‘evidence’ of your potential by demonstrating what you accomplished in the past.

Your Career Portfolio provides you with a convenient place to keep a record of your personal development while in college and can assist you in making good decisions about your future as you plan effective strategies for achieving the goals that you have set academically and in your career. Some benefits include:

- Enabling you to be more effective in communicating your interests, skills, qualifications, and personal qualities to potential employers and graduate schools.
- Offering you the opportunity to develop and commit to a specific action plan.
- Assisting you with exploring career options.
- Identifying and evaluating your competencies and self-knowledge both in and out of the classroom.

What does a Career Portfolio contain?
See a sample here: http://seniorseminarportfoliosample.wordpress.com/

This sample is one way to compose a Career Portfolio, but they will vary broadly based on who you are and what you want to include, how you want to tell the story of you.

Required components are listed under “education” and should include a short self-assessment of your success in meeting Program Outcomes for the Human Services major. Please include:

1. Your overall assessment with regard to whether you have met the program outcomes. This can be done in narrative form with a reflection on each outcome.
2. Evidence that demonstrates that you have met each outcome. This may include a link to a project, a description of a paper, the abstract to your Social Research Methods paper, a PPT that you prepared, etc.
3. Individual assessments of your learning success within each core course.
4. Reflection on the relevance of your learning to the NDNU Hallmarks.

*Other important components* include narrative descriptions of the following with scanned documents, links, pictures, or other evidence included as appropriate:

**Education:**
Schools attended (all elementary, middle school, high school, technical, college, university, private, etc.) school addresses, even names of teachers.
- Transcripts
- Diplomas, certificated, CEUs, licenses
- Course descriptions
- Assessments, test results, appraisals, grade reports
- Awards, honors, honor society memberships
- Internships, apprenticeships, special projects
- Workshops, seminars, conferences attended
- Independent learning/things that you have learned on your own or taught yourself
- Special training (military, private institute, business, etc.)
- Information about major
- Information about career or potential career

**Activities:**
- Leadership positions held
- Hobbies of interests
- Participation in team or individual sports
- Service project participation
- Volunteer activities
- Organizations joined
- Public speaking or performances
- Awards
- Travel

**Work-Related Activities**
- Resume
- Jobs held (title, description of all duties, etc.)
- Performance reports
- Accomplishments
- Military training, citations, complete description of duties, activities
- Awards
- Professional licenses/certifications
- Publications, reports, published articles
- Training materials
- Samples of work
- Organizational charts
- Customer surveys
- Documentation of accomplishments – increase in sales, decrease in claims
- Major projects completed/participated in.

**Personal Qualities or Strengths.** Don’t forget activities that you might take for granted! For example:

- Strengths (personal qualifies that will help you contribute to an employer)
- Teamwork and people skills, problem-solving, budgeting, planning and organization, time management, energy, discipline, motivation, persistence, responsibility, dependability, etc.
- Contributing to your family (teaching, caring for siblings, cooking – all require teamwork, problem-solving skills, teaching skills, people skills)
- Helping your friends or working on extra-curricular projects (may require teamwork problem solving skills, teaching skills, people skills)
- Raising a family and/or running a household (requires budgeting, organization, time management skills, adaptability)
- Keeping fit and healthy, being a member of a sports team (requires energy, discipline, motivation, persistence, teamwork)
- Dreams, reflective papers, etc.

**Where Do I Begin in Creating a Career Portfolio?**
1. Look at the sample above and others, especially those at: http://eportfolio.sfsu.edu/gallery.php
2. Gather information that reflects your own narrative identity, the story of you.
3. Go to wordpress.com and follow the instructions. Voila!

**Information confidentiality:**
YOU decide what information to put on the blog and whether or not to make the blog confidential. Everyone has different levels of comfort with private/personal information and so this is at your discretion. We discourage disclosing birth dates, photos of children with their names identified, addresses, or other identifying information.
DESCRIPTIVE SUMMARY OF WORK DUE

**Project Overview: Due Week Three:** This one page overview should include the following:

- Project name
- Organization sponsoring the project
- Project goal, project objectives, and measures for each objective
- Explanation: How you will supervise the efforts of others; what fundraising you will do, etc.
- Anticipated/possible barriers: you are responsible for taking affirmative steps to overcome barriers at all stages in the process.
- Elevator speech.

**Career Portfolio: Due Week Three.** Email to instructor with link to your e-portfolio. If you are open to sharing your portfolio with others (students, faculty), thank you! Please then do not include a password or other viewing restrictions. If you have chosen to make it private, doing so is completely at your discretion. Please do share access information with your instructor. Your instructor will not share it with others, but will need to access your narrative about how well you have met your learning outcomes for program assessment purposes.

**Proposal: Due Week Five.** The written proposal should be four to five pages long and should include each of the following sections:

- Executive Summary: the goal of the project and overview of methods
- Organizational Profile: (often a summary taken from their web site)
- Rationale: Why the project is of value to the organization. This section should also explain, in detail, how this project meets the definition of a project as defined by this class – how it provides a significant service or benefit to enhance an organization’s ability to meet its goals. Remember that “significant” and “complicated” are important words in this definition; students are expected to approach a scope of work that demonstrates your strong capacity to contribute meaningfully to the success of an organization.
- Goal, objectives (three are standard) and evaluation measures for each objective.
- Methods/timelines: How/when will you accomplish these goals. A narrative description followed by a GANTT (or similar) chart of tasks completed is standard).
- Budget: If you are managing an organization’s budget, include this. If not, analyze all of the expenses associated with the project and detail them. Your time will likely...
be the biggest expense. Remember that actual out-of-pocket expenditures should not exceed $50.

- Anticipated barriers and plans to overcome them. Anything could happen. It is your responsibility to manage the challenges that arise, both foreseeable and unpredictable.
- Project Manager qualifications and contact information. Your instructor will be sending you feedback before the presentation, so make sure to provide correct email information.
- Attached: Completed Project Sponsor Agreement.

**Proposal Presentation:** Week Six
Your formal presentation should be no more than five or six PPT slides. Remember that slides are NOT for presenting information, but for enhancing what you are saying. Use no font smaller than 24 points, enhance with appropriate colors and graphics, and approach this presentation as if you are seeking approval form a Board of Directors; seriously, with care, and yet demonstrating your passion and enthusiasm – why is this worth doing? The faculty panel is there for approval and support and will likely ask questions and share ideas for resources. Be sure to include:

- Cover slide
- Organizational description and who is to be served
- Goal, objectives, and measures
- Assessment of possible barriers and plans to anticipate them.
- Budget
- Summary/conclusion that explains why you feel strongly about this/why do it?

**Final Paper:** Week Seven (end of semester)
Instead of a paper, please write a press release that describes the results of your project. Begin with a logo, type “FOR IMMEDIATE RELEASE” below the logo, include “press contact” information (your info), compose an interesting headline with a subheading to give more detail, then begin with the city, state, date of release.

Your first paragraph should include your company name and relate to the headline. The second paragraph gives more detailed information that relates to the first paragraph. The third paragraph includes a quote from a company officer or spokesperson. The fourth paragraph should list the project objectives and explain whether and how each was met. The fifth paragraph can give a little background about the organization and your final paragraph should be a summary of your class, NDNU, the Human Services program.

Turn this in enclosed in a binder that includes:

1. Your proposal
2. Your faculty evaluations
3. Your sponsor agreement
4. Your press release
5. Your sponsor evaluation

If you would like this returned, please attach a SASE or come by Tabard to pick it up.