



Syllabus

SCHOOL OF HEALTH AND SCIENCES
HSVC 410: Assessment and Intervention with Diverse
Populations

5 Credits
Effective: Fall 2018/2019

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 Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

Identifying and assessing client needs and developing treatment plans are core functions of human services professionals. This course engages students in the principles and practice of assessment; in the planning and implementing appropriate treatment strategies and referral services; and in evaluating intervention outcomes. It focuses on the differences and commonalities of serving diverse communities, in terms of ethnicity, culture, national origin, gender, and sexual orientation. This course will also include content and assignments related to the human services internship. Students must pass this course with a 2.5 GPA and receive a recommendation from the instructor in order to proceed to the internship courses HSVC 480 and HSVC 481.

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:

- Assess the needs of individual human services clients.
- Demonstrate culturally competent practice in working with clients, communities, and organizations
- Develop a treatment plan that is responsive to the needs of the client, incorporates evidence-based practice, and includes needs related to diverse populations.
- Reflect on the student's readiness for internship, identify areas for improvement, and develop a plan for strengthening these areas to prepare for the internship experience

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Cultural competence
- Cultural self-assessment
- Individual assessment
- Individual needs
- Internship Readiness

- Intervention & Treatment Planning
- Professionalism
- Treatment evaluation

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	20%
Cultural self-assessment	20%
Mock individual assessment and treatment plan	25%
Reflection Paper on Internship Readiness	15%
Instructor Evaluation of Student's Professional Readiness for Internship	20%
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

The instructor will determine a set of assessments that are tailored to the needs of the class, including participation and discussion activities. Class participation through discussion is an integral part of this online course, although it is typically less formal than other work submitted throughout the course. Participation is defined as active engagement in a discussion or other online activity. To provide a structure for balanced participation and allow students to maximize the benefit of the discussion boards, it is recommended that students follow these guidelines: 1) Post responses to discussion questions in the first three days of the school week (Monday through Wednesday); 2) Post three or more thoughtful and topic-relevant comments to responses made by classmates during the last four days of the school week (Thursday through Sunday); 3) Respond to any questions that the instructor or peers have regarding the original post by the end of the school week.

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

Cultural self assessment

Students will conduct a multi-dimensional self-assessment based on the RESPECTFUL model of counseling and development. This self-assessment should be 5-7 pages, double-spaced, APA style. Students will write a detailed description of themselves as it relates to each component of the model:

R Religious/Spiritual Identity;

E Economic Class Background;

S Sexual Identity;

P Psychological Maturity;

E Ethical/Racial Identity;

C Chronological/Developmental Challenges;

T Trauma and other Threats to Well Being;

F Family Background and History;

U Unique Physical Characteristics;

L Location of Residence and Languages Differences;

After completing this self-assessment, discuss and analyze the following:

1. The student will look over each characteristic and list where s/he holds a dominant culture identity. How might these areas of privilege impact his/her work and his/her relationship with clients?
2. What is the relationship between the student's visual identity and her/his self-identification? Are they the same or different? What kind of assumptions might clients make about the student based on his/her visual identity?
3. How might the student use the RESPECTFUL model when working with clients?
This paper must meet APA requirements of format and style. However, because it is a self-reflection paper, it is okay for students to use first person in writing the paper. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
Self-reflection	20%
DAS-U-Organization and coherence	15%
DAS-U-Style and mechanics	15%
Cultural competence	35%
DAS-U-Evidence and support	15%
TOTAL	100%

Mock individual assessment and treatment plan

Students will conduct a mock assessment of an individual human services client based on the case example provided and then develop a treatment plan for at least one issue that the client faces. The case example is found in the movie "Precious" or in the book from which the movie was adapted, "Push: A Novel" by Sapphire.

Students will write an 8-12 page paper describing the assessment and treatment plan, including the following elements:

1. An overview of the individual client's (Precious Jones') background, with relevant information such as age, gender, sexual orientation, ethnic/cultural group, socioeconomic status, and presenting issues or problems;
2. A recommendation for an instrument or instruments to use with the client that would provide information regarding the nature of the presenting problem and the level of severity of the presenting problem. Examples include a mental status exam, a personality test, the Subjective Units of Distress (SUDS) scale, cognitive or intelligence tests, etc. The recommendation will include information about the instrument, why it is appropriate for the client, and what cautions need to be taken in interpreting or applying the results. The student should use 2-3 references for this section of the paper. All information regarding the instrument(s) chosen needs to be appropriately cited and referenced using APA format;
3. A list of interview questions that the student would use in the first interview with the client, with a brief rationale for each question. Based upon the situation presented, the answers to these questions should provide enough information to propose an initial intervention plan. This section also includes a summary of who else in the client's life might need to be interviewed (e.g., family, caregivers, treatment providers, etc.) and how the answers to the questions will inform a potential intervention plan;
4. A literature review on one of the client's main problems. The student will cite at least two sources related to the problem and three sources related to options for intervention or treatment. The student will discuss which intervention they will utilize in their treatment plan and why;
5. An outline of the elements that need to be included in an intervention plan. For example, a given client's situation might require individual counseling, family counseling, assistance in gaining state or federal assistance, referrals to services to support children, to provide financial assistance, housing, job placement, skill building, etc.

In their papers, students should combine their own thoughtful analysis with ideas and information found in professional sources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have

drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
Assess client needs	25%
DAS-Organization and coherence	15%
DAS-Style and mechanics	15%
DAS-Evidence and support	20%
Develop a treatment plan	25%
TOTAL	100%

Reflection Paper on Internship Readiness

The student will complete the survey found in Survey Monkey related to the Human Services Internship: <https://www.surveymonkey.com/r/KBBVQTW>

Then the student will write an 8-10 page reflection paper related to their readiness to participate in the human services internship. The student will answer the following questions in their paper:

1. What area(s) of human services is the student interested in? What does the student see themselves doing after graduation? What are the student's short and long-term goals for their education and career?
2. The student will outline their previous experience in human services, as a practitioner and/or consumer, as a paid worker and/or a volunteer. What did these experiences teach the student related to their own career aspirations?
3. The student will conduct some research into the internship placements that might be available. This will include looking at the BAHS Community Shell under the Internship and Community Resources tabs, and also doing a web search of agencies in both the student's geographic area and area of interest. The student will then list out three agencies where they would be interested in doing an internship and explain why.
4. Being prepared for an internship involves more than just having the right coursework, experience, and GPA. There are certain qualities, collectively known as professionalism, that indicate that a student is prepared to do an internship. The student will explain the degree to which they possess these qualities, which ones are challenging and where the student needs to grow, and how the student will work on strengthening those qualities:
 - a. **Reliability & Timeliness:** The student completes tasks and follows through on commitments as promised, meets deadlines, participates actively, and uses time productively.
 - b. **Professional Competence:** The student demonstrates a good understanding of the field and of professional ethics. The student also demonstrates cultural competence.
 - c. **Communication Skills:** The student demonstrates the ability to communicate effectively and professionally in both written and oral formats, being respectful in interactions, and displaying appropriate professional appearance.

- d. **Maturity and Responsiveness to Feedback:** The student balances independent problem-solving with asking for help when needed; accepts, values, and acts upon feedback; and learns from mistakes.
5. The instructor will also be giving the student feedback on their perception of the student's professional preparedness. This paper and the instructor's evaluation will also be shared with the BAHS Program Director in order to help in determining the student's internship trajectory.

<i>Components</i>	<i>% of Grade</i>
DAS-Organization and coherence	15%
DAS-Style and mechanics	15%
Internship Preparedness	25%
Self-reflection	20%
Professional Role and Career Goals	25%
TOTAL	100%

Instructor Evaluation of Student's Professional Readiness for Internship

The instructor will evaluate the student on several key elements of professionalism based on the student's work in the class. These elements provide an indication of the student's readiness to take on the responsibilities of an internship. This evaluation will also be shared with the BAHS Program Director in order to help in determining the student's internship trajectory.

<i>Components</i>	<i>% of Grade</i>
Apply ethical standards	15%
Problem solving	10%
Self-evaluation and incorporation of feedback	20%
Time management, responsibility, and preparation	20%
Communication	20%
Cultural competence	15%
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

DAS Participation Policy (undergraduate)

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 11:59 pm Wednesday.
3. For each discussion question/assignment, a minimum of 3 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 3 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 off-topic 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.
rt Center at help@cityu.edu to request your user name and password.