



Syllabus

SCHOOL OF HEALTH AND SCIENCES **HSVC 481: Capstone/Internship Seminar I**

5 Credits
Effective: Summer 2020

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:

Contact Information:

Phone:

Email:

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 480 Internship I.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are 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

- Assessment
- Case Analysis
- Client engagement
- Communication Skills
- Cultural competence
- Ethical practice
- Evaluation
- Evidence-based Practice
- Implementation
- Supervision

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>
Description and Analysis of Internship Site	25%
Agency Analysis: Part 1	20%
Agency Analysis: Part 2	30%
Course Activities & Discussion	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.

Description and Analysis of Internship Site

Students will write a 5-7 page paper that describes their internship site; analyzes the mission related to the population served; reflects on effectiveness, ethics, and organizational structure; and compares student reflections with learning goals and anticipated challenges. The papers will answer the following questions about the internship agency. 1) Name, address, and the website address for agency; 2) What is the history of the agency? 3) What is the mission of the organization? What are the values and the philosophy of the organization? 4) Describe the population(s) served. What is its demographic profile? How does this profile compare with the community demographics of where the agency is located? What issues do these populations face? 5) How does the agency's mission align with the needs of the populations it serves? What are the major strengths or assets of this community? How can you learn more about these populations? 6) Identify all the services/programs offered by the agency and specifically describe the area(s) in which the student is working. What are the student's impressions about the effectiveness of the agency's programs? How can the student learn more about these services and interventions? 7) How does the agency's work align with the ethics of the human services profession? Give two specific examples,

citing the two relevant NOHS Ethical Standards; 8) What is the organizational structure? How does the structure help to serve the mission of the agency? 9) Who are the staff members of the agency? What are their responsibilities? How large is the staff? What kinds of qualifications and experiences are required for staff? 10) How is the agency funded? How does funding impact the services provided? 11) Describe the referral network that the agency is a part of; 12) What other agencies or organizations does the agency collaborate or team with and for what purpose? 13) Describe what the student's role will be in the organization. How was the student oriented to the agency? 14) What does the student anticipate her/his greatest learning will be? 15) What are some challenges anticipated? 16) References: Cite any references used to write this paper. Use APA Style.

<i>Components</i>	<i>% of Grade</i>
Evidence and Support	20%
Professional Ethics	25%
Professional Role & Career Goals	25%
Organization and Coherence	15%
Style and Mechanics	15%
TOTAL	100%

Agency Analysis: Part 1

The student will observe and/or support some aspect of the client work that the agency is providing. The student will address the following issues in this first part of this agency analysis. Part 1 should be 5-6 pages in length.

FOR STUDENTS OBSERVING/SUPPORTING DIRECT SERVICES TO CLIENTS:

Students will identify the client group that is intended to benefit from the services being provided at the agency they are interning at. Part 1 of this analysis will include:

Describe the client population and how you might interface or connect with this client population in your internship work. Examine the following aspects of the agency work: 1) if the agency has an assessment, intake and/or treatment plan form and whether or not you feel they are utilized consistently; 2) describe some typical presenting problems that the client population might come in with; 3) client demographics: age, gender, ethnicity, sexual orientation, religious affiliation, relationship status, occupation or education status, socioeconomic class, and living arrangements; 4) general appearance of the client base (e.g. client's non-verbal presentation, such as eye contact, facial expressions, gestures, posture, style of dress, grooming and hygiene, speech patterns, habits, mannerisms, unusual physical features, disabilities, tics, and energy level); 5) general client issues with regard to substance use, mental health issues and treatment history; 6) general medical history and current status; 7) family history & current relationships; 8) social support systems, both formal and informal. Are there common support systems that the clients are connected to? 9) other: criminal history or any other relevant client background; 10) what specific services (individual or group) does the agency provide to address the above issues?

FOR STUDENTS WORKING IN ADMINISTRATIVE OR MACRO-PRACTICE AREAS OF THE AGENCY:

If the student is not working directly with clients, the student should work with their supervisor to select an organizational or community project:

Describe the organization or community the student is working with and the problem the student is trying to address at the organizational or community level. Include the elements listed below in the assessment:

1) Define the problem or the need; 2) Describe the prevalence of the problem, its scope and significance, in the organization or within the community; 3) Describe the population that is impacted by the problem and how it is impacted; 4) Consider who to get information from in order to get a better understanding of the problem. Develop interview questions (or a survey), conduct interviews or survey, and then explain what was learned from the informants or stakeholders; 5) What interventions have been tried in the past to address the problem? What was the outcome?; 6) Student Assessment: Describe the student's assessment of the problem, including persisting factors as well as strengths and resources available to address the problem; 7) Goals: State goals in relation to the problem or need, as specified by the organization or community stakeholders. How will the student know if the goals have been achieved?; 8) Plan: Describe the interventions or strategies agreed upon by the student and the organization or community in order to address the problem.

<i>Components</i>	<i>% of Grade</i>
Organization and Coherence	15%
Communication and assessment	30%
Style and Mechanics	15%
Cultural Competence	20%
Use of course concepts	20%
TOTAL	100%

Agency Analysis: Part 2

In Part 2 of the agency analysis, students will analyze some particular intervention the agency has used in their work with clients. If the student has assisted or supported in these interventions they should specifically address how they were involved. If the student primarily observed some particular interventions then they should speak to the observations they have made during the quarter. Part 2 should be 7-10 pages long. This section will be written as a research paper and will include several elements, listed below.

1) Review of Literature: In this section, describe what is known about the specific interventions that have been used to address the particular client(s) problem from previous course work and from the research literature. Think of this section as a mini-research paper where the student explains what the research is saying, in her/his own words. The student should cite at least five sources—at least two from previous course work and at least three from peer-reviewed journals. The student's resources should follow the criteria of evidence-based practice. In the paper, the student should combine her/his own thoughtful analysis with ideas and information found in these resources. Therefore, as in any scholarly writing, the student should not merely copy information from another author, but use evidence to support her/his analysis of the interventions the agency is using to address these client's issues; 2) Methods: In this section, describe the intervention that the agency has used to address these client issues. Why do you think the agency selected these interventions and approaches?; 3) Results: In this section, tell how you felt the client(s) responded to the intervention. What worked and what did not work? Is there evidence to support what they are doing? What were the outcomes of the intervention?; 4) Ethical Issues: What ethical issues did the student notice during the use of these interventions? Describe them and how they were dealt with; 5) Conclusions: In the conclusion section, discuss what you feel was the significance of the work this agency is doing in this particular area of their client work. What did the student take away from this observation/support of what the agency was doing with this client problem? What recommendations does the student have for future work with this type of client and client problem? What are the greater theoretical or practice implications? What did you learn from the work this agency is doing that you can apply to other/future clients and situations?; 6) References: List here, in APA format, each source mentioned in the literature review and each source used in other sections of the paper. The student must cite the sources of all ideas, facts, and information used that are not her/his own, even though the

information was put into her/his own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
Implement and evaluate	30%
Organization and Coherence	15%
Style and Mechanics	15%
Evidence and Support	30%
Professional Ethics	10%
TOTAL	100%

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 of Responses	15%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

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.