

**University of North Texas at Dallas School of Human Services Human
Services Management & Leadership Program
HSML 4850/51.0071: Internship
Fall 2024
SYLLABUS**

| | | |
|--|---|--|
| Instructor Name: | Dr. Shelia Lumar, LPC-S, LCDC, NCC, MAC, CFLE, TMCA Professional Mediator | |
| Office Location: | DAL I, Office 105G | |
| Office Phone: | 972-338-1377 | |
| Email Address: | shelia.lumar@untDallas.edu | |
| Office Hours: | On Campus Office hours: Tuesday's: 12:00-4:00pm Wednesday's: 10:00am—1:00pm Virtual Office Hours: Wednesday's 2:00-4:00pm | |
| Classroom Location: | Online | |
| Class Meeting Days & Times: | Zoom Meetings Wednesday 8/28, 9/11, 9/25, 10/09, 11/06, 11/20 & 12/04 @ 6:00pm | |
| Course Catalog Description: | The internship course is a 300-hour, 3-credit hour course, designed to provide students experience in a supervised non-profit organization setting aimed at the integration of theory and practice and skills relevant to career development and enhancing employability skills in a human service setting. Requires completion of a minimum of 300 clock hours within the practicum setting plus attendance at integrative seminar class format. | |
| Prerequisites: | Students must complete 18 hours of human services coursework in the Required Major list of courses. Students must have the internship instructor's approval before registration | |
| Required Text: | HSML Internship Manual (Provided on Canvas) | |
| Access to Learning Resources: | UNT Dallas Library: phone: (972) 780-1616 web: http://www.untDallas.edu/library email: library@untDallas.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untDallas.edu/bookstore e-mail: untDallas@bkstr.com | |
| Supported Browsers: | Getting Help with Canvas: | |

| | |
|---|---|
| <p>Chrome 67 & 68 Firefox 60 & 61 Flash 29, 30 (for audio/video) Internet Explorer 11 Edge 41, 42 Respondus Lockdown Browser Safari 10, 11</p> <p>Supported Devices: iPhone Android Chromebook (Tablet users can use the Canvas app)</p> <p>Screen Readers: VoiceOver (Safari) JAWS (Internet Explorer) NVDA (Firefox) <i>Note: There is no screen reader support for Canvas in Chrome</i></p> | <p>Canvas 24/7 Phone Support for Students: 1-833-668-8634</p> <p>Canvas Help Resources: Web: Canvas Student Guide</p> <p>For additional assistance, contact Student Assistance (Distance Learning): Founders Hall, Rm 124 phone: (972)338-5580 email: distancelearning@untDallas.edu</p> <p><i>If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.</i></p> <p><i>If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.</i></p> |
| <p>Course Goals or Overview: The goals of this course are as follows -</p> | |
| <p>This course is designed to provide students with a context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. Competencies are addressed through the topic-specific readings and critical thinking assignments as well as through the student's fieldwork learning experience. To ensure that all competencies are fulfilled, students are encouraged to participate in co-curricular activities.</p> | |
| <p>Learning Objectives/Outcomes: At the end of this course, students will be able to:</p> | |
| 1 | Apply interpersonal skills in communicating with others both orally and in writing. |
| 2 | Engage in a self-directed learning process, customizing their internship experience, bridging your understanding of core competencies and theory with practical application |
| 3 | Provide a brief description of the overall process and structure of the fieldwork learning experience |
| 4 | Create materials for assignments using audio and visual technology regarding your internship site. |
| 5 | Actualize (engage in the implementation of) agency's policies and procedures in the performance of duties and responsibilities. |
| 6 | Evaluate professional and personal strengths and weaknesses during the performance of duties in the internship experience. |
| 7 | Address the strengths and challenges of internship site's supervision policies and practices with recommendations for improvement based on CSHSE standards. |

Council on Standards of Human Services Education Standards

Human Services Delivery System: Standard 13

- b). The range of populations served and needs addressed by human services
- c).. The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.

Discipline Inquiry and Information Literacy: Standard 14

- a). Knowledge and skills to obtain information through observation and research.
- b). Respect for confidentiality and the appropriate and ethical use of professionally relevant data.
- d). Knowledge and skills to compile, synthesize, and categorize information and present it orally or in writing to clients, colleagues, or other members of related services systems and utilize the information for community education and public relations.
- e). Information literacy, including skills to effectively locate, evaluate, and utilize information through library databases, world wide web, and other electronic resources.

Administrative Leadership: Standard 16

- j). Understanding the mission, vision, and ethical responsibilities of organizations and society as outlined by the Ethical Standards of the National Organization for Human Services (available on NOHS website).

Legal and Ethical Practices: Standard 17

- a).Respect for confidentiality of information
- d). Respect for appropriate professional boundaries
- e). Maintaining behavior that is congruent with the values and ethics of the profession as outlined by the Ethical Standards of the National Organization for Human Services (available on NOHS website).

Culminating Experiences: Standard 18

- a). Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.)

- b). Demonstrate criteria, policies, and procedures for determining when a student is required to complete fieldwork experiences. Field work may be waived if student has extensive experience provided specific criteria, policies, and procedures are followed and documented. For those who qualify to have field work waived, they must complete a capstone project, thesis, or an action research project.
- c). If a fieldwork experience is required, provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements.
- d). If a fieldwork experience is required, provide documentation of written agreements with field agencies that specify the student's role, activities, outcomes, supervision, and field instruction.
- e). If a fieldwork experience is required, provide syllabi for required seminars. Seminar hours are not included in field experience hours.
- f). If a fieldwork experience is required, provide evidence that a minimum of one academic credit is awarded for each three hours of weekly field experience.
- g). If a fieldwork experience is required, demonstrate that the field experience is structured with clear learning outcomes and methods of evaluation.
- h.) If a field work experience is required, demonstrate the field supervisors have a minimum of a master's degree or comparable years of professional experience. It is strongly recommended that field supervisors have no less than 10 years of professional experience if they do not hold a master's degree
- i). If a field work experience is required, demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester. The visit can be held as a direct site visit or with appropriate technology. The technology that is used should ensure that the field placement supervisor and student can be identified.
- j). If a field work experience is required, demonstrate that there is a written plan of learning objectives, activities, and outcomes for each student that was conjointly developed and agreed to by the student, the program, and the agency supervisor
- k). If a field work experience is required, the program shall provide a minimum of 100 clock hours of field experience in a human service setting
- o). Demonstrate that a reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency) is included for the selected capstone experience: fieldwork, thesis, or action research

Minimum Skills Needed:

1. Using the learning management system Using email with attachments.

2. Creating and submitting files in commonly used word processing program formats.
3. Copying and pasting
4. Downloading and installing software.

GRADING CRITERIA

Criteria for Grading include:

1. Demonstration of ability to integrate outside reading and classroom material into papers/projects
2. Succinct, clear demonstration of the logical formation of arguments
3. Independent and critical thinking skills in-class participation, written assignments, and projects.

Students will be required to successfully complete all of the following assignments described below.

There are four distinct types of assignments in this course for undergraduates. All writing must utilize the American Psychological Association (APA) Style Guidelines. A good resource on APA guidelines is found here:

<http://owl.english.purdue.edu/owl/resource/560/01/>

1. Online Discussions of assigned chapters/readings
2. Assignments – written assignments designed to supplement and reinforce course material
3. Projects – web development assignments designed to measure the ability to apply presented course material
4. Class Participation – participation in online class discussions

Grades will be assigned as follows: A=100-90%; B=89-80%; C=79-70%; D=69-60%; F=59-below

NOTE: The instructor has the discretion to determine the appropriate grade earned by any student based on attendance, behavior/participation, the quality of submitted work, etc. This grading scale does not guarantee any particular grade to any student based on numerical values alone.

Gradings Matrix:

| Instrument | Total Points |
|----------------------------|--------------|
| Assessments | |
| -1 Personality Indicator | 100pts |
| -Focus 2 Skills Assessment | 100pts |

| | |
|---|-----------------|
| 5 Assignments @ 100 pts. Each -Educational Contract -Mid-term Evaluation -Final Evaluation -Self-Evaluation -Exist Interview | 500pts |
| 2 Assignments @ 30 pts. each -Letter of Appreciation to Agency -Final Timesheet | 60pts |
| -Self-introduction | 20pts |
| -Ethical Standards Db | 25pts |
| -Essay | 20pts |
| -Career Fair | 50pts |
| -My Internship Presentation | 50pts |
| 12 Journal Logs @ 10 pts. Each Weeks 3 through 14 | 120 pts |
| 12 Supervision Logs @ 10 pts. each – Weeks 3 through 14 | 120pts |
| Total | 1,045pts |
| | |

Grade Determination: The following grading scale will be used to determine your final grade for the course.

900 – 1,000 pts = A

800 – 899 pts = B

700 – 799 pts = C

600 – 699 pts = D

000 – 599 pts = F

Licensing Requirements in the State of Texas related to licensure as a Licensed Chemical Dependency Counselor:

This course meets the academic requirements for the Licensed Chemical Dependency Counselor (LCDC) for the state of Texas. Additional requirements are needed to become fully licensed. Candidates seeking licensure as an LCDC will be subjected to additional credentialing requirements. You will be required to:

1. Undergo criminal background checks If you have a history of criminal activity, you may not be allowed to obtain the LCDC and must report all criminal activity on the LCDC application.

2. Texas Department of State Health Services representative(s) review all applications and determine whether or not the individual will be awarded the LCDC. Please go to http://www.dshs.state.tx.us/lcdc/lcdc_rules.shtm to review the rules and regulations about the LCDC.
3. Successful completion of a Bachelor's degree related to the field of substance abuse.
4. Complete all required coursework focusing on substance use and addictions.
5. Complete required state applications and include supporting documents as needed.
6. Successfully pass state/national exams.
7. Complete 4,000 clinical supervision hours at a state-approved Clinical Training Intitule

Criminal Background Checks

Interns are commonly required to undergo criminal background checks for field or clinical experiences and placements in the community. The organization (if required as a condition of internship placements) is responsible for the criminal background check; you are responsible for completing the information form 4 requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field experiences and internships. Contact the faculty supervisor if you have trouble with clearing background checks.

Instructor Expectations and Classroom Guidelines Assignment Submission

Instructions and Requirements: You are expected to actively participate in the teaching-learning process. This course will utilize various instruments to determine student grades and proficiency in the learning outcomes for the course. Multi-methods may be used including lectures, activities, presentations, audiovisuals, case analysis, simulation exercises, films, debates, guest speakers, and a general exchange of ideas.

All posted assignments must be double-spaced, 1-inch margins, typed using 12-inch, Times New Roman font. Handwritten assignments in any part are not acceptable. Students are responsible for all course assignments and notices posted on the course home page, and all messages sent to students via email. Correct use of spelling and grammar and professional writing skills are necessary for all course assignments, discussion boards, including emails. Having problems with the computer and/or printer are unacceptable reasons for missing assignment deadlines.

All assignments are to be submitted as a Microsoft Word (.doc), Assignments or Rich Text Format (.rtf), or PowerPoint. No assignment should be submitted as pdf file, Microsoft Works, Publisher, or WordPerfect, etc. Assignments are due on different dates throughout the semester. I recommend you download the course syllabus; pay attention to assignment instructions and due dates. All assignments scheduled for this course is due on Sunday's by 11:59pm. Use of Canvas: It is a good practice to log onto

the course several times per week to review announcements, course updates, or other related course correspondence. Due to the amount of content and the assignments scheduled for the course, I recommend you log onto the shell four (4) to five (5) times per week, if possible. Modern technology has made it possible for you to log onto the course shell and complete assignments using smartphones and other mobile devices anywhere at any time. However, keep in mind that depending on your mobile device(s), when you access Canvas using mobile devices such as smartphones and tablets; some of the images may be distorted, or you may have limited access to browse around the course shell. Despite the mobile device used to access the course, you are expected to submit assignments by the due date and according to the established guidelines per assignment.

Late Assignments: Late assignments are not accepted! All assignments are due by the due date. Assignment deadline missed due to medical, or participation in school-sponsored events or an unforeseen personal emergency will be reviewed on a case-by-case basis to determine if opportunities to make up a missed assignment will be granted. If a student is granted permission to submit an assignment after the deadline, the student must submit written documentation to support the missed assignment.

Turnitin: Turnitin software will be used to ensure the originality of your work. As you draw on research information publicized as journal articles, books, websites, etc. Be sure to use your own words by paraphrasing the author's work and including a citation. Limit the use of quotations. As a rule of thumb, use quotations sparingly. Your work should reflect a scholarly dance between your voice and the voice of other authors for which you used to develop the research paper. Plagiarism will not be tolerated. I recommend you purchase the APA manual that clearly define and explains what plagiarism is and how to avoid committing

Required Filename Format for Word Attachments Submitted Online:

For this course, all written assignments created as Microsoft documents and submitted to Canvas must be saved utilizing the following filename format:

Example: YourLastNameFirstInitial_Name of Assignment
LumarS_Week 1 Assignment (your filename attachment should look like this example. Do not use my name as the filename, use your name)

To save your work according to the correct filename format follow the instructions below.

- open a word document
- click on save as
- title/save the document according to the required filename format.
(*Example: LumarS_Leadership Analysis paper*)
- Click the save as button.

Failure to save and submit your document according to the guidelines will result in an automatic 3 points deduction from the total points earned. No assignments will be accepted via email unless otherwise noted. On occasion, Canvas (and some email programs) have problems with file attachments that include symbols in the filename.

Avoid the use of periods, hyphens, ampersand &, slash marks / \, pound sign #, at sign @, etc.

Communications with Professor. When communicating with the professor using email, please send emails through the Canvas system instead of sending emails to the professor's UNT Dallas email address. You can expect your emails to be answered within 3 business days (M-F) after receipt of your email. Emails sent after noon on Fridays will not receive a response until the following Monday. If the following Monday is a holiday, you will receive a response on the following Tuesday, or thereafter. Please note that emails will NOT be responded to on the weekends or holidays. Students will use Canvas to send emails to me or other students in this course. Be sure to format your email communications using the following guidelines below:

1. In the subject line of the email state the course you are registered for and the purpose of the email. (Example: HSML 4120 Question about an assignment)
2. Address the email by stating the professor's name you are sending the email to. Example: Dr. Lumar or Professor Lumar. Do not state Mrs. or Ms. Lumar because these suffixes are not the professor's professional title.
3. In the body of the email state your question. Be clear and specific.
4. Make sure emails are free of spelling, grammatical and capitalization errors close the email by including your first and last name and student ID # Emails not correctly formatted will not receive a response from the professor.

When communicating with classmates, please exercise courtesy and respect whether you are sending a classmate a direct email or responding to discussion assignments.

Notifications: Any changes to the course schedule will be posted on Canvas Announcements. Periodical announcements may appear in the course to provide general information, make special requests, or notify you of any changes. These announcements can be accessed from the Canvas course by clicking "Announcements" listed in the menu on the left side of the screen.

Grading: I will do my best to have your assignments graded promptly, but I reserve the right to take up to 2 weeks to grade any assignments and will post grades to the Grade Center.

Inquiries: Students are encouraged to inquire about their academic performance in class throughout the semester. All grade inquiries will be reviewed, and responses provided within 3 business days of the initial inquiry. Students who may have questions about their grades and scores should contact me via email or telephone within 5 days after the grades have been posted. After this deadline, scores and grades on assignments will not be reviewed or changed.

How Students Should Proceed Each Week for Class Activities: The course modules remain open Monday's 8:00am and closes Sundays at 11:59pm. Essentially, you will have one week to complete assignments for each module. Each week you must access Canvas and the materials in this course to be successful. Read the Learning Modules and assigned readings to contribute to weekly course activities such as discussions, exercises, activities, and/or tests. Carefully review the "Assignments" folder in each module for a description of the required assignments. Assignments are due by Sunday at 11:59 pm except for the final week's assignments.

Overall Course Participation: Students will often be required to communicate regarding course concepts through discussion boards, face-to-face, and online class discussions, and assignments. Remember to use proper etiquette and protocol for participating in in-class and online activities to be respectful, courteous, and professional always!

Accruing Internship Hours: Students are required to complete 300 internship hours for the course and document accrued internship hours on the time record posted in Canvas. You will need to collaborate with your site supervisor to develop a schedule that will allow you to complete the internship hours over 16 weeks. Internship hours accrued before the start of the semester will not be counted towards the required internship hours. If you complete your internship hours before the semester ends, you will need to continue to submit the monthly time record and journal entries until the dead week. You will write this statement on both the timesheets and journal entries "I have completed my internship hours" to receive credit. Completing HMSL 4850: To complete HMSL 4850 Internship, students must adhere to the requirements set forth by the internship site supervisor and course requirements as scheduled for this class. You should be mindful to present yourself professionally and exhibit behaviors that express your willingness to assist individuals and groups with improving their well-being. Be sure to complete all required assignments and abide by the directives provided by your site supervisor. Keep in mind that you are required to obtain a "C" as the overall grade for the course. Students who fail to achieve a C will not complete the HMSL 4850 and be required to retake the course at a different time. A grading scale for the number of possible points is listed in the course syllabus and Canvas.

Accruing internship hours: It is expected that all interns developed a weekly work schedule in collaboration with a site supervisor. You should plan on attending the internship site at least twice per week until all internship hours have been accrued. You will submit a work schedule during the 3rd week of your internship. In the event your work schedule changes, it is the student's responsibility to inform the professor of the changes promptly. All internship hours must be completed by the dead week unless other arrangements have been made by the professor. The final monthly timesheets and journal entries must be submitted by the due date as stated on the course timeline. Be sure your site supervisors sign each monthly timesheet. Students who submit timesheets without the site supervisor's signature will not receive credit for the assignment and none of the hours will not count towards the accrued internship hours. Unfavorable reports from students' site supervisors or an agency representative can

result in decreased points, or a student may be asked to discontinue an Internship subsequently impacting a student's overall grade.

Students must complete all internship hours with all supporting documentation. A FAIL grade is certain if internship hours are not completed by the end of the term and documentation is not submitted. You may not perform internship hours until ALL documents have been submitted to the instructor and the site has been approved. A signed confirmation letter is required. Hours must be completed by the due date as indicated in the syllabus unless emergency documentation is provided. Late completion of the internship project will result in a 30-point loss of your overall grade points (subject to verification).

Online Attendance and Participation: Regular attendance and participation in online and face-to-face activities, class discussions, and related assignments are required. The University attendance policy is in effect for this course. Likewise, students' professionalism in internship attendance is a must! You will receive a grade based on your overall participation, particularly at your internship placement, so be prepared and ready to discuss for each class meeting. Points will be deducted for negative participation or reporting. Student/Instructor communication and interactions will take place primarily using such methods as Chat, Email, Online Discussion Groups, Phone, U.S. Mail, Face to Face. Detailed information is provided in the course schedule. Your active participation is essential to the integration of course material and your ability to demonstrate proficiency. It is your responsibility to notify the instructor in advance if you'll miss any face-to-face classes.

How and Where to Submit and Document HMSL 4850 work: Time Records, Journal Entries, Student Self Evaluations, a Letter of Appreciation, the Site Project assignment, and chapter readings with supporting assignments should be submitted online. All written assignments must be typed using 12 points, Times New Roman font. When submitting a written paper assignment always include a title page, page numbers, section headings and a reference page for any sources you have used.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course 1) Online Discussions 2) Written Assignments, 3) Group Projects and 4) Experiential Learning Activities

Course Assignments

Written Assignments

1. Zoom Attendance & Participation (9 @10 pts each=8 pts):

This class is structured in a 100% online format. Attendance is voluntary. Interns are **attend scheduled zoom meetings on 1/11, 1/25, 2/8, 2/22, 3/1, 3/22, 3/29, 4/12, & 4/26 @ 6:00pm**. Your contribution to the class is essential. Each week you must access Canvas and the course materials regularly and read all emailed correspondence sent

from the course. During class, you can plan on participating in topical discussions related to the internship experience. Carefully review module assignments for a description of the assignments due each week. These assignments are generally due weekly and must be submitted on time to potentially receive full credit.

2. Video Self-Introduction Discussion board (20pts)

Use the discussion board labeled “Self-Introductions” to introduce yourself to your classmates using a video. Begin a new thread and title your subject line with your Last Name, First Name.

Part I (10 points): Instructions: Select one adjective that begins with the letter of your first name that describes you. Introduce yourself to us by using the adjective you selected above along with your full name. Please also include a photo of yourself. Tell us about:

- The major, degree or professional certification you are working on
- State what you hope to learn from the course
- Tell us what you plan to do after you finish at UNT Dallas.
- Share with us the city, and state where you currently live.
- What do you do when you are not online learning (work, hobbies, etc.)?
- Is there anything else you would like to share with us to help us get to know you (this could include family information, vacation/holiday plans, pets, specific research interests, etc.).

Part II (10 Points): Welcome Classmates: Due: See Timeline for Due Date

Welcome at least 5 of your classmates to this class by replying to their self-introduction posts. Part I and II are due by 11:59pm on the due date

3. My Personality Type Indicator Assignment (10pts: SLO 1, 2, & 3, CSHSE 18o).

This 10-minute Personality Types Indicator (MPTI) will allow you to learn more about your strengths and discover how you can achieve fulfillment in your professional and personal life. Learn more about how you react to both anticipated and unexpected situations that may occur in the workplace. The MPTI also helps you gain a valuable understanding of how you make adjustments according to the circumstances. Got to: <https://my-personality-test.com/> to complete this assignment, then answer the following questions by rewriting each question and providing a response under each question.

1. What are your four personality type letters (ex. . ESTJ) and discuss the meaning of each letter
2. Discuss the most interesting factor you learned about yourself
3. Discuss whether or not you agree or disagree with the findings of the personality type indicator
4. Based on the results, describe how your personality type helps you to effectively perform at the internship site.

4. Focus 2 Skills Assessment (10pts SLO 1, 2, & 3, CSHSE 18o): Focus 2 is an online career and education planning tool for college students. It will enable students to assess their chosen career personality qualities and explore other career fields and areas of study that are most compatible with their results. Focus 2 can be used in different ways

throughout all stages of the student's education and career planning according to their personal needs.

Instructions

1. Go to the UNT Dallas Website at <https://www.untDallas.edu/sa/career-services/professional-resources.php> Scroll down to the Assessments section and click on the Focus 2 link. You will need to log in using the login credentials to access your university email. Set up your account
2. Complete the assessments:
3. Create a two-page summary discussing your top 5 skills and the type of career choices that align with the results of your assessment, APA standards apply. Submit the assignment by the due date.

5. The Differences Between Competencies and Skills Essay (20pts) (SLO 3, 4, & 5): To better help students understand the difference between competencies and skills for the workplace environment please go to <https://www.indeed.com/career-advice/career-development/skills-vs-competencies> Review the information discussing

1. Skills
 - a. Soft Skills
 - b. Hard skills
2. Competencies
 - a. Behavioral competencies
 - b. Functional Competencies
 - c. Professional competencies

Prepare a three-page Word document addressing the 1) difference between competencies and skills, 2) types of skills, and 3) types of competencies. Include a discussion about the types of skills you possess and are drawn on to carry out the functions of your internship and identify your strengths and challenges as an upcoming human services professional.

6. Nonprofit Career Opportunities and Expectations (100 pts)

As a student intern, you are asked to complete assignments/projects related to the nature of employment in the nonprofit sector, from researching career opportunities and applying and interviewing for a job to continuing professional development.

There are three parts to this paper assignment that you will be writing about and applying your knowledge, values, and skills around Nonprofit Career Opportunities and Expectations –

1. Identify nonprofits most aligned with the population and interest you have in human services.
2. researching human services position requirements
3. locate job descriptions that meet personal values and professional expectations.

You will write a three (3) page paper (not including the reference page) that is double-spaced and using Times New Roman, 12-point font, and with one-inch margins all around. The paper will be formatted per APA style writing guidelines; title page, page

numbers in the right-hand corner of the paper, section headings corresponding with the three parts of this assignment, and a reference page. You will need at least three (3) sources you cite in your paper and properly format on a reference page (the fourth page of your paper). Each section of your paper will include the following:

Section 1 – Identifying Nonprofits

You will identify at least two (2) nonprofit organizations in your community that provide services to populations and/or human service issues that most interest you. You will write about these two nonprofits by discussing the following:

- a. briefly describe each of the two nonprofits you have identified by listing the name of the organization, the purpose of the organization, the mission of the organization, and the goals of the organization.
- b. discuss the population and human service issue this organization addresses – briefly describe the programs/services.
- c. and lastly, discuss your interest in the population/issue – why are you interested, and what knowledge, values, and skills do you bring to this population/issue as a human service professional?

Section 2 – Researching Nonprofit Professional Positions

- a. research the two nonprofits you have identified above for professional positions within these organizations – specifically state the position title and briefly describe each of the two positions within each of the two nonprofits (there will be a total of 4 positions – 2 from each nonprofit – you will be discussing) by discussing the position responsibilities, degrees required, and compensation for the position.
- b. Lastly, discuss how each of these positions matches your expectations for the education you have received during the HSML program, the responsibilities you would take on if you took one of these positions, and the compensation you would receive.

Section 3 – Job Descriptions and Personal Values

locate at least two (2) job postings for positions that are available right now in your community that meet your personal values and professional expectations in the workplace – discuss where you found the job descriptions, the title of the positions, and how each.

Continuing Professional Development and Networking/Mentoring (100 pts)

There are four parts to this paper assignment that you will be writing about and applying your knowledge, values, and skills around Continuing Professional Development and Networking/Mentoring –

1. researching continuing professional development opportunities
2. creating a 5-year plan for continuing professional development
3. discussing participation in networking events
4. creating a networking/mentoring connection plan

You will write a four (4) page paper (not including the reference page) that is double-spaced and using Times New Roman, 12-point font, and with one-inch margins all around. The paper will be formatted per APA style writing guidelines; title page, page numbers in right-hand corner of the paper, section headings corresponding with the three parts to this assignment, and a reference page. You will need at least three (3) sources you cite in your paper and properly format on a reference page (the fourth page of your paper). Each section of your paper will include the following:

Section 1 – Researching Continuing Professional Development Opportunities

1. research and discuss at least three (3) professional associations, organizational training, professional webinars, and/or conferences available for continuing professional development once you have graduated – identify each of the three you have chosen, discuss the continuing professional development opportunities with each of the three
2. discuss how these opportunities align with your own human services interests and values and how these opportunities will benefit you as a professional

Section 2 – Five Year Plan for Continuing Professional Development

1. discuss your plans over the five years after you graduate to continue to develop professionally – what will you do in year 1 after graduation? Year 2? Year 3? Year 4? And year 5? – be specific in what you plan to do (i.e. join a professional organization – also discuss which one, why this one, and how it will benefit you)

Section 3 – Participation in Networking Events

1. discuss at least two (2) networking events you have attended while in the HSML program or that you will have an opportunity to participate in during your internship – don't forget, all opportunities are networking opportunities – this could be a meeting outside your organization, a conference or training, a community event, etc.
2. discuss the process of networking – how do you introduce yourself; how do you collect information from others, how do you follow up on those contacts and continue relationships?
3. lastly, create a professional networking/mentoring plan that you can follow over the next five years after you graduate –
 1. discuss what types of professional relationships you would like to build at your place of work once you are employed,
 2. identify professionals who could be ongoing professional mentors – how will you make contact with these people and how can they help you,
 3. identify professional networking opportunities you can participate in that will help you with your networking plan (i.e. young professionals groups, coalitions in your area of human services interests, etc.)

6. Career Fair Attendance (50 pts, SLO 1, 2, & 3, CSHSE STD 14e, 18a, o): Students must locate and attend a career fair either online or in person. Students attending a career fair in person or online

-Choose one organization that is of interest to you and spend some time with the representative to learn more about the organization, the population's services, types of employment positions, etc. It is recommended you take your resumes with you to the career fair to hand out to interested employers. Obtain information about each of the attending organizations and a business card. Students attending a career fair online,

Instructions: Develop a report about the career fair and the organization you find most interesting. Make sure that the following information is covered in your report:

1. How many companies/agencies are attending this fair? How many were related to HSML and name them?
2. What companies and positions interest you at this fair?

(1) Company name, (2) what are some of the key factors about this company that meet your HSML background, (3) what characteristics and qualities do the organization seeks in competitive candidates (6) what methods do they use to identify qualified candidates?

- Write a paragraph on your impression of the organization.
- Write a paragraph on your impression of this career/job fair
- Scan and attach the recruiter's business cards at the end of your assignment.

APA standards apply.

7. 25

8. My internship Experience Presentation (50 pts SLO 1, 2, 3, CSHSE 14 a, d, & e, 18o): At the end of the internship, students prepare a PowerPoint presentation depicting their experiences at the internship site. The presentation must include the following.

1. The name and address of the organization
2. Name of the site supervisor and employment title
3. The organization's/mission
4. Organization chart
5. Description of the population served by the organization.
6. Discuss activities assigned to complete or the task.
7. Description of the types of services offered
8. Discuss types of training received to fulfill the assigned tasks.
9. Discuss the activities you enjoyed the most and least.
10. Explain how the internship helps prepare you for your career as a helping professional.
11. Discuss whether you plan to pursue employment opportunities assisting the same or similar population you worked with during your internship.
12. Provide a detailed overview of the learning point learned in the internship.

Instructions: Present your information during the final class meeting via Zoom. Feel free to use pictures depicting the activities performed at the internship. Please seek permission from the sure supervisor if you plan to use photographs of their clientele.

The presentation must be 15 minutes in length and the slide count must not exceed 15 slides. See the course timeline for the assignment due date:

Administrative/Field Practice Assignments

1. Education Contract and Learning Agreement (100pts) (SLO 1, 3 & 5; CSHSE STD 18a, b, c, d, e, g, j) – the purpose of these documents is to guide your internship experience. You should clearly state your learning objectives with attention to the activities and projects you will work on as well as the Core Competency items you hope to attain throughout your experience.

2. Weekly Journal Logs (10 journal logs @ 10 pts each; 120 pts SLO 4 & 5; CSHSE STD: 18i, k) – Students will complete a weekly journal log from Week 3 to Week 14. Reporting on internship activities as well as a reflection question for the log is required. This will be submitted on Canvas.

3. Weekly Supervision Logs (10 supervision logs @ 10 pts each; 120 pts, SLO 4 & 5; CSHSE STD: 18i) – In addition to the weekly journal log, students will submit a weekly supervision log. The supervision log details the meetings supervisors have with the student each week as well as logs progress toward professional development. This will be submitted on Canvas.

4. Mid-term Evaluations (100 pts) (SLO 4 & 5; CSHSE STD: 18 i) – A mid-term evaluation must be completed by the internship supervisor and the student. This evaluation will be submitted on Canvas.

5. Self-Evaluation (100 pts CSHSE STD: 18i, o). – At the end of the semester a self-evaluation of the internship experiences at the internship agency will be completed by the student and submitted on Canvas.

6.Exit Interview & Final Supervision Meeting (SLO, 4 & 5; CSHSE 18 i, o (100pts) – Interns are required to conduct a final existing interview with the Site Supervisor and Faculty Supervisor at the end of the internship. This assignment is required, and interns must successfully complete the existing interview to meet the academic fulfillment for the internship.

7. Final Evaluations (100 pts. SLO 2, 3, 4, & 5, CSHSE STD 18i): – At the end of the semester a final evaluation must be completed by the internship supervisor and the student. Submitted this evaluation to Canvas.

8.Letter of Appreciation (30 pts.) – Students will create a professional letter of appreciation for his/her respective internship supervisor. Please see the assignment instructions for what should be included in this letter.

9. Final Timesheet (30 pts.) – Time spent at the internship will be recorded weekly on the supervision log. Students are also required to keep a timesheet of weekly

attendance and this timesheet will be signed by both the supervisor and student at the end of the internship – this signed timesheet will be submitted on Canvas.

Course Schedule – the course schedule is subject to change at the discretion of the instructor. Any changes to this schedule will be communicated through announcements on Canvas and/or email.

| Weekly Modules Dates: | Topics | Assignments Due Dates: |
|---|--|--|
| Week #1 Aug 26 th — Sept. 1 st Zoom Meeting: Wed. Aug. 28th @6:00 pm | Review syllabus and assignments Reading: CHPT #1. Getting Started | Interns that have not confirmed an internship site, are required to actively seek an internship placement. |
| Week #2 Sept. 2 nd – 8 th | Readings: CHPT #2: Getting Acquainted (CSHSE STD #13 a & c) My Personality Type Indicator Assignment (CSHSE 18o). Self-Introductions Journal #1 and Supervision #1 Logs Due | Sun. Sept. 8th by 11:59pm Sun. Sept. 8th by 11:59pm |
| Week #3 Sept. 9 th –15 th Zoom Meeting: Wed. Sept 11th @6:00 pm <i>Happy Labor Day!</i> | Readings: CHPT #3 Developing Ethical Competence Assignment – Educational Contract and Learning Plan (CSHSE STD: 18a, b, c, d, e, g, & j) Db #1 Competency Building (CSHSE STD: 14b,16j, 17e) | Responses to discussion board questions are due on Fri. Sept. 13th by 11:59 pm. Responses to classmates due Sun. Sept 15th by 11:59pm All other assignments are due Sun. Aug. 10th by 11:59pm Journal #1 and Supervision #1 Logs Due |

| | | |
|---|---|--|
| Week #4 Sept. 16 th — 22 nd | Readings: CHPT #4: Learning to Learn from Experience: Understanding Learning Styles and the Integrative Processing Module | All other assignments are due Sun. Sept . 22nd by 11:59pm Journal #2 and Supervision #2 Logs Due Focus 2 Skills Assessment (CSHSE STD: 18o) |
| Week #5 Sept. 23 rd —29 th Zoom Meeting: Wed. Sept. 25th @ 6:00pm | Readings: CHPT #5 Using Supervision | All assignments for this week are due Sun. Sept 29th by 11:59pm Nonprofit Career Opportunities & Expectations Assignment Journal #3 and Supervision #3 Logs Due |
| Week #6 Sept. 30 th —Oct. 6 th | Readings: CHPT: #6 Communicating in Your internship (SLO 3,4,5, CSHSE STD 17 d) | All assignments for this week are due Sun. Oct 6th by 11:59pm Journal #4 and Supervision #4 Logs Due |
| Week #7 Oct. 7 th — 13 th Zoom Meeting: Wed. Oct 9th @ 6:00pm. | Readings: CHPT #7: Developing Cultural Competence | All assignments for this week are due Sun. Oct. 13th by 11:59pm Journal #5 and Supervision #5 Logs Due |
| Week #8 Oct. 14 – 20 th | Reading: CHPT #8: Writing and Reporting Within your Agency (SLO 5, CSHSE STD, 17a,) Mid-term Evaluation (SLO 4 & 5; CSHSE STD: 18 i) | All assignments for this week are due Sun. Oct. 20th by 11:59pm Journal #6 and Supervision #6 Logs Due |

| | | |
|--|--|--|
| Week #9 Oct. 21 st — 27 th | Reading (cont.) CHPT #8 Writing and Reporting Within your Agency | All assignments for this week are due on Sun. Oct. 27th by 11:59pm Db #2 Ethical Standards Journal #7 and Supervision #7 Logs Due |
| Week 10 Oct. 28 th – Nov. 3 rd | Readings: CHPT #9 Taking Care of yourself | All assignments for this week are due Sun. Nov. 3rd by 11:59pm Journal #8 and Supervision #9 Logs Due |
| Week 11 Nov. 4 th — 10 th Zoom Meeting: Wed. Nov. 6th @ 6:00pm. | Readings: CHPT #10 Ending Your Internship | All assignments for this week are due on Nov. 10th by 11:59pm Journal #9 and Supervision #9 Logs Due |
| Week #12 Nov. 11 th — 17 th Zoom Meeting: Wed. Nov. 8th @ 6:00pm. | Readings: CHPT #11 Planning Your Career (SLO, 1, 2, 3, 4, & 5; CSHSE STD: 18 o) | All assignments for this week are due Sun. Nov. 17th by 11:59pm Continuing Professional Development and Networking /Mentoring Journal # 10 and Supervision Log #10 |
| Week #13 Nov 18 th –24 th Zoom Meeting: Wed. Nov. 20th @ 6:00pm | Readings: How to Develop a Professional Identity <u>How to Develop Your Professional Identity</u> | All assignments for this week are due Sun. Nov. 24th by 11:59pm Career Fair Attendance (CSHSE STD 18a, o) Journal #11 and Supervision logs #11 are due |
| Week #14 Nov. 25 th — Dec.8 th | Readings: Negotiating wages, work schedule, workplace benefits | All assignments for this week are due Sun. Dec. 8th by 11:59pm |

| | | |
|---|---|---|
| | Self-Evaluations (CSHSE STD: 18i).) How to Negotiate Salary for Beginners (With Examples) | Self-Evaluations (CSHSE STD: 18i).) Journal #12 and Supervision #12 Logs Existing Interviews Due |
| Week #15 DDec. 2 nd –Dec. 8 th Zoom Meeting: Wed. Dec. 4th @ 6:00 pm | Readings: Posting resumes to Employment Sites https://www.indeed.com/career-advice/resumes-cover-letters/uploading-resume | All assignments for this week are due Sun. Dec. 4th by 11:59pm Existing Interviews Due My internship Experience Presentation (CSHSE 14 a, d, & e, & 18o) Journal #12 and Supervision #12 Logs Due |
| Week #16 Dec. 9 th –13 th | Final Exam | All assignments for this week are due: TBA Existing Interviews Due |

University Policies and Procedures Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions that violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate. Common courtesy and respect will be extended to all. Students who are abusive to this policy may be asked to leave the classroom and will lose points. Problems in adhering to this policy may result in being dropped or failing this course.

Students with Disabilities: The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act 10 (ADA), according to section 504 of the Rehabilitation Act, there is the renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate based on that disability. Student responsibility

primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Counseling and Human Services is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course. If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, Disability Accommodations for Students, and by visiting Student Life, Building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled following the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Disruptive Behavior in an Instructional Setting

Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting.

A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (Policy 7.001) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student

being directed to leave the classroom include but are not limited to: failure to comply with a reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy: The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes if they are absent. Due to limited weekly face-to-face meetings attendance requirements are stringent. After the 3rd undocumented/unexcused absences, students' grades will be decreased by one full letter grade.

Leaving Class Before Dismissal: Students who need to leave class before dismissal or break are requested to advise their faculty member before class, and to sit as close as possible to the door. This will avoid unnecessary classroom disruption or distraction. **Leaving class before dismissal will impact your grade for class participation and attendance.**

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions that violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Canvas

This course requires the use of Canvas for designated interactive processes. You are required to check announcements using Canvas along with email correspondence, discussion board assignments, group assignments, written assignments, etc. Written assignments are to be submitted through Canvas. There will be three (3), online classes, during the semester. Specific assignments will be announced in class and will also be posted on "Canvas".

Grade of Incomplete, "I"

A Grade of Incomplete can only be given during the last ¼ of semester. The student must have a passing grade to that point; have a justifiable reason for the request; and must have the approval of the Department Chair and/or Dean. The instructor must specify the work to be completed and the date by which it will be completed.

APA Formatting-See APA Guide Below. Students are expected to use APA format & style in all writing assignments. This includes a proper citation of sources and reference listing. The REQUIRED APA handbook is a great guidance tool. Various online sources are available to students. One such online tool is the Citation Machine, which allows you to input requested sources of information and then place the source in its proper APA format. Go to: <http://citationmachine.net/>. All essays/papers must include APA Title (cover) page. See attachment at the end of the syllabus. Note: APA format will be applied. Use of proper citations and referencing is required.

Guidelines & Details for Assignments General Submission Guidelines

1. Writing and referencing should conform to the writing style and reference guidelines found in the Publication Manual of the American Psychological Association (5th ed.).
2. Double-space using Word files using an appropriate 12-point, black color font, and one-inch margins.
3. Use a Title Page and make it APA style with assignment/project title, your name, the date, the 11 courses.
4. Use headers, right justified, per APA. Put your last name and page number on the first header line; and on the second header line, type the assignment title/name.
5. Always write an introductory paragraph and a final concluding (i.e., synthesizing, evaluative) paragraph; always include a reference page, per APA.
6. A full page equals 22-23 lines of content.
7. Caveat for all assignments and projects: Please be careful and attend to issues of good grammar, spelling, and presentation.

- a. DO NOT USE CONTRACTIONS in academic writing. This course's writing is Scholarly.
- b. Be very careful to maintain consistency in the use of verb tense and voice (e.g., third, second, or first-person voice) throughout papers.
- c. An important note about plagiarism as it pertains to this course, avoid writing more than 2 or 3 consecutive words of anything that might be borrowed from another source without citing. When in doubt, cite the source. Realistically, until the conclusions are being drawn and the reflective thoughts are being conveyed, chances are that most students' thoughts and writings are drawn from reliable and valid sources. Therefore, citing appropriately, sentence by sentence, adds credibility to the writer's work. Furthermore, do not copy either by physically typing or by simply pasting from another source's website or article and call it your work by failing to cite the material as a direct quotation. The instructor has been known to sleuth out plagiarism (within minutes of detecting a possible problem with a document) despite any desire to not find the evidence. One key way to avoid problems with plagiarism is to submit assignments informally and early by a date upon which has been mutually agreed. The instructor will return the document with feedback and make suggestions for how to better engage in source citations and how to avoid inappropriately handled quotations. Also, a student who makes such efforts tend to earn higher grades.

Confidentiality Agreement: It is expected that those in this course will go through a process of growth and development. As such, it is essential that we support one another in this process of better understanding others and ourselves. Our views are sure to differ, but hopefully we can learn to listen attentively to others. The class is to be viewed as a safe, supportive environment in which we can individually and collectively voice our opinions and thoughts. Due to the sensitive nature of the discussions that may take place, you may demonstrate a range of reactions, opinions, or emotions. To protect confidentiality, you are advised not to discuss comments made by specific individuals outside of the classroom. However, you may choose to discuss areas of concern in private with the instructor.

Student Evaluation of Teaching Effectiveness Policy: The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Online Communication Etiquette Instructions: All students pay tuition and deserve a positive and courteous learning environment. You should be aware that your behavior impacts other people, even online. My goal is for this course to be a positive & supportive environment where courtesy is extended among fellow students (and your instructor). Due to the nature of the online environment, there are some things to remember:

- Always think before you write. In other words, without the use of nonverbals (winking, smiling, etc) with your message, your message can be misinterpreted. So please think twice before you hit submit. 12
- Keep it relevant. Collaboration is a necessity in the professional world - use the Ask the Class and Instructor discussion board to get the fastest answer to your questions. Be sure to stay on topic in all assigned discussion areas.
- Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
- Make sure that you are using grammar and language structure appropriate to the professional setting. In other words, avoid using "R U" instead of "are you". There are people in the class that may not understand this type of a Conversation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are fine as long as they are appropriate. A smile ☺ is welcome, anything offensive is not.
- Treat people the same as (or better than) you would face-to-face. In other words, it is easy to hide behind the computer. In some cases, it empowers people to treat others in ways they would not in person. Remember there is a person behind the name on your screen. Treat all with dignity and respect and you can expect that in return.
- Respect the time of others. You will be required to engage with your peers throughout the semester. Always remember that you are not the only person with a busy schedule, so be flexible. Do not procrastinate! You may be one that works best with the pressures of the deadline looming on you, but others may not be that way. The same is true for the reverse.