

HSS 482 Capstone Academic Field Seminar
Spring 2016
March 29-May 10

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Text: Kiser, P. (2016). *The human services internship: Getting the most from your experience (4th)*. Boston, MA: Cengage.

Course Description: The internship seminar serves as a capstone for the major, requiring students to demonstrate their mastery of the goals of the Human Service Studies major. The seminar seeks to engage students in the integration of knowledge and skills from previous course work with their experiences in the field. Emphasis is placed on written assignments and class discussions in which students demonstrate their proficiency in synthesizing theory and practice.

The Purpose of the Internship Seminar: Goals and Outcomes

Since the internship serves as a capstone experience for the major, requiring students to demonstrate their mastery of the goals of the Human Service Studies, the course engage students in the integration of knowledge and skills from previous course work with their experiences in the field. As such the student's performance in the seminar constitutes the senior assessment for all Human Service Studies majors. Satisfactory performance is required for graduation. The overriding goal of the internship seminar is for students to demonstrate their proficiency in using their acquired knowledge and skills to guide their everyday work. Unlike most courses, this particular class does not focus primarily on new content.

Learning Goals for the Human Service Studies Major with Specific Outcome and Assessment Measure for HSS 482 Internship Seminar

1. To increase students' knowledge of the history and development of the human services system in the United States and the competing philosophies that have influenced U.S. social policy over time.
Measurable Learning Outcome. Students will demonstrate an understanding of social policy as it relates to their internship placement.
Assessment: Students will be able discuss in depth at least one policy issue as it relates to their field placement.
2. To increase students' knowledge of the theoretical and empirical bases for practice and the ability to apply these perspectives.
Measurable Learning Outcome. Students will demonstrate the ability to accurately and meaningfully apply theoretical and empirical information to guide their internship work.
Assessment: Through IPM writings and selected writing assignments from the textbook, students will be able to discuss in depth at least three (3) theoretical perspectives that inform their work in the internship.
3. To increase the students' knowledge of the interdisciplinary nature of social problems and related interventions.
Measurable Learning Objective. Students will select a significant social problem encountered in their internships and demonstrate their understanding of this problem from an interdisciplinary perspective.
Assessment: Students will be able to discuss in depth at least two (2) specific disciplinary perspectives on a social problem encountered in their internship.
4. To increase students' ability to think critically, logically, and creatively as they approach human needs and problems.

Measurable Learning Objective. Students will demonstrate their ability to think critically, logically, and creatively as they work in their internships.

Assessment: Students will be able to discuss issues, make decisions, and solve problems in a manner that demonstrates higher order thinking and consideration of multiple perspectives and sources of information as well as professional values and self-awareness.

5. To increase students' cultural competence in order to work more effectively within diverse populations.

Measurable Learning Objective. Students will demonstrate cultural competence in the internship.

Assessment: Students will be able to identify critical issues related to diversity in their internship settings and to discuss their own cultural make-up and perspectives in relation to those issues.

6. To increase students' ethical sensitivity and decision-making ability towards the advancement of human rights.

Measurable Learning Objective. Students will demonstrate ethical sensitivity and decision-making ability throughout the internship.

Assessed through selected writing assignments from the textbook.

7. To increase students' understanding of how knowledge is constructed and utilized within the field of human services.

Measurable Learning Objective. Students will identify current research that is relevant to the internship site and discuss its potential applications to their work.

Assessment: Students will be able to discuss current research related to their field experience and make decisions that would logically follow from this research.

8. To promote students' on-going self-awareness, clarification of personal values, and awareness of personal biases in order to enhance their professional effectiveness.

Measurable Learning Objective. Students will demonstrate self-awareness and on-going personal reflection and growth throughout the internship.

Assessment: Students will demonstrate self-awareness and personal reflection in numerous writing assignments throughout the semester, including but not limited to the IPM paper, the ethics writings, and the writings on cultural competence.

9. To increase students' knowledge and skills for direct practice with individuals, families, groups, and communities.

Measurable Learning Objective. Students will be able to accurately identify and apply the knowledge and skills they employed to conceptualize and perform in various situations encountered in the internship.

Assessment: Students will be able articulate clearly the specific skills and knowledge that they are using in various contexts. Students are also able to identify gaps in their knowledge and skills and develop a plan for addressing those gaps.

10. To increase students' knowledge and skills in working with larger systems, including administering agencies and facilitating social change.

Measurable Learning Outcome. Students demonstrate understanding of the internship agency in community context and can articulate agency, community, and societal changes that would improve the lives of the clients they serve.

Assessment: Students will be able to discuss in depth the nature of the community that their field agency serves and will be able to make appropriate and specific recommendations about changes in the agency, community, and society that would benefit clients.

Elon Honor Code. Elon's honor pledge calls for a commitment to Elon's shared values of Honesty, Integrity, Respect and Responsibility. To be clear about what constitutes violations of these values, students should be familiar with the Judicial Affairs policies in the student handbook, including violations outlined at <http://www.elon.edu/e-web/students/handbook/violations/default.xhtml>.

Students with questions about the specific interpretation of these values and violations as they relate to this course should contact this instructor immediately. Elon's Honor Code policies apply to all aspects of the internship and the internship seminar including both off-campus and on-campus components. Violations specifically covered by academic honor code policies include: plagiarism, cheating, lying, stealing and the facilitation of another's dishonesty. Dishonesty of any sort in the internship and/or seminar (e.g., lying, submitting falsified time sheets, failure to accurately cite sources, plagiarism) will be officially reported as Honor Code violations.

Violations in academic-related areas will be documented in an incident report which will be maintained in the Office of Student Conduct, and may result in a lowering of the course grade and/or failure of the course with an Honor Code F. Multiple violations will normally result in a student's temporary suspension from the University.

Disabilities Services. If you are a student with a documented disability who will require accommodations in this course, please register with Disabilities Services in the Duke Building, Room 108 (278-6500), for assistance in developing a plan to address your academic needs. For more information about Disabilities Services, please visit the website http://www.elon.edu/e-web/academics/support/disabilities_services.shtml.

Internship Seminar Requirements

Requirement 1: Attendance

Internship students will meet weekly to discuss their field experiences and related academic themes and material. This classroom component is an important tool in helping students bridge connections between previous classroom learning and practice experiences. Attendance at seminars is required. Students are expected to arrive on time and attend the entire seminar. Absences, tardiness, and/or lack of participation in seminars will be reflected in significant lowering of the student's final grade for the seminar. If a student misses a seminar session, the work that is due at this session must be turned in on time. Also the student is responsible for gathering any information missed due to any absence.

Requirement 2: Class Participation and Preparation

Seminar classes are discussion-based, and the quality of a seminar course can be no better than the quality of student contributions to those discussions. Therefore completing the assigned readings prior to class, coming to class with thought-provoking questions, and participating in discussions about how the readings relate to your own internship experiences are important student responsibilities. Internship experiences assume a high degree of student self-directedness, motivation, and professionalism. Consistent with these expectation, a high level of quality in student preparation and leadership in the course is assumed and expected.

Requirement 3: Weekly Readings and Writing Assignments

Each week students will turn in writing assignments related to the course goals and learning outcomes. Relevant reading for each paper topic is assigned in the week prior to the paper due date so that students will have every opportunity to fully understand the concepts prior to writing the paper. Papers assigned in the course are to be turned in stapled and in hard copy at the beginning of class on the due date. All sources used in writing assignments (except for general information from the text) must be cited using APA style. Any quotes from the text should also be referenced. All work should be presented in a manner consistent with professional and scholarly expectations. Accordingly, late work will not be accepted and will be recorded as a "0." Papers should be no more than 5 pages long exclusive of references. For more details about APA style, please consult the Belk Library website.

Requirement 4: Discussion Facilitation

Students will assume responsibility for leading and facilitating discussion throughout the seminar. These are NOT presentations. (See guidelines attached, p.7.)

Learning Assessment and Grades

NOTE: LATE WORK WILL NOT BE ACCEPTED. Work is considered late if it is not turned in at the beginning of each seminar. This applies to all assignments throughout the semester. All work will be evaluated rigorously using the following standards:

A = Work is clearly exceptional and rare in quality.

B = Work exceeds the level of quality generally expected

C = Work is fully competent and adequate. Adequate mastery of content and skills

D = Work is lacking in quality and/or quantity. Does not demonstrate that learning objectives were adequately met but demonstrates some learning. Writing problems in otherwise competent work (or higher) may result in a D grade as it reflects below average work.

F = Work does not demonstrate adequate learning or competence on the given task. Work is late. Work is poorly done with inadequate attention to quality and/or quantity.

Point Values

Assignment Topic	Point Value
Organization & Community Overview/ social policy	100 points
Cultural Competence	100 points
Construction of Knowledge Paper	150 points
Ethical Issues	100 points
Communicating	100 points
Integration of Knowledge (IPM)	150 points
Seminar Participation	50 points
Discussion Facilitation	30 points
	*780 Total Points

Final grades will be calculated as percentages of the total number of points that could be earned. (For example, 660 points earned out of 780 = 85% average and final grade of "B".) Grades will be assigned using the 10 point scale below:

93-100 = A	77-79 = C+	60-62 = D-
90-92 = A-	73-76 = C	0-59 = F
87-89 = B+	70-72 = C-	
83-86 = B	67-69 = D+	
80-82 = B-	63-66 = D	

*In some semesters, the work flow is such that 1-2 papers might be dropped from the requirements or in some way abbreviated. If such situations arise, point values on those assignments will be adjusted accordingly. If a paper is omitted, 0 points will be assigned. If it is simplified or abbreviated, points will be reduced accordingly. In such cases the total number of points to be earned in the class will, of course, be lower. It is important for students to note that 780 possible points are not guaranteed and that it is important therefore to complete every assignment to the best of your ability.

Tentative Seminar Schedule

Tuesday March 29 9:00-11:30 **PSYHSSS 102** Come dressed to go directly to Internship following Seminar

Review Course Syllabi and discuss expectations

Reading due for this date: Ch. 1 Getting Started

Ch. 2 Getting Acquainted

Read and be ready to discuss both chapters above.

Use Chapter 2 reading, exercises, and discussion to develop your Getting Acquainted paper for next week.

Learning objective for Getting Acquainted Paper: *The student will demonstrate an accurate, detailed, and comprehensive understanding of the organization and its community and societal context using the concepts discussed in the chapter.*

Monday, April 4 9:00-11:30 **Paper Due: Getting Acquainted with the Organization in Context**

Topic for discussion: Ethical Competence

Read and be ready to discuss: Ch. 3, Developing Ethical Competence

Student Facilitators:

Use reading, exercises, and class discussion to develop your next paper

Learning Objective for Ethical Competence paper: *1) Students will demonstrate ethical knowledge and sensitivity as well as ethical decision-making ability in their internships, and 2) Students will demonstrate self-awareness and on-going personal reflection and growth in their understanding of ethical issues in their internships.*

Monday, April 11 9:00-11:30 **Paper Due: Ethical Competence**

In Class: Introduce Construction of Knowledge Paper

Read and be ready to discuss: Chapter 7, Cultural Competence

Student Facilitators:

Use reading, exercises, and discussion to develop your Cultural Competence paper for the next class.

Learning objective for Cultural Competence paper: *1) Students will be able to identify critical issues related to diversity in their internship settings and to discuss their own cultural make-up and perspectives in relation to those issues, and 2) Students will demonstrate self-awareness and on-going personal reflection and growth throughout the internship.*

Monday, April 18 9:00-11:30 **Paper Due: Cultural Competence**

Read and be ready to discuss: Ch.9, Taking Care of Yourself

Student Facilitators:

Also due: Bring to class typed "pre-assignment" for the construction of knowledge paper (See assignment attached, p. 8.)

Learning objective for Construction of Knowledge Paper: *1) Students will demonstrate the ability to accurately and meaningfully apply theoretical and empirical information to guide their internship work, and 2) Students will be able to discuss current research related to their field experience and make decisions that logically flow from this research.*

Monday, April 25 9:00-11:30 **Paper Due: Construction of Knowledge**

Read and be ready to discuss: Chapter 10, Ending Your Internship

Student Facilitators:

Read and be ready to discuss: Chapter 6, Communication in the Internship

Student Facilitators:

Use Chapter 6 reading, exercises, and discussion to develop your next paper on Communication in the Internship

Learning Objectives for Communication paper: *1) Students will be able to discuss in depth at least three (3) theoretical perspectives that inform their work and observations in the internship related to communication, and 2) Students will be able articulate clearly the specific skills and knowledge that they are using pertinent to communication in various contexts of their internships.*

Monday, May 2 9:00-11:00 **Paper Due: Communication in the Internship**

Read and be ready to discuss: Chapter 4: Integration of Knowledge

Student Facilitators:

Learning Objective for IPM paper: *Students will demonstrate the ability 1) to observe themselves and their experiences carefully, 2 to accurately and meaningfully apply theoretical and empirical information to their guide their internship work, 3) to discuss issues, make decisions, and solve problems in a manner that demonstrates higher order thinking, considering multiple perspectives and sources of information as well as professional values and self-awareness, and 3) to discuss in depth at least three (3) theoretical perspectives and/or bodies of knowledge that informed their work in the internship, and 4) to cultivate self-awareness and on-going personal reflection and growth throughout the internship.*

Monday, May 9 9:00-11:30 **Due: IPM Paper**

Semester wrap-up, reflection, assessment

Facilitating Discussion

Work together as a team to plan your discussion session. Leading effective discussions requires careful preparation and good team work. Resist the temptation to assign out sections and work independently. Plan your approach as a group. Work as a team in implementing the plan.

- Master the material that is the focus of discussion. Read the chapter carefully and select topics and themes for discussion that you think are particularly relevant. Feel free to draw upon exercises and prompts in the chapter but select these in advance. Come in with an orderly plan. Don't try to wing it.
- Prepare a discussion outline using well-designed prompts to generate discussion effectively. Avoid close-ended questions. Generate more questions and prompts than you will likely need.
- In class, use your outline as a guide, not a straightjacket. Do not feel compelled to follow the plan rigidly. Allow the direction and flow of the conversation to lead into topics that you can expand or deepen through your prepared prompts.
- Feel free to use creative ways of stimulating discussion such as a role play, simulation, case study, or small breakout groups to break the ice.
- Spot superficial or narrow discussion and dig deeper. Ask participants to elaborate or to cite evidence, support, or reasoning behind their assertions. Ask probing questions to get at a topic more deeply. Invite alternative points of view from among the participants to encourage breadth.
- Encourage general participation. Call on people if you need to in order to get broader participation. Avoid letting a few people monopolize the conversation or do all the work.
- Keep the discussion on track, reeling things in if the group gets off topic.
- Make occasional summaries, especially when leaving one major topic and introducing a new one.

Each group must turn in a well-organized, coherent discussion plan, typed and in hardcopy, due at the beginning of class on the day of the discussion. Separate outlines or pieces of outlines from individual students on the panel reflects poor planning and will not be accepted.

Construction of Knowledge Paper

To increase students' understanding of how knowledge is constructed and utilized within the field of human services.

Identify a question based upon your internship.

Why ask questions: The generation of questions is an important part of identifying student learning goals, improving the quality of services, and moving the profession of human services forward. Knowledge within any discipline is constructed by individuals or groups asking new questions, challenging assumptions of previous work, and looking for ways to improve the status quo. Human services is no different.

Where to look for questions: Your internship is full of questions! Consider these two areas. First, consider the workings of your specific agency. What needs doing? What problems are unaddressed? Is there a population that is underserved by your agency? How are services provided? Talk to a seasoned professional in your agency and ask them what they think needs answering. Second, consider the broader field. What does the current literature say about the human problem(s) addressed by your agency? What are the newest interventions or debates?

A word of caution: It is easy to generate broad, sweeping questions. Most folks start off with big questions (How can we reduce the number of sexual assault victims in Alamance County?). It is fine to start big. However, your question will be more meaningful and manageable if you ultimately narrow your question to a smaller more focused question. For example, "how can this agency improve outreach to the adult Spanish speaking population of Burlington?" is a better question since it specifically identifies an intervention (outreach) a population (Spanish speaking) within a geographic area (Burlington).

Pre-Assignment : Due Monday, April 18. Bring your typed question to class in the following format and you'll have the chance to exchange questions for peer review.

State your question: In this section construct a clear, specific question to focus your research.

Explain the relevance of the question: In this section write a few sentences to defend your choice of question. Why is it relevant to your setting? Why is it important?

Beginning your research: Bring to class in hard copy at least one current scholarly/professional article that addresses your question. Write a paragraph that summarizes its potential contribution to answering your question.

Peer review. Bring your work to class in writing for peer review and discussion.

Final Paper: Due Monday, April 25. Typed, double spaced, stapled, in format below with subheadings. APA format. 5 page limit not inclusive of references.

I. Question: Identify your question and discuss how and why it has changed from your original question (from April 14).

II. Relevance and justification: Explain why your question is important. Discuss the relevance of your question to clients *and* to the community. In this section, be sure to note who is affected by your question.

III. Analysis: This section contains an analysis of gathered information. You will need to include a minimum of four scholarly peer-reviewed sources that address your question. You should also include information (properly cited, of course) from other sources such as key informant interviews. Synthesize the information you have gathered into a statement that reflects accurately the current knowledge on this topic, however disparate that may be.

IV. Action plan: Describe in this section how you and other professionals would proceed in your work based on this information. Support your position.

V. What else we need to know: Conclude with an analysis of what else you need to know in order to answer your question with greater confidence.

