



SCS450 Human Services Capstone (3 credit hours) Course Syllabus

Course Description

This capstone course in Human Services is designed for students nearing the end of their undergraduate program. It is designed to help students integrate their knowledge and apply the skills they have acquired in the program to think critically about important issues in Human Services and professional helping. The capstone course includes development of a professional portfolio which can be utilized towards the requirements of National Certification from the National Organization in Human Services. It is also designed to help students use their undergraduate training and experiences to help them understand personal issues and formulate career goals and directions.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Review, synthesize, and assess what they have learned throughout their course of study.
2. Reflect on and evaluate their personal and professional skills and growth, the benefits of lifelong learning and the impact of these elements on their future.
3. Begin to integrate the human services generalists' knowledge and skills obtained during the course of the program.
4. Gain additional knowledge in areas of interest or specialization.
5. Demonstrate the appropriate use of self, self-awareness, cultural identity, and separation of personal and professional issues.
6. Identify areas of practice strengths, and areas that need additional development.
7. Increase the understanding of one's own attitudes, values, skills, and knowledge in the practice of helping.

8. To gain a more comprehensive understanding of client systems, community agencies, and the human services professions.
9. Become familiar with at least two human service agencies including their purposes, goals, policies, organizational structure, and relationships to other human service agencies.
10. Identify social and human problems as seen in agencies and describe the factors that produce or influence such problems.
11. Become more familiar with and prepare for the employment/career opportunities available in human services and applied psychological/behavioral health fields.
12. Consider and prepare for their immediate future academic and career options, including; developing and refining skills and experience for employment/graduate school interviews.
13. Develop a Professional Portfolio that demonstrates skills and competencies consistent for the applied behavioral sciences as well as a Human Services Professional.

Prerequisites/Corequisites

SCS300, Senior Standing

Required Textbook(s) and Resources

There are no required resources for this course. All course materials are included as links within the course.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).

2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays.**
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays.**

Learning Activities

The assignments in this course include weekly discussions on topics related to career development along with assignments related to those discussions. In Week 4, you will read an online book on Consumerism in Health Care and then write a book review and critique to demonstrate your academic aptitude. In Week 7, you will write an educational white paper on the topic of integrated human services as it pertains to your occupation, career path, or field of study. All of the activities are designed to help you synthesize your course studies and prepare your resume and portfolio as you complete your program.

Grading and Points Distribution

The chart below identifies the individual contributions from each type of activity per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions Activity 1.1 (n/a) Activity 1.2 (30)	Discussions Activity 2.1 (30)	Discussions Activity 3.1 (30)	Discussions Activity 4.1 (30)	Discussions Activity 5.1 (30)	Discussions Activity 6.1 (30)	Discussions Activity 7.1 (30)	210
Assignments Activity 1.3 (60)	Assignments Activity 2.2 (70)	Assignments Activity 3.2 (80)	Assignments Activity 4.2 (150)	Assignments Activity 5.2 (80)	Assignments Activity 6.2 (150)	Assignments Activity 7.2 (200)	790
90	100	110	180	110	180	230	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%

C	70-79%
D	<70

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Activity 1.1: Meet Your Peers - Initial Post
Week 1: Reflecting on the decision to pursue a career in the field of human services Reviewing and updating your resume	<input type="checkbox"/> WED: Activity 1.1: Meet Your Peers - Secondary Post <input type="checkbox"/> WED: Activity 1.2: Why Human Services? - Initial Post <input type="checkbox"/> SAT: Activity 1.2: Why Human Services? <input type="checkbox"/> SUN: Activity 1.3: Resume
Week 2: Professional goals Educational goals Graduate school in human services and related fields Employment opportunities in human services and related fields	<input type="checkbox"/> WED: Activity 2.1: Career Planning and Goals - Initial Post <input type="checkbox"/> SAT: Activity 2.1: Career Planning and Goals - Secondary Post <input type="checkbox"/> SUN: Activity 2.2 Letter of Application: Job Ad/Grad School
Week 3: Learning more about the specific work tasks of different	<input type="checkbox"/> WED: Activity 3.1: Interviewing a Professional - Initial Post <input type="checkbox"/> SAT: Activity 3.1: Interviewing a Professional - Secondary Post

<p>disciplines in human services</p> <p>Discussions with professionals in the field</p>	<ul style="list-style-type: none"> <input type="checkbox"/> SUN: Activity 3.2 Reflection Paper: Shadowing and Interviewing a Professional
<p>Week 4:</p> <p>Identifying, synthesizing, and applying knowledge through conversation and report</p> <p>Consumerism in Human Services</p> <p>Book Reviews</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 4.1: Book Review Discussion - Initial Post <input type="checkbox"/> SAT: Activity 4.1: Book Review Discussion - Secondary Post <input type="checkbox"/> SUN: Activity 4.2: Consumerism in Human Services Book Review
<p>Week 5:</p> <p>Preparing to enter the field of human services</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 5.1: Preparing for Your Next Move - Initial Post <input type="checkbox"/> SAT: Activity 5.1: Preparing for Your Next Move - Secondary Post <input type="checkbox"/> SUN: Activity 5.2 Reflection Paper: Job Ad/Grad School
<p>Week 6:</p> <p>Branding yourself</p> <p>Cleaning up your online presence</p> <p>Professional portfolios</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 6.1: Your Social Media Profile - Initial Post <input type="checkbox"/> SAT: Activity 6.1: Your Social Media Profile - Secondary Post <input type="checkbox"/> SUN: Activity 6.2: Professional Portfolio
<p>Week 7:</p> <p>Reviewing articles</p> <p>Integrated health care systems</p> <p>Presenting a white paper</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 7.1: Article Discussion - Initial Post <input type="checkbox"/> THUR: Activity 7.2: Final Capstone Paper <input type="checkbox"/> SAT: Activity 7.1: Article Discussion - Secondary Post

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your instructor will expect you to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner.

That means:

- Fully participate in all learning activities.
- Complete assignments as described in rubrics or other instructions.
- Submit all work on time and in the specified format (e.g. APA format for citations). Late assignments will be accepted at the discretion of your instructor. Penalties may apply.
- Utilize and incorporate instructor-provided feedback to improve your work.
- Ask questions so you can better understand course material or assignments.
- Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
- Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You should expect your instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.

- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page.

For information about TU's peer tutoring program, see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

Comments or Concerns

TU's online programs are designed to be student-driven: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In

In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.