

HUMAN SERVICE 210 ASSIGNMENTS

*** = To be submitted through Brightspace**

- A. Self-Monitoring Attendance Form**
- B. Success/Career Unit Assignments**
 - 1. Next Steps Plan***
 - 2. Resume and Cover Letter**
 - 3. Career Portfolio**
- C. Field Placement Project***
- D. Political Assignment***
- E. Covey Key Points***
- F. Personal Mission Statement***
- G. Wellness Assignment***
- H. Capstone Project**

A. SELF-MONITORING ATTENDANCE FORM

STUDENT LEARNING OBJECTIVE: Exhibit personal responsibility and initiative for carrying out work assignments

Students are responsible for keeping careful and exact records of their attendance, late arrivals, and absences each semester using the Attendance Monitoring Form. There is a form submitted for each Human Service Class; it is turned in to the instructor at mid-term and finals:

- **Annette's Form:** Green
- **Cherie's Form:** Red (attached)

The student's signature on the form is verification of their attendance just as a time sheet would be in the workforce. **If the documentation on the form is incorrect, this will be considered as an ethical violation and the student will need to meet with the instructor.**

The rationale for this form is to prepare the student for the workforce where documentation is taken very seriously and inaccuracies can be grounds for dismissal

SELF-MONITORING ATTENDANCE RECORD*Use this form for both mid-term and final submission.*

Name: _____

Semester: _____

Human Service Course: _____

Instructor: _____

No. of absences: _____ Mid Terms
_____ FinalsNo. of late arrivals: _____ Mid Terms
_____ Finals**Reminder:**

- 1) You are required to notify the instructor when you have reached the maximum number of absences/late arrivals. However, **prior to reaching this point**, it is suggested that you contact your instructor to request a meeting where you can discuss the problems you are having so that you might avoid the consequences of excessive absences or lateness.
- 2) This form will be turned in to the instructor at mid-terms and finals of every course and will be placed in your Human Service file.

DATE	ABSENT	LATE <i>1-14 min; note time arrived</i>	PARTIAL CLASS <i>15 min. +; note time arrived</i>	REASON

☐ **I met the attendance requirements for the course.** ___ Mid Term ___ Finals

☐ **I did not meet the attendance requirements for the course.** ___ Mid Term ___ Finals

I certify that the above is complete, accurate, and true.

Signature_____
Date

This form is your responsibility and required to be kept up to date each week! Please keep it with your Human Service notebook and bring to class. After mid-term it will be returned to you to submit again at finals. Inaccurate or incomplete information can be grounds for being placed on probation or even dismissal.

Please see instructor: _____ Mid Term _____ Finals
Instructor's Comments:

B. SUCCESS UNIT ASSIGNMENTS

Learning Outcomes: Develop and apply the skills in job seeking, resume writing, job interviewing and documentation of skills needed to obtain employment or acquire an advanced degree.

1. NEXT STEPS PLAN

HS 210

15 pts.

Submission on Brightspace

Name: _____

Complete even if you will not be seeking employment or an advanced degree immediately after graduation

ANSWER THE FOLLOWING QUESTIONS IN PARAGRAPH FORM:

1. **Will you be seeking employment soon after graduation?** If yes, describe your plan. If not, explain why.
2. **If seeking employment:**
 - When do I prefer to begin to work? In what geographic location?
 - Given my strengths and interests, what are the criteria I have for a satisfying job?
 - Who can I specifically contact to help me identify potential job openings?
 - Based on my portfolio and my professionalism assessment, what are the specific skills, knowledge, abilities, and experiences that I can contribute to a job? What are specific examples of how I have demonstrated creativity, initiative, and leadership in my field placement, my work, and my life? What are the areas I will need to work on as I begin a new job?
 - What are some potential pitfalls that may interfere with achieving my job search goals?
 - Who can I use as support when things are not going as planned?
 - **List** the places where can I look to find a job.
 - What questions do you have right now?
 - Complete the attached Job/Goal Plan (on back) that will build on your natural strengths to get the job you want.
3. **If continuing your education for an advanced degree, describe your plan.**
 - Where do you plan to transfer and for what degree?
 - List the steps you have taken to date.

- What questions do you have right now? Do you need to meet with me?

4. Create an action plan with next steps you still need to take:

GOAL/JOB/CAREER ADVANCEMENT ATTAINMENT PLAN

NAME

GOAL/JOB/CAREER ADVANCEMENT

TARGET DATE FOR ACHIEVEMENT

ACTION STEPS

TARGET DATE

(specific tasks you will act on)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

2. RESUME/COVER LETTER

Materials provided on Brightspace course platform for HS 210

Benchmarks: 50/50 = Resume

8/10 = Letter

3. CAREER PORTFOLIO 50 POINTS

Revised 1/21

The SERVICE/CAREER PORTFOLIO is assembled throughout the years you attend Allegany College of Maryland and will be used when you are applying for job interviews or applying for entrance into a four-year program. You will turn this in for review at the end of the semester for HS 210. **Be sure to include the Portfolio Checklist in the front section pocket of the notebook along with your mission statement.**

Benchmark: 40/50

I. PURPOSE OF THE PORTFOLIO:

- 1) To demonstrate visually to the employer the skills, talents, abilities, and interests that you have acquired.
- 2) To assemble a convenient reference file that will assist you in the pursuit of your career goals: entrance into advanced degree programs, acquiring a job, etc.

II. HOW SHOULD I USE MY PORTFOLIO?

- 1) For job interviews.
- 2) For college or any post-secondary training interviews.
- 3) To assist in writing cover letters and completing job applications.
- 4) To motivate you to get better grades.
- 5) To assist in applying for scholarships or other financial aid.
- 6) To see how much you have learned.
- 7) To save examples of your skills or letters of recommendations.
- 8) To assist in creating a resume.
- 9) To help improve yourself.

III. REQUIRED PORTFOLIO SECTIONS:

- 1) Please make at least four sections in your notebook each with a divider with marked tabbed: **ACADEMIC, WORK/FIELD EXPERIENCE, SKILLS, AND MISC.**
- 2) In the front pocket, insert your Personal Mission Statement (completed in HS 210).
- 3) Be sure to organize all documents neatly and systematically so that the portfolio is easy to use.
- 4) Create a professional insert for the front cover of the portfolio.

Required content is in bold:

A. ACADEMIC

- 1) Awards, scholarships, etc.
- 2) **A record of courses/degrees completed, certifications, and continuing education credits (print out from web advisor)**
- 3) **Human Service Program brochure and course list**
- 4) **Course syllabus for Sociology 104 and all required clinical courses**
- 5) **Human Service Program Handbook**

B. WORK/FIELD/COMMUNITY SERVICE EXPERIENCE

- 1) Reference letters
- 2) **Evaluations and Time Sheets: Work-Based Experience, Field Work, etc.**
- 3) **Brochures/flyers from the agencies where you worked/volunteered/interned.**

- 4) **Resume**
- 5) Work/study experiences
- 6) **A record of career exploration experiences such as job shadowing, Career Assignment #4, etc.**
- 7) **Final Professionalism Assessment**

C. SKILLS/TALENTS/APTITUDES

- 1) Samples of any work you have done for an agency: flyers, brochures, fundraisers
- 2) **Case management plan, Behavior Management Plan, approved session plan for education group, approved SOAP journal entry and any other required competency assessments**
- 3) **MBTI Assessment, Myers Briggs Career Assessment**
- 4) Evidence of any special talents you offer: artistic ability, special training certifications, or any hobbies that might relate to a job.
- 5) **Learning Harbor certificates**
- 6) **Samples of skills applied in Capstone Project from Capstone Portfolio (press releases, letter to editor, flyer, etc.)**

IV. MATERIALS NEEDED TO CREATE A PORTFOLIO:

- 1) A large three ring binder notebook (black, brown, burgundy, white) w/a plastic front slip cover.
- 2) Clear plastic sleeve pages
- 3) Sturdy section dividers with tabs
- 4) Pocket folders
- 5) Computer-designed cover insert with name and CAREER PORTFOLIO
- 6) **Insert mission statement in inside pocket of notebook**

ACM HUMAN SERVICE PORTFOLIOS CHECKLIST

This checklist is to be updated each semester and kept in your portfolio. Please be sure to make a copy of the following and place in your portfolio before submitting it at the end of the semester.

Sociology 104

Syllabus	
Work-Based Experience Time Sheet and Evaluation (Copy)	
Brochure from Work-Based Evaluations	
Myers-Briggs Printouts	
Career Coach (#3)	
Career Interview (#4)	
Capstone paper	
Letter to Political Representative	
Other	

Optional: Other classes (Psych., Soc., Eng., etc.).

FALL - 1st Year

Human Service 103

Syllabus	
Brochure from Goodwill	
Timesheet from Goodwill	
Session Plan: Ed Group (if approved)	
Human Service Program Manual	

Human Service 123

Syllabus	
Rubric - Clinical Skills	
Cultural Competency	
Determining Personal Style Microskills	
MH First Aid	
Other	

SPRING - 1st Year

Human Service 170

Syllabus	
Rubric - Ethics	
Cultural Competency	
Determining Personal Style Microskills	
Rubric Clinical Skills/Solutions Focused Therapy (SFT)	
Other	

Human Service 190

Syllabus	
Learning Harbor Certificates	
Behavior Management Project (Revised)	
Mid-Term/Final Field Placement Evaluation and Time Sheet (Copy)	
Brochure from Field Placement Site	
Session Plan: Wellness Group Activity (if approved)	
Other	

FALL - 2nd Year

Human Service 201

Syllabus	
Case Management Resource Assmt.	
Cultural Competency	
Determining Personal Style Microskills	
Rubric Clinical Skills Cognitive Behavior Therapy (CBT)	
Other	

Human Service 207

Syllabus	
Service Plan (Revised, Copy)	
Best SOAP Journal Entries (Copies) *SOAP only - not "Y" with all identifying information blacked out	
Mid Term/Final Evaluation and Time Sheets (Copies)	
Brochure from Field Placement Site	
Session Plans: Wellness Activity at Field Site (if approved)	
MBTI Career Assessmt. Printout	
Other	

SPRING - 2nd Year

Human Service 210

Syllabus	
Field Placement Evaluation and Time Sheet (Copy)	
Brochure from Field Placement Site	
Resume and Cover Letter	
Capstone Project Paper with Capstone Skills Documentation	
Professionalism Self-Assessment	
Fieldwork Project Report	
Professionalism Reflection (final)	
Personal Mission Statement	
Unofficial Transcript of all ACM courses	
Group Work Rubric	

Psychology 230

Syllabus	
Session Plan: Wellness Class Activity	
Clinical Capstone Project	
Cultural Competency	
Determining Personal Style Microskills	
Other	

C. FIELDWORK PROJECT

Submitted on Brightspace

Please share this with your supervisor at the beginning of the semester

Learning Outcomes:

1. Apply problem solving, team building and time management strategies to workforce situations.
2. Demonstrate apply leadership skills necessary to be an effective, entry level worker.
3. Utilize program planning skills to identify a client or agency issue, develop goals and outcomes to resolve the issue, determine what strategies are necessary and implicate the best ones and then evaluate the best results.

Description of the Assignment

Students will be assigned a special project by their supervisor based on the needs of the agency, the role of the intern at that agency, the learning goals of the student, and the student's strengths and experience. This gives wide latitude to the site as to the type and scope of the project assigned. At no time should the outcome of the project assume more importance than the learning involved in the process.

General Guidelines

The project must:

1. Be realistically completed in 13 weeks.
2. Provide opportunities for the student to demonstrate leadership, initiative, and responsibility for at least an aspect of the project.
3. Involve professional skills and experiences needed by entry level associate degree human service workers
4. Be small enough in scale for the time available in placement and other internship assignments while stretching the student's comfort zone
5. Be one of a variety of experiences the student has at the site
6. Expand and deepen skills and experiences from previous field sites.

Examples of Projects

1. Develop, implement, and evaluate three educational group sessions involving life skills, wellness, or self-esteem activities for adults living in residential housing
2. Work with a challenging student/client to address specific treatment/service goals
3. Carry out a needs survey for 30 residents in public housing
4. Research best practices and make recommendations for intergenerational activities for older adults living in a nursing home.
5. Recruit and train 4 new high school volunteers at an Older Adult Center.
6. Develop a voter registration drive at a neighborhood center.

Evaluation

The evaluation of the project will be included in the Field Site Supervisor's overall assessment of the student's skills using the ACM Student Evaluation and the Professionalism Assessment forms. A two page written report is submitted to the Faculty Instructor at the conclusion of the project who will grade the assignment using the attached report guidelines. In addition, the student will document and reflect on the experience throughout the semester using a chronologue project documentation format. Students are to share the logs with their site supervisors.

HS 210 FINAL FIELDWORK PROJECT REPORT GUIDELINES

This paper is to a concise, clear, professional report of no more than 2-3 typed pages in length, not including the cover page (which must include the signature of the supervisor.)

I. GRADING: The paper will be graded based on the demonstration/documentation of the following competencies required by all Human Service graduates entering the workforce:

- Excellent written communication skills and knowledge of professional report writing and formatting (10 pts)
- Demonstration and articulation of leadership skills, initiative, and responsibility (10 pts.)
- Application of professionalism competencies skills (5 pts)

II. CONTENT

- Cover Sheet and Project Abstract: A 3-5 sentence summary of the project: the project title, timeframe, sponsoring agency, the need addressed, goals, objectives, methods, and how it was assessed. (Sample abstract attached.)
- Statement of Need/Problem: what issue or problem was being addressed and how you identified the issue
- Goals: what the overarching purpose of your project was
- Outcomes: A list of 1-2 specific, measureable outcomes you wanted to see by the end of your project (i.e. what success would look like when you finished)
- Implementation: a description of how you implemented your project: the timeframe for the project, who was involved, your role, what methods/strategies/activities were used, how you chose them, and any cost involved
- Evaluation/Assessment: how your project was evaluated regarding achievement of its outcomes, how this information was collected, and a summary/explanation of whether or not the project objectives were met.
- Analysis: what you learned from the project about leadership, professionalism, program planning and implementation with specific examples; an assessment of your competency level in the above areas as an entry level associate degree Human Service professional; and areas of strength and areas to work on that will be important to communicate to your employer and/or advanced degree professors as you move forward in your career
- Appendix (with numbered index): brochures, handouts, or materials that will be helpful to document your project for future reference when applying to advance degree programs or for job interviews

III. ADDITIONAL REQUIREMENTS

- Attach a cover sheet to your paper which must include your supervisor's signature/initials indicating he/she has reviewed the paper for accuracy regarding the project and also confidentiality (see attached sample)
- Place a copy of the report in your Portfolio
- Remind your supervisor to include your project in his/her Final Evaluation of your work during the internship

Allegany College of Maryland
Human Service 210

210 FINAL PROJECT PAPER COVER SHEET

Name of Project

Field Site

Student Name

Supervisor Name

Date

ABSTRACT:

The Student Mentoring Program was completed during the timeframe of January 26 –April 15 at Allegany College of Maryland. The project was developed under the supervision of the Pathways Program and addressed the lack of one-on-one supports for first generational college students. The goal was to increase retention of high risk students and the outcome of the 8 week project was to recruit, train, and place 3 Mentors with Pathways students. The Project involved researching other models of college mentoring programs, designing training modules, and recruiting mentors for the training. Seven mentors were recruited and 5 completed the training; 3 were matched with a Pathways student. A Survey Monkey Survey was used to assess the retention of the Pathways students involved with the Project. Results from the first Survey conducted in May 2018 found that retention was 100% of those with Mentors compared to those without a mentor.

Student's signature

Date

Supervisor's signature

Date

Allegany College of Maryland
Human Service 210

210 FINAL PROJECT PAPER COVER SHEET

Name of Project

Field Site

Student Name

Supervisor Name

Date

ABSTRACT:

The Stressbusters Fair project was planned for the Spring semester of 2018 by the HS class of 2018 as their Capstone Project and implemented at the ACM Library on April 2, 2018. The project was designed to address the many challenges children pre-k to 6th-grade face with self-regulation, trauma, bullying, mental health issues and the lack of skills to deal with these issues. There were 3 outcomes of the project: to increase awareness of the importance of mind/body skills for children and parents, to introduce families to simple skills they could use for stress, and to present recommendations to the public school system for incorporating mind/body skills into the educational system. An exit survey was conducted with the Fair participants (parents and children) to determine achievement of the Project goals and an additional survey was done with community partners as to their reactions. 91% of those surveyed reported they had learned new skills to reduce stress. Based on the results of the Fair recommendations were presented to the Board of Education on 3/4/18.

Student's signature

Date

Supervisor's signature

Date

D. HS 210 POLITICAL ASSIGNMENT

The Impossible Will Take a While – Paul Loeb (2013)

30 pts.

(NOTE: Another assignment may be substituted for this one. TBA)

Student Learning Outcomes

Examine personal views about politics and the role of citizen and professional engagement in political action

Read 10 of the following 16 stories/poems/essays and then choose **one question to answer for each story/poem/article.**

SECTION EIGHT: BEYOND HOPE

1. "Origami Emotion" by Elizabeth Barrette

- Barrette's metaphor for hope is a paper crane. Think of your own metaphor or simile for hope. Consider writing an original poem about hope, employing your metaphor.
- Do you know the story of Sadako and the Thousand Paper Cranes? If not, you might want to research it briefly on the Internet and reflect on why its metaphor now touches people worldwide.

2. From "The New York Poem" by Sam Hamill

- Do you understand the phrases "get up and sing" and "get up and dance again" to be literal or figurative expressions, or both? Explain. If you don't actually sing and dance in the face of overwhelming sadness or fear, what do you do in order to conquer the emotion and continue moving your life forward? Describe a time in your own life situation when you felt sadness or fear, yet you found the strength within you to go forward. In the poem's final line, Hamill writes, "if I don't the savages will win." What do we run the risk of losing if we don't stay true to our soul in the face of sadness, despair, or defeat?

SECTION Eight Introduction

3. How do we balance the importance of immediate results and long-term persistence? Are there times when you have to keep on even if you see no fruits from your efforts? How does this link to stories like those of Nixon changing his mind on his nuclear threat because of a demonstration he publicly spurned, and Dr Benjamin Spock becoming involved because of a seemingly fruitless demonstration he witnessed?

4. "Staying the Course" by Mary-Wynne Ashford

- Ashford describes almost paralyzing despair over planetary crises such as ozone depletion and deforestation. Are there global or national issues that evoke in you a similar type of despair or fear? What does Ashford do in the face of her despair? What lessons from her essay can help you with your own feelings of despair?
- What does it mean to "stay the course"? Use examples from the essay to help explain. Do you have personal examples of "staying the course" related to being true to your own conviction?

5. "The Elm Dance" by Joanna Macy

- Why did the Novozybkov residents bury their pain for so long? Have you been in a situation where something terrible has happened or is happening and people don't talk about it? Can you think of some examples of difficult questions that our society buries? What happened when the residents began to

talk about their pain? Why was it freeing? What is the gain and the hope in talking about the most difficult questions for a family, a community, a society?

- One strategy for healing the past for the citizens of Novozybkov was to strengthen their "cultural immune system." Through tradition and memories participants remembered who they were and remembered their sources of strength. The Elm Dance song built on the traditions of different cultures. Can you think of how culture here can be used to give people courage?
- What did Macy mean when she explained the history of the Elm Dance and said: "They [the German people] gave their children everything-except one thing. They did not give them their broken hearts. And their children have never forgiven them." Do you agree/disagree that a society should give its children everything, including their broken hearts? Apply Macy's point to a situation today such as "9/11" or another devastating occurrence.

6. From **"Hoping Against Hope"** by Nadezhda Mandelstam

- Mandelstam explains how "fear and hope are bound up with each other." Explain this relationship in your own words.

7. **"The Inevitability Trap"** by K.C. Golden

- In your own words, summarize "the inevitability trap." Think about your own views on crucial environmental issues. Do you find yourself falling into "the inevitability trap" on issues like global climate change? Is there a way to get out of this pattern?

8. **"You Have to Pick Your Team"** by Sonya Vetra Tinsley, as told to Paul Rogat Loeb

- Review some of your favorite essays from *The Impossible Will Take a Little While*. Choose 2-3 people from these essays whose team you'd like to be on. Explain why.

9. **"From Hope to Hopelessness"** by Margaret Wheatley

- "As the world grows ever darker," Wheatley wonders: ".how might [she] contribute to reversing this descent into fear and sorry, to help restore hope to the future." How would you answer this question?
- Part of Wheatley's response to the increasing grief, suffering, aggression, and violence she sees all around her is to journey into hopelessness. After exploring hopelessness through the experiences of others, how does hopelessness actually sustain Wheatley?

SECTION NINE: ONLY JUSTICE CAN STOP A CURSE

10. **"Still I Rise"** by Maya Angelou

- This poem has a number of images that reflect efforts to humiliate someone, yet it embodies a powerful assertion of dignity. How do the words exemplify the theme of hope?
- Does the poem's message speak only to the African American experience, or is it applicable to other situations where people treat their fellow human beings with disrespect and contempt. Explain.

Section Nine: Introduction

- What do you think was going on when the African American police officer stepped aside in response to Rachel Bagby's song? Describe the hope in this moment.

11. "Only Justice Can Stop a Curse" by Alice Walker

- Walker states that although she has been an activist all her adult life, she sometimes has felt embarrassed to call herself one. What defines an "activist" in your opinion? Compare definitions with others. Would you be embarrassed to call yourself an activist? Why or why not? How do our small stones of activism add up to build an edifice of hope?
- What is the tragedy of the world that Walker refers to? Walker renews her soul by remembering "fresh peaches and the courage of 'people at their best, reaching toward their fullness'" in order to expand her spirit and make her feel larger than her rage. Have you ever been brought out of feelings of bitterness by savoring the fruits of the world?
- Walker concludes her essay by recalling the story of "blond Paul from Minnesota" from her voter-registration work in the Deep South. What is the point of this story—that is, what did she learn from that experience that is a part of who she is today? Have there been people you've dismissed who've surprised you with their courage or vision?

12. "The Clan of One-Breasted Women" by Terry Tempest Williams

- Tempest Williams asserts, "Tolerating blind obedience in the name of patriotism or religion ultimately takes our lives." Explain what she means. Do you agree/disagree? Do you see examples of this today? Explain.
- What did the women mean when they talked of reclaiming the desert for their children? When she is handcuffed, the officer finds a pen and pad of paper, which Tempest Williams says are weapons. Explain how a pen and a pad of paper can serve as political weapons.
- The Tempest Williams essay includes a number of references to the deaths of women the author has loved. The essay also expresses anger toward the nuclear testing that almost certainly destroyed their lives. So where is the theme of hope? Why do you think so many activists passed this essay around when it first came out? Why does Loeb consider Tempest Williams such a powerful voice?

13. "Next Year in Mas'Ha" by Starhawk

- When Starhawk describes the settlement residents who could be her aunts and uncles, explain the tug of loyalty she feels. Have you ever tried to question the actions of a group in which you were raised?
- Starhawk describes the stark contrast of two realities, the California-like homes of Elcanah and the zone of destruction beyond the wall. Does this kind of "two realities" exist in America as well? Explain. What are some of the root causes of two realities within the United States?
- What is the "slight sweet hint of hope" that Starhawk tastes in a situation that might seem unimaginably grim? How does it connect with the book's theme of the power of generosity?

14. "The Gruntwork of Peace" by Amos Oz

- Were you surprised by the span of people that participated in the discussions on the peace plan—Israeli generals and Mossad officials, and long-jailed Palestinian leaders, including leaders of guerrilla groups? How they were able to overcome the history of bloodshed on both sides, in which many had participated? What do you think they had to let go of to come to the place where they could even talk? How did each side give up part of its identity?

- How did the metaphor of a "long-married couple in their divorce attorney's waiting room" after 36 years of intimacy help you better understand the conflict between the Israelis and Palestinians?
- In the introduction to this section, Loeb writes, "But if we're willing to do the moral and spiritual gruntwork and take the necessary leaps of courage, we can slow down, interrupt, and even sometimes halt the seemingly intractable destructive cycles." What is Oz saying about the "gruntwork" of peace efforts? Is gruntwork a necessary part of any successful activism? Explain, drawing from specific examples from this book, your own experience, and any other books or stories that seem relevant.

15. "No Future without Forgiveness" by Desmond Tutu

- How familiar were you with the genocide in Rwanda before reading Tutu's essay? If you didn't know about it, why do you think you didn't? Why do you think the Rwandans listened to Desmond Tutu? Just because he was a Nobel Peace Prize winner? Or was there something in the South African experience that made them take him seriously as a messenger of hope?
- Reread "The New York Poem" at the beginning of Section Seven. What connection do you see between the poem and the rally at the main stadium of Kigali?
- What is the difference between "retributive justice" and "restorative justice," which Tutu encouraged? How do we break endless cycles of vengeance? Does Tutu's Truth and Reconciliation Commission give us some clues? What elements must be included?
- Tutu believes that "it was courageous leaders who gave the side's hope that negotiations could lead to a good outcome," and applauds De Klerk and Mandela for their leadership. What qualities did both embody in the process of moving toward democracy? Are there lessons for our own leaders, faced with difficult situations?

Revised 1/21

**E. COVEY READING ASSIGNMENT
AND KEY POINTS
5 PTS/CHAPTER
Submitted on Brightspace**

Student Learning Outcomes: Develop and apply leadership skills necessary to be an effective entry level work.

1. You are to read the assigned pages in the text Seven Habits of Highly Effective People by Stephen Covey.
2. List a minimum of ten key points from each section or chapter assigned.
3. The paper must be typed.
4. The key points are to be brought to class and used for discussion. To obtain the 5 points you must submit the paper on Brightspace completed before class begins and also accessible to you for class discussion.

F. PERSONAL MISSION STATEMENT

PERSONAL MISSION STATEMENT

25 points

Submitted on Brightspace

STUDENT LEARNING OUTCOME: Develop a personal mission statement and principle-based leadership style.

ASSIGNMENT: To write a Personal Mission Statement based on Habit #2, ***Begin with the End in Mind*** that will serve as an inspiration and “lighthouse” to you throughout your life.

CRITERIA FOR GRADING – 25 pts (samples provided in class)

1. When you read it, you are inspired– it touches your heart, mind, & spirit & lifts you up
2. Uses future tense – *I will.....*
3. Includes what you want to accomplish and DO (actions and outcomes) and what you WILL BE (character and inner values)
4. Is timeless, long term, and can be used your entire life
5. Is personalized to you and your life
6. No less than 6 lines and no more than a page
7. Grammatically correct and with no spelling or punctuation errors

PERSONAL MISSION STATEMENTS

From Stephen Covey'

First Things First

Page 113

1. represents the deepest and best within you. It comes out of a solid connection with your deep inner life.
2. is the fulfillment of your own unique gifts. It's the expression of your unique capacity to contribute.
3. is transcendent. It's based on principles of contribution and purpose higher than self.
4. addresses and integrates all four fundamental human needs and capacities. It includes fulfillment in physical, social, mental, and spiritual dimensions.
5. is based on principles that produce quality-of-life results. Both the ends and the means are based on true north principles.
6. deals with both vision and principle-based values. It's not enough to have values without vision—you want to be good, but you want to be good for something. On the other hand, vision without values can create a Hitler. An empowering

mission statement deals with both character and competence; what you want to be and what you want to do in your life.

7. includes all significant roles in your life. It represents a lifetime of balance of personal, family, work, community—whatever roles you feel are yours to fill.

is written to inspire you—not to impress anyone else. It communicates to you and inspires you on the most essential level.

G. WELLNESS ASSIGNMENT

MIND/BODY SKILLS

15 POINTS

Learning Outcomes:

1. Demonstrate mind/body skills to prevent burnout and minimize stress

Assignment Requirements:

1. Lead the Human Service 210 class or your capstone work group in a mind/body activity to reduce stress and/or help the group to refocus.
2. Develop a Session Plan for the session using the form attached.
3. Submit a one page typed report on the experience and attach a session plan. Include the following in the report:
 - Describe the skill or skills that you taught and why you chose these skills.
 - Describe the group's response or feedback and whether the session was effective.
 - Summarize what you did well and what you would do differently the next time.
4. Grading will include the following:
 - 5 points - session plan (must meet 5/5 to be accepted)
 - 5 points - writing skills
 - 5 points - thoroughness in covering the required content

SESSION PLAN

DATE _____

GROUP LEADER

SESSION TITLE

SESSION GOAL

LEARNING
OUTCOMES

At the conclusion of the session, the group will:

LEARNING
METHODS

Describe the methods your group will use to help the class reach the above objectives and the processing questions you will have:

PROCESSING
QUESTIONS

List the processing questions you used:

EVALUATION
METHODS

Describe what will you use to measure the learning outcomes.

MATERIALS
NEEDED

List the materials you will need for the session.

SUMMARIZE What were the results of the evaluation of the learning outcomes?
OUTCOMES
(after completing
the activity)

H. HS 210 CAPSTONE PROJECT

TOTAL POINTS: 100

NOTE: May be revised based on Project

Purpose of Assignment:

1. To reflect and assess skills and personal progress in the areas of professionalism, leadership, community organizing, and group work
2. To set goals as a human service professional based on what you learned from this experience
3. To assess and document performance and participation in the Capstone Project and provide input on the final grade
4. To provide feedback to the instructor as to how to improve the Capstone Project assignment

Learning Outcomes:

1. Design, implement, evaluate, and professionally present a capstone project which addresses a College need.
2. Utilize mind/body skills to prevent burn-out and minimize stress personally and professional including tapping into spiritual resources.
3. Apply problem solving, teambuilding, and time management strategies to workforce situations.
4. Develop and apply leadership skills necessary to be an effective entry level worker
5. Demonstrate political or social action strategies that shape human service practice and/or initiates change in the local community.

Grading: The total possible points are 100 including the Reflection Paper, the Group Work Rubric, and the Documentation Chart.

1. **Up to 50 points will be assigned for the Reflection paper based on:**
 - Writing skills
 - Conciseness and clarity of thought and specifics/details/examples that support your thoughts
 - Completeness: all questions addressed
 - Honest, deep self-reflection
 - Suggested page length: 3-5 pages
 - Benchmark: 40/50 points
2. **Up to 35 points for the Group Work Rubric** (your self-rating, the class average rating, and the instructors rating divided by 3) with a Benchmark of 26/35
3. **Up to 15 points for the Documentation Chart** with a benchmark of 11/15.

Overall Benchmark: 80/100

Process: At the conclusion of the Project, your classmates, and the instructor will complete the Capstone Group Work Rubric. You will also complete the Capstone Documentation Chart (both are included with this assignment). Use these documents and your Professionalism Assessment from this semester to write the Reflection Paper. Attach the Capstone Group Rubrics (self & classmates) and the Documentation Chart to the paper.

PART I: REFLECTION PAPER (50 pts)

Respond to the following questions in paragraph form using the section titles below:

I. Personal Reflection and Growth

1. Reflect on each of the 5 Learning Outcomes noted above and explain how you achieved these outcomes by doing the Capstone Project with your class. Support and document your learning with examples from class, the assignments, the project activities, etc.
2. How did the 7 Habits of Highly Successful People relate to your experience with the Capstone? Give examples.
3. What are the skills and experiences that came easiest to you with the Capstone project? Hardest? The ones you enjoyed most? Least? What are you most proud of?
4. Discuss your personal growth that resulted from this project.
5. What did you learn about the field of community organizing?
6. What was the most satisfying aspect of doing this project? The least satisfying? Sometimes the most important learning comes from mistakes. Give an example from this semester.
7. What was the impact of the project on your class as a whole? How did your class grow as a group?
8. Document with examples how you applied your NVC skills to the project (interactions with classmates, Keri and Cherie, and others)
9. Identify two goals you have for further developing your skills in any of the following areas: leadership, community organizing, professionalism, and group work/collaboration

II. Assessment of Participation/Initiative/Professionalism/"carrying your weight" in the Capstone Project.

1. Summarize your ratings on the Group Work Rubric. How did this compare with your classmates' ratings? What is your reaction to the ratings and how can you use them to grow?
2. How do you think Cherie will rate your performance when she completes the Group Work Rubric? Where do you think she will want you to work or push yourself when you enter the workforce or go on for an advanced degree?
3. What would you like Cherie to say to a person that calls for a reference about a job regarding your strengths, growth edges, and examples of where you stepped out of your comfort zone with this project?

III. Feedback for the Future

1. What would you change about this project to make it more valuable to you personally? To your potential employability in the work force?
2. What learning materials, lectures, experiences, etc. would enhance this course and your learning?
3. What questions should be added to this reflection paper?

Part II: Group Work Rubric

revised: 3/19

Name of person being rated _____

Check if this is: ___ a self-rating, ___ instructor rating, or ___ class member rating

Benchmark: 26/35 Please circle the points you feel best describes your contribution to the Capstone Project. Your classmates and instructor will also rate how they perceived your group work skills.

Criteria				
Workload	Did a full share of the work—or more; saw what needed to be done and did it; volunteered to help others. Asked for help when needed Could be counted on. (4-5)	Did an equal share of the work; did work when asked; worked hard most of the time. Asked for helps when needed. Could be counted on(2-3)	Contributes but not as much work as others; seldom asks for help. Not always reliable.(1)	Did less work than others; doesn't get caught up after absence; doesn't ask for help. Unreliable. (0)
Getting Organized	Took the initiative to propose meeting times and get group organized. Met deadlines (3)	Worked agreeably with partner(s) concerning times, places to meet, tasks, etc. Met deadlines (2-3)	Had to be reminded about deadlines. Did not initiate organization efforts. Not always meet deadlines (1)	Did not follow through or prove to be reliable. (0)
Participation in Discussions	Provided many good ideas for the project development; inspired others, communicated desires clearly (ideas; personal needs and feelings). (4)	Participated in discussions; shared feelings and thoughts. Encouraged others to share their ideas. (2)	Listened mainly; on some occasions, made suggestions. (1)	Seemed bored with conversations about the unit; rarely spoke up and ideas were off the mark or argues and disrupts discussion. (0)
Providing Feedback	Habitually provides dignified, clear, and respectful feedback that was direct, honest constructive.(3)	Gave feedback that did not offend. (2)	Provided some feedback. Sometimes hurt feelings of others with feedback, made irrelevant comments or was vague. (1)	Was openly rude when giving feedback. (0)
Receiving Feedback	Graciously accepted and sought feedback. (3)	Accepted feedback. (2)	Reluctantly accepted feedback. (1)	Refused to listen to feedback. (0)

Leadership	Sought out leadership roles that took me out of my comfort role and demonstrated a positive attitude. Shared leadership with others (4-5)	Was open to a leadership role when I had to and accepted the challenge most of the time (2-3)	Reluctantly took on leadership roles/tried to avoid (1)	Did not seek out or accept leadership roles (0)
Nonviolent Communication	Applied NVC to conflict situations or problems to build our class team (3)	Occasionally applied NVC to working on issues that arose with our Team (2)	Avoided use of NVC or was communicated indirectly my concerns (1)	Became aggressive or acted out my concerns (0)
Wellness Skills	Welcomed opportunities in class to use wellness skills & participated actively/initiated use of wellness skills (3-4)	Participated in class wellness activities and occasionally initiated use of these approaches to help with stress (2)	Did not initiate wellness activities or express a need for them but participated when conducted in class (1)	Went through the motions when done in class (0)
Attitude	My instructor & classmates experienced me as being engaged, committed, and enthusiastic almost all of the time (4-5)	My instructor & classmates experienced me as being engaged, committed, and enthusiastic some of the time (2-3)	My instructor & classmates experienced me as occasionally being engaged, committed, and enthusiastic (1)	My instructor & classmates experienced me as rarely being engaged, committed, and enthusiastic (0)

Total_____

Goals to Improve:

PART III: CAPSTONE DOCUMENTATION CHART

15 pts.

Documentation of skills acquired over the last three semesters in Communication, Team work, Interpersonal Skills, Leadership, Self-Care, NVC, and Community work that were demonstrated as part of the Capstone Project. (Attach supporting materials from HS 210 as needed- materials you prepared, assignments completed, examples from class discussions, etc.)

Grading Criteria:

- Comprehensiveness of skills covered in chart
- Documentation/examples to support content of chart
- Willingness to attempt new or challenging tasks or roles

BENCHMARK: 11/15

CODE: CZ=out of comfort zone; LEAD. = Leadership Role; INITIA. = took initiative; HERO= above &beyond. O= other

SKILLS:

1. **Technical** (created Doodle Poll, Survey Monkey, Facebook blast, Free Conference Call, etc.)
2. **Writing**
3. **Oral Communication/Speaking**
4. **Problem Solving/Resource identification**
5. **Networking**
6. **NVC** (Conflict management, assertiveness, constructive feedback/confrontation)

7. **Effective/active team member**
8. **Media access/involvement** (PSA's, press release, LTE, flier, Facebook, film/YouTube, etc.)
9. **Research**
10. **Community Organizing** (lobbying, story of self, mobilizing people for action, advocacy, etc.)
11. **Self-care**
12. **Other** (specify)

DATE (estimated)	TASK	SPECIFIC SKILL USED	CZ	LEAD.	INITIA.	HERO	OTHER	EVIDENCE:/DOCUMENTS & EXAMPLES