

# HSE K101

## Intro to Human Services

**Fall 2017 –Thursday**

**6:30 p.m. – 9:15 p.m.**

**Instructor: Denise DeBrady**

**E-Mail: [ddebrady@trcc.commnet.edu](mailto:ddebrady@trcc.commnet.edu)**

**Phone: 860-661-6381**

**Office Hours: By Appointment**

---

### **COURSE DESCRIPTION**

Examines the current structure of social welfare programs in the United States, their historical evolution, and the role ideological, political, economic, and social forces have played in the development of the social welfare system and its present character focusing on social and economic injustice. The course will include an opportunity to observe human service organizations. The students will be expected to complete twenty (20) hours of service learning in the community.

### **STUDENT LEARNING OBJECTIVES/OUTCOMES**

- Understand the history and current patterns of social welfare policies from economic, political, ideological, and social perspectives.
- Understand economic, political, and organizational systems.
- Recognize how social welfare policies have differentially impacted oppressed and marginalized populations, such as people of color, women, and low-income persons.
- Differentiate between various sources cited and understand the elements and correct format of APA citation for a wide range of resources.
- Critically analyze organizational, local, state, national, and international trends in social welfare policies.
- Engage in opportunities to address oppression and discrimination through social and economic justice in the policy arena.
- Analyze the results of policy research relevant to social service delivery.
- Interpret social welfare policy and social service delivery issues to elected and appointed officials, to recipients of social services, and to leaders of social welfare institutions.
- Extend initial synthesis, at a higher level of abstraction to construct a policy proposal that may require additional information and research.
- Use economic, political, and organizational systems to influence, formulate, and advocate for policy consistent with social work and Christian values.
- Examine, assess, and articulate their own values, assumptions, and perspectives regarding human needs and provisions for meeting them.

### **REQUIRED TEXT(S)**

Social Work, Social Welfare and American Society by Popple & Leighninger. Boston, MA: Allyn & Bacon (2008).

Out of the Darkness: The Story of Mary Ellen Wilson by Shelman & Lazoritez. 2000.

## ASSIGNMENTS AND EVALUATION

There are five types of grades used throughout this course. Below, you will find the grading scale and percentages.

### Grading/Evaluation

<i>Assignments</i>				<i>Points</i>					
Employment Report, Community Service Report, Mary Ellen Wilson Report				30%					
Community Service Presentation				20%					
Quizzes (3 total)				30%					
Community Service Contact				5%					
Class Participation and Class Assignments				<u>15%</u>					
<b>Total Points</b>				<b>100%</b>					
<b>Letter Equivalent</b>									
A	94-100	B+	87-89	C+	77-79	D+	67-69	F	0-63
A-	90-93	B	83-66	C	74-76	D	64-66		
		B-	80-82	C-	70-73				

### Assignments:

Student achievement of the knowledge and skill objectives is assessed via examinations and/or policy analysis. In addition, students will be asked to demonstrate their ability to advocate for policy change by engaging in some form of political advocacy.

### Employment Report:

Submit a (5) page report based on an open job description. Students will research what qualifications are needed for position, necessary experience, population position works with, pay scale, and why you are interested in the position.

### Community Service Learning:

Each student is to complete a twenty (20) hour service-learning assignment at a non-profit social service organization in the community in order to pass this class. A typed ten (10) page report on the assignment is required.

### Mary Ellen Wilson Report:

Submit a (5) page report on the Mary Ellen Wilson story. The paper will include a brief summary of this story and a detailed discussion of four (4) specific lessons society learned or should have learned from this 19<sup>th</sup> century case of child abuse and neglect.

### (3) Quizzes

There are three scheduled TAKE HOME quizzes. The quizzes are primarily to student's understanding of readings and materials taught in class. Missed quizzes cannot be made up, except under exceptional circumstances.

### Assignments

Due dates are included in the syllabus and are not generally flexible. Late papers will *not* usually be accepted. If you are experiencing a personal situation of some kind that impacts your work in this class, please speak to me privately *before* the fact. All late assignments will be marked down five points for every day it is late.

**Please remember that it is your responsibility, not mine, to keep up with assigned readings and paper due dates as outlined by the syllabus. Contact me if you miss a class to get any handouts from the session you did not attend. If a class is cancelled for some reason, expect to do the work and turn in any papers as scheduled.**

### **College Withdrawal Policy**

A verbal “drop or withdrawal” from course(s) cannot be accepted by the instructor. Students must complete the required form and file it with the Registrar’s Office. Students may drop or withdraw from a course up to the 12<sup>th</sup> week of the semester; the exact ending date for the drop period is listed in the academic calendar.

### **Instructor’s Attendance Policy**

I will be conducting a formal “roll call” for the first couple of weeks of classes. After that, I will simply make note of those students who are missing on any given day. Because many of the ideas for out-of-class writings and in class assignments will be discussed in detail during class, it is to your advantage to attend regularly. One or two missed classes will not result in any kind of grading penalty, but excessive absences (more than three) will most likely impact your work negatively.

### **Academic Dishonesty**

Plagiarism is the unacknowledged use of another person’s words or ideas in your writing. Conscious plagiarism is an unacceptable academic behavior. ***Any instance of conscious plagiarism will result in a “zero” for that assignment. More than one instance will result in an “F” grade for the course.*** Plagiarism by omission or “unconscious” plagiarism will be dealt with on a case-by-case basis.

### **Cellular Phones etc.**

Students are notified that cellular phones and other electronic devices are allowed in class only if they are turned off or turned to a silent mode. Under no circumstances are phones to be answered in class. When there are extenuating circumstances that require that a student be available by phone, the student should speak to the instructor prior to class so that together they can arrive at an agreement.

### **Early Warning Policy**

Students experiencing academic difficulty and/or chronic absenteeism will be notified of their class standing.

### **Disabilities Statement**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Disabilities Counseling Services at 892-5751. To avoid any delay in the receipt of accommodations, you should contact the counselor as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Disabilities Counselor. Your cooperation is appreciated.

### **Revisions to Syllabus**

The information contained in the syllabus is subject to revision at my discretion. I will inform the class of any changes that are made. If you miss a class, check with a classmate upon your return to verify that you have the most up-to-date information.

### **Learning Portfolios**

All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios.

## COURSE OUTLINE

August 30 <sup>th</sup> – Week 1	Class Introduction/Syllabus
September 6 <sup>th</sup> – Week 2	Text Reading: Chapter 1
September 13 <sup>th</sup> - Week 3	Text Readings: Chapter 2 Mary Ellen Wilson Book
September 20 <sup>th</sup> – Week 4	Text Reading: Chapters 3 & 4 Mary Ellen Wilson Book <b>Employment Report Due</b> <b>Quiz 1 Opens (Chapters 1-5) Due October 4, 2018</b>
September 27 <sup>th</sup> – Week 5	Text Reading: Chapter 5 <b>Community Service Contact Information Due</b>
October 4 <sup>th</sup> – Week 6	Text Reading: Chapter 6 Mary Ellen Wilson Book <b>Quiz 1 Due</b>
October 11 <sup>th</sup> – Week 7	Text Reading: Chapters 7 & 8 Mary Ellen Wilson Book
October 18 <sup>th</sup> – Week 8	Text Reading: Chapter 9 <b>Mary Ellen Wilson Report Due</b> <b>Quiz 2 Opens (Chapters 6-10) Due November 1, 2018</b>
October 25 <sup>th</sup> – Week 9	Text Reading: Chapters 10 & 11
November 1 <sup>st</sup> – Week 10	Text Reading: Chapter 12 <b>Quiz 2 Due</b>
November 8 <sup>th</sup> – Week 11	Text Reading: Chapter 13
November 15 <sup>th</sup> – Week 12	Text Reading: Chapter 14 <b>Quiz 3 Opens (Chapters 11-15) Due November 29, 2018</b>
November 22 <sup>rd</sup> – Week 13	NO CLASS
November 29 <sup>th</sup> – Week 14	<b>Test Reading:</b> Chapter 15 <b>Community Service Report Due</b> <b>Quiz 3 Due</b>
December 6 <sup>th</sup> – Week 15	<b>Community Service Presentations</b>
December 13 <sup>th</sup> – Week 16	<b>Make-up Day (if needed)</b>