
HSE K101-T1

Intro to Human Services

Instructor: Denise DeBrady

**Fall 2019 –Tuesday & Thursday
12:30 p.m. – 1:45 p.m.**

**E-Mail: ddebrady@trcc.commnet.edu
Phone: 860-661-6381
Office Hours: By Appointment**

COURSE DESCRIPTION

Most likely, if you are taking this course, you want to help people and make a difference in others' lives. You may want to help kids with cancer, abused children, people with addictions, college students, pregnant teens, families in crisis, or the elderly living alone. Chances are you are already a person others come to for help. As professional helpers, how do we best help people? What are the skills needed to be effective helpers? How do we decide who needs the most support? This course is an introduction and overview of human services in which we will explore these questions and many others. We will examine the social, economic, and political forces that influence who gets help. In addition, the needs of diverse groups of people and the programs and policies serving the groups will be examined. You will gain an understanding of approaches and models of intervention and have the opportunity to assess your own skills and career goals and to prepare for the challenges, demands and rewards of helping people lead more fulfilling lives. **You are required to complete twenty (20) hours of service learning in the community as part of this course requirements.**

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 four 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	20%
Community Service Learning, Community Service Presentation & Journal	40%
Quizzes (3 total)	20%
Class Participation and Class Assignments	<u>20%</u>
Total Points	100%

Letter Equivalent

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.

Community Service, Presentation & Journal:

You are **REQUIRED** to do 20 hours of community service at a place of your choosing. For example, homeless shelter, domestic violence shelter, substance abuse agency, food banks or senior centers. Your community Service contact information is due on September 19, 2019. You are required to keep a journal describing your observations, experiences, thoughts, feelings, successes and struggles. Each journal entry should be about a half page long. At the end of your community service, you should have at least 8 pages of journal entries. You will make a presentation to the class detailing where you did you community service and what your experience was like. Journal entries are due the day of your presentation!

Employment Report:

Submit a (6) 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.

Mary Ellen Wilson Report:

Submit a (8) 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 19th century case of child abuse and neglect.

Self-Reflection Report Due:

Topic: Attitudes/values, skills, & knowledge of Human Services as described in your textbook. Providing specific examples, describe: 1) why at least 5 items in each category (Attitudes/values; Skills; Knowledge areas) is important in Human Services work, 2) how well you demonstrate at least 5 items in each of the categories, and 3) how you plan to develop each:

Attitudes/values:

Patience
Empathy
Self-awareness
Capacity to ask for help & offer feedback
Belief in people's and systems' capacity to change
Open-mindedness, skepticism, & rejection of stereotypes
Humor & a light touch

Skills:

Data-gathering, interviewing, researching information sharing and storing
Relationship building
Negotiating contracts and assessing problems
Constructing action plans
Implementing action plans
Monitoring and evaluating

Self-Reflection Report Continued:**Knowledge Areas:**

Human growth and development
Abnormal growth and development
The impact of society and culture on behavior
The dynamics of groups and organizations
The social and political forces that affect helping Research and evaluation
Social problems, special populations, and resources

(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.

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.

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.

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 12th week of the semester; the exact ending date for the drop period is listed in the academic calendar.

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.

<p>Please remember that it is your responsibility, not mine, to keep up with assigned readings and paper due dates as outlined in the syllabus. If a class is cancelled for some reason, expect to do the work and turn in any papers on the scheduled date as outlined in syllabus.</p>

COURSE OUTLINE

Week 1	August 27 th & August 29 th	Class Introduction/Syllabus Text Reading: Chapter 1, Mary Ellen Wilson Book
Week 2	September 3 rd & September 5 th	Text Reading: Chapter 2, Mary Ellen Wilson Book Chapter 2 Continued
Week 3	September 10 th & September 12 th	Text Reading: Chapter 3, Mary Ellen Wilson Book Text Reading: Chapter 4, Mary Ellen Wilson Book Employment Report Due Quiz 1 Opens (Chapters 1-5) Due September 26, 2019
Week 4	September 17 th & September 19 th	Text Readings: Chapter 5, Mary Ellen Wilson Book Chapter 5 Continued
Week 5	September 24 th & September 26 th	Text Readings: Chapter 6, Mary Ellen Wilson Book Chapter 6 Continued Quiz 1 Due
Week 6	October 1 st & October 3 rd	Text Readings: Chapter 7, Mary Ellen Wilson Book Text Readings: Chapter 8, Mary Ellen Wilson Book Community Service Contact Information Due
Week 7	October 8 th & October 10 th	Text Readings: Chapter 9, Mary Ellen Wilson Book Text Readings: Chapter 10, Mary Ellen Wilson Book Quiz 2 Opens (Chapters 6-10) Due October 24, 2019
Week 8	October 15 th & October 17 th	Text Readings: Chapter 11, Mary Ellen Wilson Book Chapter 11 Continued
Week 9	October 22 nd & October 24 th	Text Readings: Chapter 12 Chapter 12 Continued Mary Ellen Wilson Report Due Quiz 2 Due
Week 10	October 29 th & October 31 st	Text Readings: Chapter 13 Chapter 13 Continued
Week 11	November 5 th & November 7 th	Text Reading: Chapter 14 Chapter 14 Continued Quiz 3 Opens (Chapters 11-15) Due November 21, 2019
Week 12	November 12 th & November 14 th	Text Reading: Chapter 15 Chapter 15 Continued Self-Reflection Report Due
Week 13	November 19 th & November 21 st	Community Service Presentations/Journals Due Community Service Presentations/Journals Due Quiz 3 Due
Week 14	November 26 th & November 28 th	NO CLASS NO CLASS HAPPY THANKSGIVING
Week 15	December 3 rd & December 5 th	Community Service Presentations/Journals Due Community Service Presentations/Journals Due
Week 16	December 10 th & December 12 th	Make-up Class (if needed) Make-up Class (if needed)