# HDFS 262: Introduction to Human Services

CRN 34297: TR 1:00 to 2:20 p.m. IA 231 Winter 2020

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| **Instructor:** Elizabeth Pearce**Office:** NSH 116**Phone:** 917-4904**Dept. Support:** Susie Plowhead, plowhes@linnbenton.edu**E-mail:** liz.pearce@linnbenton.edu**Office Hours:**[Click here to make an appointment on my calendar](https://calendar.google.com/calendar/selfsched?sstoken=UUd5ZjhLcFk5TzVifGRlZmF1bHR8YWVmZjUzZTRlNDk0ZTRkNjg2MWIyMzc2ZjUwMzQ1ZWI).  |

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| Course Description:Explores the human services profession and related fields, with emphasis on prevention, intervention, and remediation. Facilitates the understanding of the wide range of careers and settings in the human services and related fields. Prepares students for HDFS (Human Development and Family Studies) beginning practicum. Emphasizes the centrality of social justice and equity in the Human Services profession. Course Learning Outcomes:Upon successful completion of HDFS 262 the student will:1. Identify the core principles and historical orientations of the Human Services field.
2. Articulate the centrality of social justice and multicultural equity in the practices of the Human Services profession.
3. Describe the characteristics of effective helping professionals and settings.

Required Text and Materials:1. Martin, Michelle. (2014). *Introduction to Human Services* (4th Ed). Available on reserve in the LBCC library.
2. Use of your LBCC library account, LBCC Google Drive, and your LBCC email.
3. Access to recording and viewing devices (to audio record one assignment and view movie for one assignment).
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| In this class we will discuss topics that are sensitive and can be painful. Please take care of yourself. If you feel the need to leave the classroom, do. Address what is painful; remember there are crisis counseling services available here. |

## Class Structure

HDFS 262 is taught with technology enhancement and in a [“flipped” format.](https://en.wikipedia.org/wiki/Flipped_classroom) This class features technology use and teamwork as methods in the pursuit of all students meeting the course objectives. I encourage folks to work in their "stretch" zones throughout the term; learning is maximized when you move out of your comfort zone, into your stretch zone. If you get into your panic zone, let me know! Being panicked does not maximize learning.

In flipped classes, the baseline content is delivered primarily away from F2F time. In this class that is the textbooks and instructor content delivered via Moodle and Google. You’ll read and participate in those on your own, completing quizzes and other assignments based on your understanding of the reading *prior to attending class.*

Class and small group discussions will be the focus in F2F class, with support from the Instructor and your peers. In-class work will be graded qualitatively (e.g. A-B-C-D-F) or via participation points at the Instructor’s discretion. You are expected to attend class two times per week and use Moodle at least once a week. It is fundamental to your success in this course to **come to every class section having prepared for class.**

## Course Requirements

1. Weekly online quizzes. Take the quiz by midnight Wednesday every week. Lowest score will be dropped (10 points each).
2. Class activities/critical thinking. Attentiveness and interaction (speaking and listening) expected; awarded intermittently. Will not be announced in advance. Lowest score will be dropped (10 points each).
3. Informational Interview. Points awarded weeks two and six (100 points).
4. In Service of Strangers assignment. Points awarded Weeks four and nine (100 points).
5. Team Movie Project Points awarded Weeks five, seven, and eleven (100 points).

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## Evaluation Totals

Quizzes 90

Class Activities 110

Informational Interview 100

 In Service of Strangers             100

Team Movie Project 100

**Total                                                    500 points**

### Grade Calculations

A = 90 - 100 % (450 - 500 points)

B = 80-90% (400 - 449 points)

C = 80-89% (350 - 399 points)

D = 70-79% (300- 349 points)

F = 59% or below ( 299 or fewer points)

## Class Expectations

It is my purpose to help you understand the concepts in this class as deeply and broadly as possible.  I want you to retain these concepts in your long-term memory, as opposed to your short-term or working memory.  The assignments are intended to help you make personal and professional connections to the course content.  Making these kinds of connections is more challenging than merely reading, listening and memorizing content. **It requires deeper thinking, interaction with course materials and your peers; and will result in lasting changes in your thinking and behaviors.**

Class time is valuable and I will be focused on teaching and learning during the time we have each week.  If you find you have personal business to attend to (e.g. phones calls/texting, conversations, or other class work**), you must take care of it outside of the classroom**.Be focused on this class during this time; if you need a break, leave the room. One student’s lack of focus can distract others.  You may have snacks and beverages during class.  Be quiet about it and clean up afterwards.

I work hard, and I expect you to as well. You are the person who has the greatest impact on your learning and on your grade.

Respectful behavior is expected in all college classes. This class, in particular, serves as preparation for your career. Behave as a professional in class and in all of your related interactions. Imagine that I may be writing a letter of reference for you one day (I probably will be!) and show your best emerging professional self.

**Extra credit**is at the discretion of the Instructor. Extra credit options: [consult with one of LBCC’s career specialists](https://www.linnbenton.edu/current-students/student-support/advising-center/career-services.php) and submit one paragraph write-up: 10 points; quiz corrections: 1-4 points. **Late work** will be accepted up **until** the late work deadlines (see course schedule). There is no penalty for late work submitted by the deadlines; **late work will be graded in Week 11**. Quizzes must be taken by the original date; quizzes will not be reopened.

*Note: I do not accept emailed assignments. To submit electronically, you must use Moodle.*

## Campus Resources

Many resources such as the Library, Student Help Desk (for computers and software) Learning Center, the Writing Desk, and Family Connections, are available to you as a student. They are described on the LBCC website.

Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support (**resources@linnbenton.edu**, or visit us on the web [**www.linnbenton.edu/RRC**](http://www.linnbenton.edu/RRC) under Student Support for Current Students). Our office can help students get connected to resources to help. Furthermore, please notify me (Liz) if you are comfortable in doing so. This will enable me to provide any resources that I may have.

Students who need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor privately during the first week of class. If you believe you may need accommodations, but are not yet registered with **Center for Accessibility Resources (CFAR), go to** [**http://linnbenton.edu/cfar**](http://linnbenton.edu/cfar)for steps on how to apply for services or call 541-917-4789.

### LBCC Comprehensive Statement of Nondiscrimination

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

### Tools for Success

* Schedule time for your reading and work related to this class (about seven hours per week). Put it in your calendar.
* Be ready to dialogue, discuss, listen and think each day.
* Use the provided resources: the Library, CFAR, Single Stop Center, Learning Center,Family Connections, Writing Desk and Math Cafe are all here to help you succeed. The time to ask for help is when you first need it; don’t wait.
* Come see me! Make an appointment. Get to know me and your other instructors. We are here to connect you with resources and guide you academically and with your major choice.

## HDFS 262 Winter 2020 Schedule

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| **Week** | **Big Ideas** | **Activities and Guest Speakers****(This is the plan; subject to change based on guests’ schedules and class needs)** | **Reading due** **(all readings from *Introduction to Human Services*, Martin except where noted)** | **Work Due Thursdays by midnight on Moodle** | **Every Week** |
| **1*****6-12 JAN*** | Intro to course and profession; becoming a practicum student | T: Intro to course,to HS field, and assignmentsR: Campus tour of relevant student services and human services: Learning Center, Library, Empower program, Roadrunner Resource Center, Advising/Counseling Center. | Chapters 1 and 2 (Introduction to the Human Services Profession; History and Evolution) | Complete HDFS 262 Introductory survey | Take a reading quiz every Wednesday midnight on the assigned readings (except Week 1; quiz is Monday of Week 2. That means you have two quizzes due Week Two, so do the first one early if you can!.You are expected to attend and fully participate in class each week. Participation includes both speaking and listening. Sharing the floor is important. Don’t dominate. Contributing (even if you are not used to doing so) is important. Hearing and expressing differing viewpoints is valuable. Becoming a respected colleague includes contributing in the work setting and we will practice it here.  |
| **2*****13-19 JAN*** | History and context of Human Services; Career Focus | T: Deeper dive into Human Services, theories, careers, social problems, practicum course; Guest: Taylor Nelson from Career ServicesR:Historical timeline activity; Frameworks | [Are you a Natural?](https://drive.google.com/file/d/1FrCu64Ft3Papxh_SwDWgWReUUMi340Ka/view?usp=sharing) online reading, and websites; career planning | Complete CIS assignment and resume draft |
| **3*****20-26 JAN*** | Children, Adolescents, and Families | T: Guests: Kyle Tarr, CASA (Court Appointed Special Advocates) of Linn County; Celeste Yager-Kandle, School Program Coordinator, Ophelia’s Place; Armand Schoppy, Teacher/Youth Advisor, CSC (Community Services Consortium) Youth House; Kendra Phillips-Neal & Salvador Maciel, Jackson Street Youth Services R:Children and Families Theories and Work; CIS slide report; Movie Team selection  | Chapters 5 and 6 (Child Welfare Services, Adolescent Services) | Informational Interview outline  |
| **4*****27 JAN- 2 FEB*** | Gerontology; Lifespan and Aging; Healthcare; Hospice | T: Lifespan development; theoretical approaches; Cultural HumilityR:Person-Centered Care; Healthcare and Hospice; Mental health and mindfulness | Chapters 7 & 10 (Gerontology;Medical, Healthcare, and Hospice)Rec: [*Person Centered Care….*](https://d10k7k7mywg42z.cloudfront.net/assets/4e586cccdabe9d5924014908/person_centered_care_article_by_koren.pdf) | In Service of Strangers Sketches |
| **5*****3 -9 FEB*** | Mental Health; Housing and HomelessnessSelf care | T: Guests: Laura Jones, Psychologist and LBCC faculty, Charles Madriaga,LBCC Counselor and Advisor 1:00 R: Movie Project Work | Chapters 8 & 9 (Mental Health Services; Housing and Homelessness) | Movie choice due*Late Work Deadline for Weeks 1 to 4 (Tuesday midnight)* |
| **6*****10-16 FEB*** | Human Services in the Schools; Interpersonal Skills | T:Terese Jones, Corvallis School District Board of Directors; JOBS program coordinator, LBCC FacultyR: Human Services in the Schools; Interpersonal Skills | Chapter 11 (Human Services in the Schools) | Informational Interview Reflection |
| **7*****17-23 FEB*** | Faith and Human Services | T: Movie Project Work R:Faith; Working with all families; Cultural Humility; Social identities | Chapter 12 (Religion, Spirituality, and Faith Based Agencies) | Outline for Group Movie Project  |
| ***8******24 FEB- 1 MAR*** | Rural Human Services; Minoritized groups; working with all families; mindfulness; interpersonal skills  | T: Ricardo Contreras, Board of Directors, Casa Latinos Unidos; *Nancy James, CADC III, Emergence; Paul Smith, Executive Director, Strengthening Rural Families; Rebecka Weinsteiger, Thriving Communities Manager, DevNW; Tera Stegner, Director of Community Relations, Grace Center. (Italics = tentative)*R: Rural Human Services; Underserved, Minoritized populations; Interpersonal Skills; Movie Project Check | Chapter 14 (Rural Human Services) |  |
| ***9******2-8 MAR*** | Working with offenders and victims; coordinating with law enforcement | T: *Field Trip to Oregon Youth Authority (tentative)*R:Victims/Survivors; Offenders; Movie Project Check-in | Chapter 13 (Violence, Victim Advocacy, and Corrections) | In Service of Strangers project |
| ***10******9-15 MAR*** | Macro Practice, International Human Services | T: Macro Human ServicesR: Movie project rehearsal | Chapter 15 (International Human Services) | *Late Work Deadline for Weeks 5 to 9 (Tuesday midnight)* |
| ***11*** | Tuesday, March 17th | Movie Project Presentations Tuesday March 17th from 2:30 to 4:20 p.m. |  | Final: Group Movie Project Presentations |

***The Instructor reserves the right to make changes to this schedule.  Changes are likely based on availability of guest speakers; other class topics may change by day or by week. Changes will be announced in class and on the online syllabus.***

T=Tuesday, R=Thursday; *Italics indicate tentative scheduling*; yellow highlights indicate changes since printed copy