# HDFS 107: Introduction to Human Services

# CRN 33218; TR 1:00-2:20p.m.; T 207; Winter 2019

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| **Instructor:** Elizabeth Pearce**Office:** NSH 116**Phone:** 917-4904**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). All January appointments will be conducted via [ZOOM](https://www.zoom.us/?zcid=1173&gclid=CjwKEAjwgIPOBRDn2eXxsN7S4RcSJABwNV90_AzDYn1JqqVgnTgKwAuJ3DfdWyd2jYWgmVWNkDolnBoClp_w_wcB) .**Division Support:** Aleta Fortier; Fortiea@linnbenton.edu; NSH 101; 541 917 4258. |

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| Course Description:Develop an understanding of the human services profession. Explore career goals, internship opportunities, and the variety of practice areas in the human services professions. Complete preparation in planning, obtaining, and completing HDFS internships. Course Learning Outcomes:Upon successful completion of HDFS 107 the student will:1. Identify the philosophical and historical orientations of the Human Services field.
2. Articulate theories of human growth and development and relate them to contemporary issues, conditions, and trends.
3. Analyze own values, interest and skills to align with domain areas of human development field.

Required Text and Materials:1. Martin, Michelle. (2014). *Introduction to Human Services* (3rd Ed).
2. Access to recording and viewing devices (to audio record one assignment and view movie for one assignment).
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## Class Structure

HDFS 107 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 via Moodle *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 before noon on Tuesday 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 2 and 6 (100 points).
4. In Service of Strangers assignment. Points awarded Weeks 3 and 9 (100 points).
5. Group Presentation of Film Project Points awarded Weeks 7 and 11 (100 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)

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| Evaluation TotalsQuizzes 90 Class Participation 110**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)Informational Interview 100 In Service of Strangers             100Group Film Project 100**Total                                                    500 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 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.*

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## 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 affording groceries or food, or who lacks a safe and stable place to live, is urged to contact a **Student Resource Navigator in the Single Stop Office (T-112):** Amanda Stanley, stanlea@linnbenton.edu, 541-917-4877. The navigator can connect students to resources. Furthermore, please talk with your instructor if you are comfortable doing so. This will enable them to provide any resources that they 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.

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## HDFS 107 Winter 2019 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, ex. Week 2)** | **Written Work Due Thursday at midnight on Moodle** | **Every Week** |
| **1*****7-13 JAN*** | Intro to course and profession; becoming a practicum student | T: Intro to course and to human services, practicumR: Deeper dive into Human Services, theories, careers | Chapters 1 and 2 (Introduction; History and Evolution) | Complete HDFS 107 Introductory survey | **Take a reading quiz every Tuesday by noon on the assigned readings (except Week 1; quiz is Friday).**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*****14-20******JAN*** | Working in Human Services | T:Marci Johnston, Career Center R: Melissa Whiteman, Community Engagement Coordinator, ABC House ;Froukje Spaak-Powell, Director of Programs, Family Tree Nursery Historical timeline activity; LBCC “resource fair” | Psychology readings and websites; career planning | Complete CIS assignment **AND**Informational Interview Plan |
| **3*****21-27 JAN*** | Children, Adolescents, and Families | T: Children and Families Theories and Work; Marci Johnston, Career CenterR: Tammy Reeves, Program Manager, Court Appointed Special Advocates (CASA); Pam Woitt, Family Educator, Kidco Headstart | Chapters 5 and 6 (Child Welfare Services, Adolescent Services) | In Service of Strangers sketches  |
| **4*****28JAN-3FEB*** | Gerontology; Healthcare; Hospice | T: Lifespan and aging; Movie Project WorkR:Paula Hunt, Physical Therapist, Mennonite Village; Tera Stegner, Grace Center | 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) |  |
| **5*****4-10******FEB*** | Mental Health; Housing and HomelessnessSelf care | T:Movie Project Work; Mental Health, Mindfulness and Self CareR: Laura Jones, Psychologist, Charles Madriaga,LBCC Counselor and Advisor  | Chapters 8 & 9 (Mental Health Services; Housing and Homelessness) | Movie choice due*Late Work Deadline for Weeks 1 to 4 (Tuesday midnight)* |
| **6*****11-17 FEB*** | Substance Abuse; Degree confirmation | T: Interpersonal Techniques: Movie Project Check-InR:Dave Amity; Nancy James, Emergence; Sarah Soric, Milestones  | Chapter 11 (Substance Abuse) | Informational Interview Reflection |
| **7*****18-24 FEB*** | Human Services in the Schools | T:Human Services in the Schools; Movie Project Work R: Terese Jones, LBCC JOBS program, Faculty Coordinator; Paige SchindlerInterpersonal Skills: Listening | Chapter 12 (Human Services in the Schools) | Outline for Group Movie Project  |
| ***8******25FEB-3MAR*** | Public and Private settings; working in a faith-based setting; working with all families; preparing for your practicum | T: Working with all families; Practicum check-in; MindfulnessR: Chelsey Thurman, Community Outreach; Nyssa Cronin | Chapter 13 (Religion, Spirituality, and Faith Based Agencies) |  |
| ***9******4-10 MAR*** | Working with offenders and victims; coordinating with law enforcement | T: Victims and offenders; Movie Project WorkR: Alicia Cozad, Program Director, Oak Creek Correctional Facility; Robert Perkins, Supervising Probation Officer, Linn Co. Juvenile Justice; Lucy Dauman Casal, Community Engagement Coordinator, Center Against Rape and Domestic Violence | Chapter 14 (Violence, Victim Advocacy, and Corrections) | In Service of Strangers project |
| ***10******11-17 MAR*** | Macro Practice, International Human Services | T: Macro Human ServicesR: Movie project rehearsal | Chapter 15 | *Late Work Deadline for Weeks 5 to 9 (Tuesday midnight)* |
| ***11******Tues, 3/19*** | **2:30 to 4:20 p.m. on Tuesday March 19th**(note different time) |  |  | Final: Group Movie Project Presentations and Reflection |

***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.***