

HDFS 262: Introduction to Human Services

CRN 27020: TR 8:30-9:50 (Early Bird or EB)

CRN 27021 TR 10:00-11:20 a.m. (Morning Glow or MG)

MKH 203 Fall 2019

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Office Hours: [Click here to make an appointment on my calendar.](#)

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. Access to recording and viewing devices (to audio record one assignment and view movie for one assignment).

Class Structure

HDFS 262 is taught with technology enhancement and in a [“flipped” format](#). 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 before 8:00 a.m. 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 3 and 6 (100 points).
4. In Service of Strangers assignment. Points awarded Weeks 4 and 9 (100 points).
5. Group Presentation of Film Project Points awarded Weeks 5, 7 and 11 (100 points).

Evaluation Totals

Quizzes	90
Class Participation	110
Informational Interview	100
In Service of Strangers	100
<u>Group Film Project</u>	<u>100</u>
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. phone 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.

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 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> 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 Fall 2019 Schedule

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 <i>Introduction to Human Services</i> , Martin except where noted)	Written Work Due Thursday at midnight on Moodle	Every Week
1 30 SEPT - 6 OCT	Intro to course and profession; becoming a practicum student	T: Intro to course and to human services, practicum R: Deeper dive into Human Services, theories, careers	Chapters 1 and 2 (Introduction to the Human Services Profession; History and Evolution)	Complete HDFS 262 Introductory survey	Take a reading quiz every Tuesday by 8:00 a.m. on the assigned readings (except Week 1; quiz is Friday).
2 7-13 OCT	History and context of Human Services; Career Focus	T: Historical timeline activity; Frameworks R: Jennifer Gilmore-Robinson, Executive Director, ABC House; Amanda Stanley, Roadrunner Resource Center Coordinator; Kari Whitacre, Executive Director, Community Outreach, Inc; Ricardo Contreras, Board President, Casa Latinos Unidos	Are you a Natural? online reading, and websites; career planning	Complete CIS assignment AND Informational Interview Plan and Resume Draft	You are expected to attend and fully participate in class each week. Participation includes both speaking and listening. Sharing the floor
3 14 - 20 OCT	Children, Adolescents, and Families	T: Children and Families Theories and Work; CIS slide report; In Service of Strangers R: Tammy Reeves, Program Manager, Linn County Court Appointed Special Advocates (CASA); Brad Betz, Samaritan Health; Rebeccka Weinstein, DevNW; Lucy Dauman Casal, Community Engagement Coordinator, Center Against Rape and Domestic Violence	Chapters 5 and 6 (Child Welfare Services, Adolescent Services)	Informational Interview plan and Resume Draft	
4 21 - 27 OCT	Gerontology; Lifespan and Aging; Healthcare; Hospice	T: Tera Stegner, Director of Community Relations, Grace Center; Dave Zaback, Home Life; Hillary Kirk , Celeste Yager-Kandle, School Program Coordinator, Ophelia's Place; Alicia Lucke ; OCWGOG Senior Corps Programs (tentative) R:Lifespan and aging; Movie Project; Michaela Willi-Hooper, Librarian, Finding Resources for Strangers project	Chapters 7 & 10 (Gerontology;Medical, Healthcare, and Hospice) Rec: Person Centered Care....	In Service of Strangers Sketches	
5 28 OCT - 3 NOV	Mental Health; Housing and Homelessness Self care	T:Movie Project; Mental Health, Mindfulness; Self Care R: Laura Jones, Psychologist, Charles Madriaga,LBCC Counselor and Advisor	Chapters 8 & 9 (Mental Health Services; Housing and Homelessness)	Movie choice due <i>Late Work Deadline for Weeks 1 to 4 (Tuesday midnight)</i>	

					<p>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.</p>
<p>6 4 - 10 NOV</p>	<p>Rural Human Services; Minoritized groups; Interpersonal Skills</p>	<p>T: Rural Human Services; Underserved, Minoritized populations; Interpersonal Skills; Movie Project Check-In R: Nancy James, Emergence; Sarah Soric, Milestones; Jean Schumer, LCSW, Medical Social Worker, Drug Court; Paul Smith, Executive Director, Strengthening Rural Families</p>	<p>Chapter 14 (Rural Human Services)</p>	<p>Informational Interview Reflection</p>	
<p>7 11 - 17 NOV</p>	<p>Human Services in the Schools</p>	<p>T: Human Services in the Schools; Movie Project Work R: Terese Jones, LBCC JOBS program, Faculty Coordinator; Armand Schoppy, Community Services Consortium Youth House; Pam Woitt, Family Educator, Kidco Headstart; Bryce Bennett, South Albany High School; Chris Hawkins, CSD Homeless Education Program (tentative) (1hour)</p>	<p>Chapter 11 (Human Services in the Schools)</p>	<p>Outline for Group Movie Project</p>	
<p>8 18 - 24 NOV</p>	<p>Working in a faith-based setting; the role of faith in Human Services; working with all families; mindfulness; interpersonal skills</p>	<p>T: Working with all families; Interpersonal skills; R: Brenda Frontino, Living Unit Manager, and Rosa Howard-Mumford, Security Manager, Oak Creek Youth Correctional Facility; Robert Perkins, Supervising Probation Officer, Linn Co. Juvenile Justice</p>	<p>Chapter 12 (Religion, Spirituality, and Faith Based Agencies)</p>		
<p>9 25 NOV - 1 DEC</p>	<p>Working with offenders and victims; coordinating with law enforcement</p>	<p>T: Victims and offenders; Movie Project Work R: NO CLASS</p>	<p>Chapter 13 (Violence, Victim Advocacy, and Corrections)</p>	<p>In Service of Strangers project</p>	
<p>10 2 - 8 DEC</p>	<p>Macro Practice, International Human Services</p>	<p>T: Macro Human Services R: Movie project rehearsal</p>	<p>Chapter 15 (International Human Services)</p>	<p><i>Late Work Deadline for Weeks 5 to 9 (Tuesday midnight)</i></p>	
<p>11 Tues, 12/10</p>	<p>7:30 a.m. EB class 9:30 a.m. MG class</p>			<p>Final: Group Movie Project Presentations</p>	

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.