**HDFS 107: Introduction to Human Services**

**CRNs 26657, 26658; TR 8:30 to 9:50 or 10:00 to 11:20; IA 225 Fall 2018**

**Instructor:** Elizabeth Pearce

**Office:** NSH 116

**Phone:** 917-4904

**E-mail:** [liz.pearce@linnbenton.edu](mailto:liz.pearce@linnbenton.edu)

**Office Hours:**Check [Instructor Website](http://cf.linnbenton.edu/wed/ed/pearcel/web.cfm?pgID=3751) or [Calendar](https://calendar.google.com/calendar/selfsched?sstoken=UUd5ZjhLcFk5TzVifGRlZmF1bHR8YWVmZjUzZTRlNDk0ZTRkNjg2MWIyMzc2ZjUwMzQ1ZWI) to make an appointment.  I am glad to speak with you by phone or F2F during office hours.

**Division Support:** Aleta Fortier; [Fortiea@linnbenton.edu](mailto:Fortiea@linnbenton.edu); NSH 101; 541 917 4258.

**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.

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**Class Structure**

HDFS 107 is taught with technology enhancement and in a semi- [“flipped” format](http://www.knewton.com/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, both with content and with these methodologies.

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. You’ll read and participate in those on your own, sometimes submitting work based on your understanding of the reading via Moodle *prior to attending class.*

Class and small group discussions as well as some of the “homework” --or higher -level thinking and assignments-- 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 (e.g. everyone participating earns the same number of points) at the Instructor’s discretion. You will be informed at the time how points/grades will be awarded that day.

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.**

**Required Text and Materials:**

A. Martin, Michelle. (2014). *Introduction to Human Services* (3rd Ed).

B. Your LBCC email account and password (for LBCC google drive and Moodle).

**Course Requirements:**

1. Weekly online quizzes. Take the quiz before noon on 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 3 and 6 (100 points).
4. Professional Identity project. Points awarded Weeks 7 and 10 (100 points).
5. In Service of Strangers assignment. Points awarded Weeks 5 and 9 (100 points).
6. Group Presentation of Film Project Points awarded Weeks 8 and 11 (100 points).

**Evaluation Totals**

Quizzes 90

Class Participation 110

Informational Interview 100

Professional Identity Statement 100

In Service of Strangers             100

Group Film Project 100

**Total                                                    600 points**

**Grade Calculations**

**540- 600 A**

**480 - 539 B**

**420 - 479 C**

**360 - 419 D**

**Under 360: F**

**Instructor’s Notes**

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 to take a break, leave the room.  One student’s lack of focus can distract others.  It is fine to snack and to have 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. *Note: I do not accept emailed assignments. To submit electronically, you must use Moodle.*

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. Do yourself proud; imagine that I may be writing a letter of reference for you (I probably will be!) and show your best emerging professional self.

Extra credit is at the discretion of the Instructor. Any extra credit available to one student must be available to all students. 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: 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, but **late work will not be graded until Week 11**. Quizzes must be taken by the original date; quizzes will not be reopened.

**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 may 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 CFAR, please 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, learning, writing, and tutoring centers 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, or join me on a “Walk with the Prof” day. 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 107 Fall 2018 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**  ***24-30 Sept*** | 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; History and Evolution) | Complete HDFS 107 Introductory survey | **Take a reading quiz every Wednesday 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. Becoming a respected colleague includes contributing in the work setting and we will practice it here. |
| **2**  ***1-7 Oct*** | Working in Human Services | T:Marci Johnston, Career Center  R: Historical timeline activity; differentiation of careers and degrees | Psychology readings and websites; career planning | Complete CIS assignment (1 google slide) |
| **3**  ***8-14 Oct*** | Children, Adolescents, and Families | T: Children and Families Theories and Work  R: Pam Woitt, Family Educator, Kidco Headstart; Tammy Reeves, Program Manager, Court Appointed Special Advocates (CASA); Froukje Spaak-Powell, Program Coordinator, Family Tree Nursery | Chapters 5 and 6 (Child Welfare Services, Adolescent Services) | Plan for Informational Interview |
| **4**  ***15-21 Oct*** | Gerontology; Healthcare; Hospice | T: Life span and aging  R:Paula Hunt, Physical Therapist, Mennonite Village; Tyler Nolan, Social Services Director, Avamere | Chapters 7 & 10 (Gerontology;Medical, Healthcare, and Hospice) | In Service of Strangers sketches |
| **5**  ***22-28 Oct*** | Mental Health; Housing and Homelessness  Self care | T: Laura Jones, Psychologist, (EB class only); Grant Edmonds, Psychologist, Charles Madriaga,LBCC Counselor and Advisor  R: Movie Project Work; Mental Health, Mindfulness and Self Care | Chapters 8 & 9 (Mental Health Services; Housing and Homelessness) | *Late Work Deadline for Weeks 1 to 4 (Tuesday)* |
| **6**  ***29 Oct-4 Nov*** | Substance Abuse; Degree confirmation | T: Dave Amity; Melissa Whiteman, ABC House  R: Career confirmation; Career Google Slide Show | Chapter 11 (Substance Abuse) | Informational Interview Reflection |
| **7**  ***5-11 Nov*** | Human Services in the Schools | T: Paige Schindler, Casa Latinos Unidos, Volunteer Coordinator; Malinda Shell, Coordinator, Adult Re-entry Program, LBCC; Amanda Stanley, Single Stop  R:Movie Project Work; Human Services in the Schools | Chapter 12 (Human Services in the Schools) | Outline for Professional Identity project |
| ***8***  ***12-18 Nov*** | Public and Private settings; working in a faith-based setting; working with all families; preparing for your practicum | T: Working with all families; Practicum discussion  R: Terese Jones, LBCC JOBS program, Faculty Coordinator; Nyssa Cronin | Chapter 13 (Religion, Spirituality, and Faith Based Agencies) | Outline for Group Movie Project |
| ***9***  ***19-25 Nov*** | Working with offenders and victims; coordinating with law enforcement | T: Macro Human Services; where do you fit?  R: NO CLASS/HOLIDAY | Chapter 14 (Violence, Victim Advocacy, and Corrections) | In Service of Strangers project |
| ***10***  ***26 Nov-2 Dec*** | Macro Practice, International Human Services  Where do you fit in Human Services? | T: Alicia Buettner, Program Director, Oak Creek Correctional Facility; Robert Perkins, Supervising Probation Officer, Linn Co. Juvenile Justice  R: Movie Project work | Chapter 15 | Professional Identity project  *Late Work Deadline for Weeks 5 to 9 (Tuesday)* |
| ***11***  ***Dec 4th*** | Tuesday, December 4: TBD (Earlybird)  9:30 a.m. (Morninglow) |  |  | Final: Group Movie Project Presentations and Reflection |

***Note:  the Instructor reserves the right to make changes to this course schedule.  Changes will be announced in class and on Moodle.***