# Fall 2020 HDFS 262: Introduction to Human Services

CRN 27020: T 1:00-2:20 (Afternoon or AFT)

AFT class ZOOM: <https://linnbenton.zoom.us/j/91495433120>

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

Morning class ZOOM: <https://linnbenton.zoom.us/j/92521586546>

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| **Instructor:** Elizabeth Pearce  **Office:** NSH 116 (working remotely temporarily)  **Phone:** N/A Fall 2020; please email or make ZOOM/phone appointment  **E-mail:** [liz.pearce@linnbenton.edu](mailto: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. *Introduction to Human Services*, *Working Draft* by Pearce, Elizabeth B. We are using the draft version of a brand new textbook. For more information, [read the author/instructor’s letter here.](https://docs.google.com/document/d/1e1lB6ZeuwCatCgcXZPpzoT7YhY66wuowIUpadtW_xhY/edit?usp=sharing) Password: hdfs262 2. Access to Youtube and the [HDFS 262 playlist on Liz’s channel](https://www.youtube.com/playlist?list=PL7Ov_8ABbHnP12Fw4AEBWd3vzsJwguJwA). 3. Access to computer, internet, recording and viewing devices (to audio record one assignment and view movie for one assignment). |

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## 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 and teamwork as methods in the pursuit of all students meeting the course outcomes. This is a hybrid course; we meet only 1.5 hours per week for a 3 credit course; expect to spend another 6-8 hours per week on your reading, screencasts and assignments. 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! It won’t help you learn and I’d like to help you move out of it.

In flipped classes, the baseline content is delivered primarily away from F2F time. In this class that is the textbooks and instructor content delivered electronically. You’ll read and participate in those on your own, completing a questionnaire or Forum discussion based on your understanding of the reading, screencasts and videos prior to attending class.

In class you will meet with your peers to discuss the materials via ZOOM and then join the Instructor for an entire class debrief and discussion.**It is fundamental to your success in this course to come to every class section having prepared for class.**

## Zoom Classroom

We will meet in the Zoom classroom once a week. We will spend time meeting as a whole class and we will also spend time in small groups (break-out rooms).

The Zoom classroom ID # is unique to your class. The link is available even when I am not there, so you can arrive early or stay late to chat or to work with your classmates. You can also use it to meet at other times and not be subject to the 40 minute limit.

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### 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.

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## Course Requirements and Grading

1. Weekly Wonders. Complete the assigned questionnaire or forum before midnight on Monday every week including Week One. Lowest score out of the ten total Wonders will be dropped (10 points each; 9 x 10 = 90 points total.)
2. Discussion notes submission. Every student will complete this at least two times during the term on a rotating basis. (2 x 15 = 30 points.)
3. Team Film Project Slideshow and Individual Reflection (40 points each; 40 + 40 = 80 points total.)
4. Informational Interview and Reflection. (100 points).
5. Cultural Humility professional project and final exam question. (100 points).

### Grading

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| **Participatory Grading** | Weekly Wonders and Discussion Notes: If your work shows active participation and engagement, follows basic (but not perfect) writing conventions, and indicates a grasp of course materials, full points are awarded. |
| **Evaluative Grading** | The Big Three: Graded qualitatively A-F. A rubric will be provided for each final assignment; rubrics are grounded in [Bloom’s Taxonomy of Learning.](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/) |

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### Evaluation Totals and Grade Calculations

This course is worth 400 points total. Students need to complete all assignments in order to pass or achieve excellence in the course.

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| 360-400 points | A | 320-359 points | B | 280-319 points | C | 240-279 points | D | 239 and lower | F |

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## 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. Be focused on this class during this time; if you need a break, leave and return as quietly as possible. One student’s lack of focus can distract others.

I work hard, and I expect you to as well. You are the person who has the greatest impact on your learning and 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/student-services/advising/career-services.php) and submit one paragraph write-up: 10 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**. Weekly Wonders must be submitted by the original date; WWs will not be reopened.

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 via online drop-in and/or appointments. They are described on the LBCC website. [Go to the Student Services page of the website](https://www.linnbenton.edu/student-services/advising/index.php) and scroll to the bottom, where you will see academic help like the Library and Learning Center and person-centered help such as advising, counseling, emergency funding, child care and more. **There is also a chat feature on the LBCC website to help you with quick questions or to find what you need.**

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). 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.

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### Tools for Success

* Schedule time for your reading and work related to this class (about seven hours per week) as well as our weekly meeting time (1.5 hours). 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.

When you email me, be sure to put in the subject line, “HDFS 262 Morning class” or “HDFS 262 Afternoon class” so that I can more easily answer your questions.

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## HDFS 262 Fall 2020 Schedule

Student Weekly Schedule:

1. Tuesday: Attend class via ZOOM session (10:00 a.m. or 1:00p.m.)
2. Wednesday - Sunday: complete assigned reading and viewing assignments.
3. Monday at midnight: deadline for electronic assignments.

### Key to Schedule below:

* All readings are in the Introduction to Human Services digital text by Elizabeth B. Pearce unless otherwise noted.
* All videos are accessed via within the text above (IHS), LBCC Library (LBlib) or Liz’s Youtube channel (LizYTC) and will be indicated with abbreviations noted. Links will be provided except for in text videos.

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| **For Weeks One and Two: 9/29 and 10/6** | |
| **Topics: Intro to Course and Human Services Field** | |
| **To complete and to turn in by Monday October 5th, midnight**:   * [Introductory Google Survey](https://docs.google.com/forms/d/e/1FAIpQLScj5S0oBYvspvLcLvV8cb5u7FEPl_xK8v2DkDQd9HgIxrMUXw/viewform?usp=sf_link) aka WW1 AND Moodle Questionnaire aka WW2. (First two WWs) * Review movie (#1) and informational interview reflection (#2) assignment instructions. (See [The Big Three](https://docs.google.com/document/d/1QbRzTZjnY0THJ795MMKNlrp-2iHwexMM5DJ2GfnFP0A/edit?usp=sharing) for links). * Review [the movie list](https://docs.google.com/document/d/1EOQA-p7xBM5ZoRp7AhlbawBPLDR2Y0rSwD0HWibMq-I/edit?usp=sharing) and your own calendar so that you can choose a date to view the movie when you meet with your team on Tuesday.   **Read for 10/6:** [Chapters 1 and 2](https://openoregon.pressbooks.pub/humanservices/chapter/chapter-1-introduction-to-human-services/) *Introduction to Human Services* and *Generalist practice* plus [Social Work and Social Welfare: A Human Rights Foundation](https://ebookcentral.proquest.com/lib/linnbenton-ebooks/detail.action?docID=5321710) pp. 42-47 and 55-60 only (this link will take you to sign into the library website using your ID# and birth year, then directly to the ebook).  **View**: Liz’s screencasts: [Human Services and LBCC](https://youtu.be/kQL_QBsXtKk) and [Foundations of Human Services](https://youtu.be/UWfiJ6qtLWU) and [Why did you choose to study social work](http://ezproxy.libweb.linnbenton.edu:2048/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=102565&xtid=128607&loid=469289)? from Becoming a Social Worker video (section 6 only). Link takes you to LBCC library (see above).  **Attend**: Tuesday class (10-11:20 or 1-2:20 as registered)  **In Class:** Introduction to course and field of human services; key theories. | |

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| **For Week Three -- 10/12** | |
| **Topics: History of Social Welfare; Social Work and other Fields** | |
| **Turn in Monday 10/12**:   * **WW3: Moodle Questionnaire** * **#1 Submit your team’s movie choice and watching time to Liz** * #2 Email professionals that you would like to interview   **Read:** [Chapters 3 and 4](https://openoregon.pressbooks.pub/humanservices/chapter/what-makes-a-profession-code-of-ethics/) *Ethics and Values* and *NASW Code of Ethics*  **View**: Liz’s screencast: [Urie Bronfenbrenner's Ecological Systems Theory](https://youtu.be/aBTXN-teu74)  **Attend**: Tuesday class (10-11:20 or 1-2:20 as registered)  **In Class:** Human Services**,** Social Work and related fields  **Pop-in Guests:** Chessie Alberti and Kristen Jennings, LBCC Learning Center | |

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| **For Week Four -- 10/19** | |
| **Topics: Social Welfare History; Social Problems; Related Fields** | |
| **Turn in Monday 10/19**:   * **WW4 Moodle Questionnaire** * Watch movie; draft slideshow   **Read:** [Chapters 6-10](https://openoregon.pressbooks.pub/humanservices/chapter/1-1-what-is-a-social-problem/) (all chapters in the *Social Problems and Personal Troubles section*) plus select one more reading.  [Chapter 5 (Social Work](https://openoregon.pressbooks.pub/humanservices/chapter/chapter-1-introduction-to-social-work/)) **or** [Chapters 1.1 to 1.4 in Introduction to Psychology](https://openstax.org/books/psychology-2e/pages/1-introduction) **or** [Chapters 1.1 to 1.4 in Introduction to Sociology](https://openstax.org/books/introduction-sociology-2e/pages/1-introduction-to-sociology) **or** Education/Teaching reading (ask Liz)  **View**: [Legacies of Social Change](https://youtu.be/a4VzRSnksmA) video  **Attend**: Tuesday class (10-11:20 or 1-2:20 as registered)  **In Class:** Historical contexts, social problems, and today’s social services  **Pop-in Guest**: Keith Kolkow,Linn County Family Tree Relief Nursery | |

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| **For Week Five -- 10/26** | |
| **Topics: Poverty and Intersectionality** | |
| **Turn in Monday 10/26**:   * **WW5 Moodle Questionnaire** * **#2 Informational Interview Outline**   **Read:** [Chapters 11 - 18](https://openoregon.pressbooks.pub/humanservices/chapter/poverty-is-a-social-problem/)*Poverty*  **View**: [Liz’s screencast: Social Identity](https://youtu.be/kWrSYMIjcXY) and [Intersectionality Social Inequality](https://youtu.be/n2kUpKP18z8) and [What is Intersectionality?](https://youtu.be/EXJ4Dbdm1ks) on Youtube  **Attend**: Tuesday class (10-11:20 or 1-2:20 as registered)  **In Class:** Poverty, Food and housing insecurity  **Pop-in Guest:** Michaela Willi-Hooper, LBCC Library | |

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| **For Week Six -- 11/2** | |
| **Topics: Working with Families** | |
| **Turn in Monday 11/2**:   * **~~WW6 Moodle Questionnaire~~ Everyone will get a free 10 points! Self care week** * **Late work deadline for first half of term (all assignments Weeks 1-5)** * **One member of team turn in slideshow saved as .pdf to Moodle**   + **Be ready to present slideshow in class this week ~~or next week~~ (can be prerecorded)**   **~~Read:~~** [~~Chapters 19-24~~ *~~Families~~*~~;~~](https://openoregon.pressbooks.pub/humanservices/chapter/chapter-10-the-changing-family/) ~~choose~~ [~~Chapter 25~~ *~~Child Welfare and Foster Care~~*](https://openoregon.pressbooks.pub/humanservices/?post_type=chapter&p=67&preview=true) ~~or~~ [~~26~~ *~~Aging Populations~~*](https://openoregon.pressbooks.pub/humanservices/?post_type=chapter&p=130&preview=true)  **View**: [The Changing American Family](https://youtu.be/Ql0Q5uf-AbA) on Youtube playlist  **Attend**: Tuesday class (10-11:20 or 1-2:20 as registered)  **In Class:** Working with families  **Pop-in Guest:** Tera Stegner**,** Grace Center Adult Day Services | |

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| **For Week Seven -- 11/9** |
| **Topics: Cultural Humility** |
| **Turn in Monday 11/9:**   * **WW7 Moodle Questionnaire** * #1 **Individual movie project reflection (individual grade)** * #2 Last chance: conduct the informational interview if you have not already!   **Read:** [Chapters 19-24 *Families*;](https://openoregon.pressbooks.pub/humanservices/chapter/chapter-10-the-changing-family/) choose [Chapter 25 *Child Welfare and Foster Care*](https://openoregon.pressbooks.pub/humanservices/?post_type=chapter&p=67&preview=true) **OR** [26 *Aging Populations*](https://openoregon.pressbooks.pub/humanservices/?post_type=chapter&p=130&preview=true)  ~~Chapter 27 Cultural Humility-28~~  **View**: [Cultural Humility Edited](https://youtu.be/16dSeyLSOKw) on Youtube playlist  **Attend**: Tuesday class (10-11:20 or 1-2:20 as registered)  **In Class: Cultural Humility**  **Pop-in Guest:** KendraSue Phillips-Neal**,** Jackson Street Youth Services |

## Weeks 8, 9, and 10 have been updated as of 11/5/2020. If you printed the syllabus earlier this term, be sure to replace these sections.

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| **For Week Eight --11/16** | |
| **Topics: Cultural Competence, Diversity, and Cultural Humility** | |
| **Turn in Monday 11/16**:   * **WW8 Moodle Questionnaire** * **#2 Turn in Informational Interview Reflection**   **Read: Chapters 27-28**  **View**: [The Power of a Single Story](https://youtu.be/D9Ihs241zeg) on Youtube playlist  **Attend**: Tuesday class (10-11:20 or 1-2:20 as registered)  **In Class: Cultural Humility**  **Pop-in Guest:** Oregon Youth Authority | |

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| **For Week Nine -- 11/23** | |
| **Topics: Human Services Settings**  *Schools, Health Care, Mental Health, Military, and Criminal Justice Settings* | |
| **Turn in Monday 11/23**:   * **WW9 Moodle Questionnaire** * #3 Research and read for Cultural Humility Project   **Read: Chapters 29-34**  **View**:  **Attend**: Tuesday class (10-11:20 or 1-2:20 as registered)  **In Class:** Skills, values, and characteristics needed to work with specific populations  **Pop-in Guest:** Kim Van Horn,Old Mill Center for Children and Families | |

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| **For Week Ten -- 11/30** | |
| **Topics: Workplace practices, Obtaining an internship and a job, Oppression and Power** | |
| **Turn in Monday 11/30**:   * WW 10 Moodle Questionnaire * Late work deadline for second half of term (all assignments Weeks 6-9) * #3 Research and read for Cultural Humility project * #**3 Turn in list of sources for Cultural Humility project**   **Read:**  **View**:  **Attend**: Tuesday class (10-11:20 or 1-2:20 as registered)  **In Class:**  **Pop-in Guest:** Amanda Stanely**,** Roadrunner Resource Center | |

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| **Week Eleven Finals Week** | |
| **Topics:** | |
| **~~Attend~~**~~: Tuesday final as assigned (9:30 to 11:20 or 2:30 to 4:20 as registered)~~  **Turn in**:   * **HFDS 262 Final Cultural Humility Project due by 2:30 on December 8** | |

***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.***