

Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, and an ethic of service, student empowerment, opportunity, and lifelong learning.

Fall 2017

**Course Syllabus
HSV 100
Introduction to Human Services**

Instructor Information:

Instructor Name	Elizabeth Guzman-Arredondo
Office Number:	517
Phone Number:	219-473-4260 Office Phone 219-928-3325 Cell Phone
Email:	eguzman@ccsj.edu
Hours Available:	Monday thru Thursday 1:00-5:00 pm; morning and Friday hours by appointment; or just stop in my door is always open.

Instructor Background:

1991 Master of Social Work Loyola University-Chicago, School of Social Work

1986 Bachelor of Arts Sociology Calumet College of St. Joseph

Licensed Social Worker State of Indiana

CASA- Court Appointed Special Advocate

Member of the CCSJ Faculty Senate Committees; Academic Senate Executive Committee, Curriculum and Assessment Committee, Faculty Handbook Committee and Senior Staff Committee.

My work over the last 31 years includes medical social work, adult and adolescent behavioral health, community health, child welfare, school social work, group home and program development and design along with grant writing.

I began teaching as an adjunct faculty member here at CCSJ in 1991 and in July 2015 accepted the position of Assistant Professor and Director of the Human Services Program.

I am eager to be a resource to you as you gain your footing heading into our profession. Please feel free to stop and chat, come up to my office to share your plans, ask questions, share your thoughts or ideas, my door is always open. My goal is to grow that spark into a flame that is within you to help those in need. The world needs YOU!

Course Information:	
Course Time:	Monday 5:30 to 7:30
Classroom:	264
Prerequisites:	An interest in the profession of helping others.
Required Books and Materials:	<i>Woodside/McClam, An Introduction to Human Services, 8th Edition ISBN: 978-1-285-74990-7; Woodside/McClam Cases and Applications for an Introduction to Human Services, 8th Edition ISBN: 978-1-285-75957-7</i>
Learning Outcomes/ Competencies:	
Students in this course will:	
<ul style="list-style-type: none"> • Gain an understanding of the principles that define human services • Gain knowledge of the human service delivery system • Gain knowledge of the history of helping and comprehend the current challenges facing the helping professions. • Engage in thoughtful integration of human services into a long-standing historical context with developments to the present time. • Examine and analyze the influences of technology, the international dimension, the changing workforce and diversity on the delivery of human services and the impact that these influences continue to have on human services. • Use case studies to demonstrate their knowledge of the three models that contribute to our understanding of human services. • Demonstrate their understanding by integrating all three models of human service delivery in the application of a final case study. • Gain knowledge of client populations and demonstrate their understanding about wellness, and strength based helping and the feminist perspective. • Explore the identity of the Human Service Professional • Gain an understanding of the helping process, motivational interviewing, crisis intervention, and resolution centered brief therapy and illustrate the helping strategies used by Human Service Professionals • Gain knowledge of the environment in which human service delivery occurs • Gain practical knowledge of information about organizations, missions and job descriptions. • Gain an understanding of the day to day challenges of human services delivery • Examine ethical issues that permeate human service work. 	
This course will begin exploration into the following Program Objectives:	
<ol style="list-style-type: none"> 1. <i>Origins and Theoretical Orientations of the Helping Professions:</i> All students will be able to explain the origins of the human service profession, the value base of the profession and discuss issues that will impact its growth. 	

2. *Theories, Techniques of Human Service Social, and Clinical Interventions*: All students will be able to identify and critically evaluate the major theories and techniques of social and clinical intervention and their relevance to the helping profession.
3. *Basic Communication and Technology Literacy*: All students will demonstrate competencies in literacy and technical writing, methods of research and measurement, and computer literacy.
4. *Knowledge of and Respect for Cultural Diversity*: All students will demonstrate cultural sensitivity and multi-cultural awareness.
5. *Personal Growth and Commitment to Good Mental Health*: All students will demonstrate a high level of personal self-awareness, an enhanced understanding of the mechanisms of social communication, increased awareness of inevitable sources of interpersonal conflict, and become more goal-oriented and strategic in their interactive behavior.
6. *Professional Identity and Commitment to Life-Long Learning*: Students will be able to articulate their identity as human service professionals and formulate a plan for on-going professional development.
7. *Ethical Competence*: Students will be familiar with the Codes of Ethics of the major professional organizations that regulate the helping professions and demonstrate consistent growth in their ability to comply with these standards.

Course Description: Students will be provided with an overview of the Human Services field and the various concentrations offered at Calumet College of St. Joseph. This course serves as the foundational course for the Counseling and Social Service concentrations. The course is delivered as an accelerated hybrid course.

Learning Strategies:

Lecture, discussion, group projects, student presentations.

Experiential Learning Opportunities:

Students assignments will include, opportunity to review cases, students will be required to research local service agencies, and interview key social service workers in the community. A literature review on a specific service population of your choosing is required along with a group project and the development of a slide presentation.

Assessments:

Formative Assessments

The goal of the formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

1. Discussion Board Questions	15%
2. Social Media Resource Exercise	10%

Summative Assessments

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark.

1. Weekly Quizzes	15%
2. Professional Interview	
a. Written & Oral Presentation	20%
3. At-Risk Populations Paper	20%
4. Human Rights Group Project	20%

Major Assignments:	<ul style="list-style-type: none"> • Chapter Quiz via Blackboard-Weekly • Discussion Question via Blackboard-Weekly • Written Report and Oral Presentation of Human Service Professional Interview • Social Media Resource Exercise • At-Risk Populations Paper • Human Rights Group Project 	
Class Participation:	Attendance and participation is expected and part of your professional development. Find ways to participate in the classroom that work best for you understand that over time as you participate it allows for your professors to get to know you and make it that much easier to eventually provide a reference letter for graduate school and or employment.	
Grading Scale:		
100 – 92: A 91 – 90: A- 89 – 88: B+ 87 – 82: B 81 – 80: B- 79 – 78: C+ 77 – 72: C 71 – 70: C- 69 – 68: D+ 67 – 62: D 61 – 60: D- 59 and below F		
Course Schedule:		
Class Date	Assignments	Class Discussion/Activities
9-11-17 Week One	Attend class and participate in introduction	Introduction to the course, review of the professions outlook on careers and further study, review of the syllabus, course expectations and begin review of Ch. 1 Introduction to the Human Services Profession
9-18-17 Week Two	Read Ch. 1 Complete Discussion Board Question on-line.	Review and discussion of Ch. 1, participate in in-class activity
9-25-17 Week Three	Complete Ch.1 Quiz in Blackboard Read Ch. 2 and complete Discussion Board Question on-line	Review and Discussion of Ch. 2 Participate in in-class activity
10-2-17 Week Four	Complete Ch. 2 Quiz in Blackboard Read Ch. 3 and Complete Discussion Board Question on-line Human Service professional Interview Written Paper DUE today.	Review and Discussion of Ch. 3 Participate in in-class activity 4 Student Presentations @ 5 min each.
10-9-17 Week Five	Complete Ch. 3 Quiz in Blackboard Read Ch. 4 and complete Discussion Board Question on-line	Review and Discussion of Ch. 4 Participate in in-class activity 4 Student Presentations @ 5 min. each
10-16-17 Week Six	Complete Ch. 4 Quiz in Blackboard	Review and Discussion of Ch.5 Participate in in-class activity

	Read Ch. 5 and complete Discussion Board Question on-line	4 Student Presentation @ 5 min each
10-23-17 Week Seven	Complete Ch. 5 Quiz in Blackboard Read Ch. 6 and complete Discussion Board Question on-line Typed Social Media Resource Exercise Due Today in-class.	Review and Discussion of Ch. 6 Participate in in-class activity 4 Student Presentations @ 5 min each
10-30-17 Week Eight	Complete Ch.6 Quiz in Blackboard Read Ch. 7 and complete Discussion Board Question on-line	Review and Discussion of Ch. 7 Participate in in-class activity 4 Student Presentations @ 5 min each
11-6-17 Week Nine	Complete Ch. 7 Quiz in Blackboard Read Ch.8 and complete Discussion Board Question on-line	Review and Discussion of Ch. 8 Participate in in-class activity
11-13-17 Week Ten	Complete Ch. 8 Quiz in Blackboard Read Ch. 9 and complete Discussion Board Question on-line	Review and Discussion of Ch. 9 Participate in in-class activity
11-20-17 Week Eleven	Complete Ch. 9 Quiz in Blackboard Read handout on International Human Services and complete Discussion Board Question on-line.	Review and Discussion of Macro Practice and International Human Services. Review Human Rights Group Project. Assignment of groups and selection of an international human rights violation to research and present.
11-27-17 Week Twelve	Complete Quiz on Macro Practice and International Human Services.	In class consultation and review of draft of Human Rights Project. Students given in class time to meet with their group members.
12-4-17 Week Thirteen		Begin Presentations
12-11-17 Week Fourteen Final Week		Conclude Presentations

I reserve the right to change this schedule to meet the needs of the class.

Responsibilities	
Attending Class	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work on the day it is due. Late work is not accepted.

CCSJ Student Honor Code	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Using Electronic Devices	<p>Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.</p>
Participating in Class	<p>You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent.</p>
Doing Your Own Work	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Tracking Your Progress	<p>Your midterm grade will be available on MyCCSJ between Weeks 6 and 8. Be sure to see how you're doing and follow up with your instructor. Please do not hesitate to contact me with questions or concerns regarding your progress.</p>
Sharing Your Class Experience	<p>At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!</p>
Withdrawing from Class	<p>After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.</p>

Resources

Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	Through a partnership with Methodist Hospital, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at their Employee Assistance Program (EAP) office in Merrillville or Gary. For more information, contact the SAP Counselor, at 219-736-4067.
CCSJ Alerts:	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html .

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Don't touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.