
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, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, Fall 2018**HSV 100 Introduction to Human Services****Instructor Information:**

Instructor Name	Elizabeth Guzman-Arredondo
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Office Hours:	Monday -Thursday 1-4pm; before and after class; morning and Friday hours by appointment.

Instructor Background:

I am an Assistant Professor and Program Director of the Human Services Program. Prior to this appointment, I was an adjunct faculty member for 25 years. In 1991, I earned a Master of Social Work degree from Loyola University –Chicago and in 1986 earned a Bachelor of Arts in Sociology from Calumet College of St. Joseph. My Social Work experience includes practice with children, adults and families, in a variety of settings that include In-patient psychiatric and behavioral health, residential and group home settings, healthcare settings; inpatient and outpatient settings, medical surgical units, oncology, physical rehabilitation, and a bone marrow transplant unit, maternal and child health in an in-patient hospital setting and a clinic in a local high school. My experience also includes, grant writing and managing grant funds, program management, staff management, policy writing and program design. Child Welfare, advocacy, and the effects of childhood trauma are important to me. I am an active member and presenter of the planning committee for the Child Abuse and Neglect Prevention Forum now in its 26th year. I worked collaboratively with others to develop a mentoring curriculum for those working with at-risk youth and provided training for the Center for Mentors of the Legacy Foundation. In 2015, I completed training to become a Court Appointed Special Advocate (CASA). I take on ward ship cases for the Lake County Juvenile Court as an advocate for children that have experienced abuse and neglect.

Course Information:	
Course Time:	Monday 5:30 PM-7:30 PM
Classroom:	206
Prerequisites:	An interest in becoming a professional in the field of assisting, advocating, and empowering those in need.
Required Books and Materials:	Introduction to Human Services: Through the Eyes of Practice Settings, Michelle E. Martin, 2018 Pearson, ISBN-13 9780134290225
<p>Learning Outcomes/ Competencies: Students in this course will:</p> <ul style="list-style-type: none"> • Students will apply theoretical frameworks foundational to the human services profession to arrange of human service delivery systems, social problems and affected populations. • Students will examine how the history of social welfare in the United States influenced contemporary human services practice. • Students will identify ways in which social welfare policy impacts human services practice. • Students will describe primary roles and functions of a human services professional working within a range of key practice settings focusing on relevant social problems, on a micro, mezzo and macro level. • Students will identify strategies used by human service professionals to advocate on behalf of at-risk populations within society most vulnerable to social inequality and injustice due to their unique expression of diversity. <p>This course meets the following learning objectives for the Human Services Program:</p>	
<p>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 linked with HSV 220.</p>	
<p>Learning Strategies: Learning strategies include, lecture, discussion, group projections and student presentations.</p>	
<p>Experiential Learning Opportunities: The opportunity to review client cases, students will research local social service agencies and interview key human service professionals in the community. A literature review of specific service populations is required along with a group project and development of a slide presentation.</p>	

Assessments:
<p>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.</p>

Summative Assessments		
The goal of the summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark.		
Major Assignments:	13 Chapter Quizzes 13 Discussion Board Questions 1 Human Service Professional Interview And Oral Presentation 1 Type Written Social Media Resource Exercise 1 Type Written At-Risk Population Research Paper 1 Group Project- International Human Rights Research and Advocacy Presentation	
Assessments:	<ul style="list-style-type: none"> • 13 Quizzes @ 15 pts. each • 13 Discussion Board Questions @ 10 pts. each • 1 Professional Interview & Presentation @ 100 pts. • 1 Social Media Exercise @ 50 pts. • 1 Research Paper @ 100 pts. • 1 Group Project & Presentation @ 100 pts. • _____ Total Points Possible	195 130 100 50 100 100 <hr style="width: 50px; margin-left: auto; margin-right: 0;"/> 675
Class Participation	Weekly attendance, on time, participate in discussions and remain in class for the entire period.	5 bonus points.
Description of Student Assignments		
<p>1. Chapter Quiz via Blackboard-Weekly A quiz is assigned each week via blackboard and is due prior to attending class. By attaining a core of 80% or better on chapter quizzes students will demonstrate the ability to accurately read assigned material. The quizzes cannot be made up as they will be corrected prior to class and serve as a guide for discussion of assigned material.</p> <p>2. Discussion Question via Blackboard-Weekly A chapter questions via blackboard will be assigned each week following the in-class discussion of each chapter. By responding to the questions students will be explain the main idea of each chapter and identifying the challenges these ideas will entail for the development of their own professional values.</p> <p>3. Human Service Professional Interview and Oral Presentation Due 10/1/18 Each student will locate a human service professional working in a human service agency setting and interview this person obtaining the following information:</p> <ol style="list-style-type: none"> 1. Nature of work 2. Job Qualifications 3. Client Populations and Target Population 4. Methods of service delivery (home visits, group therapy, office visits, etc.) 5. Funding Source 6. Any other relevant information <p>Oral Presentation-Date will be assigned. Each student will give a brief, informal oral presentation, sharing the information gained during the Agency visit and interview. The oral presentation should give a concise overview of the services Provided by the agency as well as the student's impressions and insights gained in conducting the Interview.</p> <p>4. Social Media Resource Exercise- Due 10/15/18</p>		

Finding referrals for clients is a very important aspect of Human Services work. Use of the internet is a wonderful way of finding resources. Students will select a social problem and or a psychosocial dynamic common in the human services field, such as domestic violence, substance abuse, homelessness, child welfare abuse and neglect, grief/lost, etc and locate five resources on social media, websites with interactive capabilities (e.g., with chat room, etc.) social media is defined as websites and application platforms with interactive content sharing and social networking capabilities. Students will prepare a one -page summary for each resource with the following information.

1. Social Media Platform
2. Name of Page
3. Social Problem
4. Mission Statement (see “about” section)
5. Target Audience
6. Interactive Capability
7. Rules of Participation

Students are to be mindful of confidentiality, and terms of service of the social media platform.

5. At-Risk Populations Paper – Due 10/29/18

Students will write a 5-7-page paper in APA style on a social problem, target population or practice setting from a micro practice perspective. Students will research the social problem in terms of its history, current scope of the problem and issues involved in providing human services to the target population, describing how human service professionals are involved in working within this population or in the practice setting. Students will also describe current human service delivery systems that are available (locally) to address the issue. Students may choose any of the client populations/social problems discussed in class.

Child Abuse Mental Illness Domestic Violence/Interfamily Violence Substance Abuse
 AIDS/HIV Foster Care/Child Welfare Adoptions Victim Advocacy
 Homelessness Older Adults Refugees (UNHCR) Mentally Ill Prisoners
 Persons with Disabilities Immigrant Populations Hospice Ethnic Minority Populations

6. Human Rights Group Project – Due 12/05/18

This project will assist student in understanding human services from a macro international perspective, including engaging in social justice and advocacy to confront human rights violations on a global scale. Students will work in groups and select an international human rights violation (consider visiting one of these websites: United Nations at www.UN.org, Human Rights Watch at www.hrw.org, the Institute for Global Labor and Human Rights at www.globallabourrights.org/, Amnesty International at www.amnesty.org). As a group , students will explore the human right violation conducting a literature review, and then explore international human rights legislation (such as UN human rights treaty or international humanitarian law), related policy and the effect the policy has had on the human rights violation. Groups will then explore the role of the human service professional in advocating for change. Students will prepare a 15-20 slide presentation and a brief (5-page) “executive summary” summarizing finds, resources and sources.

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
8-27-18 Week One	Attend class and participate in introductions.	Introduction to the course, review of the syllabus and course expectations begin review Ch.1 Introduction to the Human Services Profession
9-03-18 NO CLASS LABOR DAY HOLIDAY		
9-10-18 Week Two	BEFORE CLASS Read Ch. 1 and Ch.2	Review Ch. 1 Introduction to the Human Services Profession continued. Review Ch. 2 History and Evolution of Social Welfare Policy
9-17-18 Week Three	BEFORE CLASS Read Ch. 3 Answer DB questions for Ch. 1 & 2 Complete chapter 1 & 2 quiz.	Review Ch. 3 Professional Ethics and Values in Human Services
09-24-18 Week Four	BEFORE CLASS Read Ch. 4 Answer DB questions for Ch. 3 Complete Ch. 3 quiz Professional Interview Paper Due Prepare Presentation	Review Ch. 4 Skills and Intervention Strategies Student Presentations
10-01-18 Week Five	BEFORE CLASS Read Ch. 5 & 6 Answer DB questions for Ch.4 Complete Ch. 4 Quiz Prepare Presentation	Review Ch.5 Child Welfare Services and Review of Ch. 6 Adolescent Services Students Presentations
10-08-18 Mid-Term Week Six	BEFORE CLASS Read Ch. 7 & 10 Answer DB questions for Ch. 5 & 6 Complete Ch. 5 & 6 Quiz Social Media Resource Exercise Due	Review Ch. 7 Aging and Services for the Older Adults Ch. 10 Healthcare and Hospice
10-15-18 Week Seven	BEFORE CLASS Read Ch. 8 Answer DB questions for Ch. 7 & 10 Complete Ch. 7 & 10 Quiz	Review Ch. 8 Mental Health and Mental Illness
10-22-18 Week Eight	BEFORE CLASS Read Ch. 9 Answer DB question for Ch. 8 Complete Ch. 8 Quiz At-Risk Populations Paper Due	Review Ch. 9 Homelessness
10-29-18 Week Nine	BEFORE CLASS Read Ch. 11 Answer DB questions for Ch. 9	Review Ch. 11 Human Services in Public Schools

	Complete Ch. 9 Quiz	
11-05-18 Week Ten	BEFORE CLASS Read Ch. 12 Answer DB question for Ch. 11 Complete Ch. 11 Quiz	Review Ch. 12 Religion, Spirituality, and Faith Based Agencies
11-12-18 Week Eleven	BEFORE CLASS Read Ch. 13 Answer DB Question for Ch.12 Complete Ch. 12 Quiz	Review Ch. 13 Violence, Victim Advocacy, and Corrections
11-19-18 NO CLASS	THANKSGIVING HOLLIDAY	
11-26-18 Week Twelve	BEFORE CLASS Read Ch. 14 Answer DB Question for Ch. 13 Complete Ch. 13 Quiz	Review Ch. 14 Rural Home Services Consultation for Human Rights Group Presentations.
12-03-18 Week Thirteen	BEFORE CLASS Read Ch. 15 and review Epilogue Answer DB Question for Ch. 14 Complete Ch. 14 Quiz	Review of Ch. 15 Macro Practice and International Human Services
12-10-18 Week Fourteen FINAL CLASS	BEFORE CLASS Answer DB Question for Ch. 15 Complete Ch. 15 Quiz Human Rights Group Project Due Prepare for Human Rights Group Project Presentation	Human Rights Group 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. 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 when due. Late work is not accepted.
CCSJ Student Honor Code	This course asks students to reaffirm the CCSJ Student Honor Code: 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: <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals;

	<ul style="list-style-type: none"> • 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	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.
Participating in Class	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, you may be asked to leave, in which case you will be marked absent. Please use the “Sign In Sheet” to record your attendance in class.
Doing Your Own Work	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You’ll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Sharing Your Class Experience	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!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

Resources	
CCSJ Book Rental Program	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore . All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.
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 Crown Counseling , 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 the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor , at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .
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
<ol style="list-style-type: none"> 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
<ol style="list-style-type: none"> 1. Pull alarm (located by EXIT doors). 2. Leave the building. 3. Call 911 from a safe distance, and give the following information: <ul style="list-style-type: none"> • 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.