
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.

We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.

COURSE SYLLABUS, Fall 2020

Course: HSV 220 HUMAN SERVICES MODELS AND METHODS
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Instructor Information:

Instructor Name	Elizabeth Guzman-Arredondo
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Office Hours:	Mon, Wed, Thu 1pm- 4pm

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 Science 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 and 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.

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Course Information:

Course Delivery Method:	IN-PERSON one time per week on Monday at 7:45pm to 9:45 pm
Course Time:	Monday 7:45-9:45
Classroom:	305
Prerequisites:	HSV 100 Introduction to Human Services or taken concurrently.
Required Books and Materials:	<i>Chang, V.N., Scott, S.T., and Decker, C. (2013). Developing Helping Skills, A step-by-Step Approach to Competency 3rd edition. Belmont, CA: Brooks/Cole Cengage Learning.</i> ISBN-13: 9781305943261

Learning Outcomes/ Competencies:

1. Through in-class discussion and homework assignments via blackboard students will apply critical thinking within the context of professional social work practice
2. Through in-class discussion, case reviews, and home- work exercises students will apply social ethical principles to guide professional practice.
3. Through practice exercises and videotaped practice interview the student will translate the connections among knowledge, theory, values, ethics and skills to demonstrate generalist and culturally competent social work practice.
4. Through practice exercises, videotaped practice interview and case role plays students will demonstrate the use of generalist social work practice skills from meeting preparation to defining problems for work.
5. Through professionalism, social roles and practice skills students wild identify as a professional human services worker and explain a helping professionals work roles.
6. Through Practice exercises, videotaped practice interview and case role plays students will demonstrate the ability to engage, evaluate, express empathy, respect, warmth and genuineness in professional relationships.
7. Through peer and self- evaluation of practice exercises and self and instructor evaluation of videotaped interview, students will evaluate personal strengths, limitations and learning needs, including the quality and appropriateness of skill selection and application.
8. Through oppressed group population presentations and case reviews students will demonstrate and understanding of diversity in communicating across client systems with particular focus on populations at risk, such as those groups distinguished by age, race, ethnicity, gender, culture, class, religion, sexual orientation, and/or physical or mental ability

Course Description: The student will be given an overview of the various treatment modalities used in the direct practice of social service delivery in both a social service and clinical context. These skills will focus on the management of the change process

Learning Strategies Will combine formal lectures, discussion, case studies, and video demonstrations

Experiential Learning Opportunities:

Will include, structured skill practice, case reviews, simulated client interviewing, presentation of client cases through video-taped practice interviewing, written assignments and exercises.

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Assessments:

Formative Assessments:

The goal of 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.

- Chapter Quizzes and In-class assignments

Summative Assessments:

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

- Weekly Blackboard Questions
- Rituals Rules and Myths in My Family of Origin
- Baseline Practice Video and Response Paper
- Demonstration of Practice Skills Video, Response paper and Evaluation
- Professionalism Reflection Paper

Major Assignments:	<ol style="list-style-type: none"> 1. Chapter Quizzes 13 @ 10 points 2. Discussion Questions 13 @ 10 points 3. Family of Origin Paper 4. Baseline Practice Demonstration Video 5. Demonstration of Skills Video, Response Paper, and Evaluation 6. Professional Reflection Paper <p style="text-align: center;">Total Points</p>	<p>160 points 130 points 100 points 100 points</p> <p>100 points 100 points 690 +5 bonus= 695</p>
Assessments:	<ul style="list-style-type: none"> • Chapter Quizzes • Discussion Questions • Family of Origin Paper • Baseline Practice Demonstration Video • Demonstration of Skills Video, Response Paper, and Evaluation • Professional Reflection Paper 	

Class Participation:	7. Attendance, on time, remain in class through the whole class period every time.	5 bonus points Added to total points earned if and only if student meets criteria.
Total		695

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	

Description of Student Assignments

1. Chapter Quiz via Blackboard –Due Weekly

A quiz is assigned each week via blackboard and is due prior to attending class. By attaining a score 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.

2. Discussion Questions In-class and or Via Blackboard- Due Weekly

A discussion board question will be assigned each week following the in-class discussion of each chapter. By responding to the questions students will be explaining the main idea of each chapter and identifying the challenges these ideas will entail for the development of their own professional values.

3. Baseline Practice Demonstration Video and Response Paper- Due September _____

Objective: To assess student’s level of awareness of various elements of therapeutic processes.

Directions: Using a classmate, record a 10-minute video of you conducting a first meeting with a client. Your client (classmate) can use real or imagined issues. Be sure to introduce yourself and close your session on time. View your video after completing it and address the following.

1. Make observations about your client’s non-verbal communication. How did your client hold his or her body? What kinds of gestures were made? What did these express to you? Describe the client’s way of speaking, (e.g., the rate of speech, vocal inflections, pitch). Did this give you a clue as to what was going on emotionally for your client?
2. Summarize what you heard your client say.
3. Make observations about your own non-verbal communication. How did you hold your body and what gestures did you make? Describe your way of speaking.
4. Make some observations about the content of your responses to your client. What do you like about the way you interacted with him or her? What would you change about the way you interacted?
5. What was it like to be in the helping professional’s role?

Length: 3-4 pages

Format: APA format (no running head or abstract)

Evaluation criteria:

- a. Does the student complete the video assignment on the due date using a classmate as client?
- b. Does the student introduce him or herself and close the session in a timely manner?
- c. Does the response paper include accurate and thoughtful observations and perceptive evaluations of self?
- d. Is there adherence to APA format and developed use of grammar, punctuation and spelling?

<u>Scoring Criteria</u>	<u>Points</u>
Video	25
Writing quality	35 (APA format, grammar, punctuation, spelling)

4. Rituals Rules and Myths in My Family of Origin Paper- Due October _____

Objective: Personal growth and intellectual understanding of concepts.

Directions: Begin the paper by introducing your family of origin (e.g., intact, single parent, blended: # of members and their relation to each other; primary geographical influences; etc.)

Describe eight (8) different RITUAL that occurred fairly consistently in your family of origin.

Include a variety of both formal and informal rituals illustrating different areas of family life-for example, recreation, holidays, handling money, household chores, meal time, allowance, visitors, etc. Identify each ritual by giving it a title and underlining the key behavior sequence involved.

For at least three (3) of the rituals you describe, incorporate into your description of the ritual:

- How this ritual taught/reinforced gender roles in your family
- How this ritual confirmed or related to your family's culture or ethnic background
- In what ways this ritual met or failed to meet the developmental needs of your family system, relational systems or individuals within the system; and /or how this ritual changed with the changing developmental needs of your family (e.g., family life cycle changes, divorce deaths)

Describe three (3) family RULES you believe operated in your family of origin. At least one of these rules must be of the cover or unconscious type.

Tell one (1) of your family's MYTHS. Connect it to your family's rules and or rituals.

Conclude your paper with a minimum of two (2) full pages addressing how this information translates to you as a helping professional. How will these traits impact your work as a helping professional either as assets or as liabilities? How do you see your spirituality and faith impacting your work as a helping professional? (e.g., a Christian therapist vs. a therapist who is not a Christian)

You may include family photographs or other documents to make your account more vivid.

Note: You are encouraged to begin work on this paper early enough to allow for the emotional reactivity that often accompanies the recall process.

Length: 8-10pages

Format:

- a. APA format (e.g. double spaced, 1" margins, numbered pages, etc.)
- b. Clearly label or introduce each of the main section (e.g., "Numerous rituals were observed in my family origin, eight of which are described below. The first three rituals are discussed in terms of their gender, cultural and developmental implications.")
- c. Number each ritual and rule for ease n reading and grading your paper. Name each ritual, rule and myth (e.g., "1. The Children's Weekly Allowance Ritual"). Follow APA guidelines for section headings.

Recommended reading:

Imber-Black, E., Roberts, J., & Whiting, R. (Eds.). (1988) *Rituals in families and family therapy*. New York: Harmony Books.

Imber-Black E. (1989) Idiosyncratic life cycle transitions and therapeutic rituals. In B. Carter & M. McGoldrick, *The changing family life cycle: A framework for family therapy* (2nd ed., pp. 143-169). Needham Heights, MA: Allyn and Bacon

Imber-Blalck, E., & Roberts, J. (Eds). (1992). *Rituals for our times*. New York: Harper Collins.

Evaluation Criteria:

- i. How clearly do you display your understanding of the concepts of rituals, rules and myths- their similarities and differences?
- ii. How thoroughly do the examples chosen for each category illustrate patterns and dynamics from your family of origin?
- iii. Did you follow all the directions? Did you adhere to APA style, and use proper grammar and punctuation?
- iv. How thoroughly does the student articulate the impact of the family traits on his or her identity as a helping professional?

<u>Scoring Criteria</u>	<u>Points</u>
Introduction	10
Rules	15
Rituals	20
Myth	5
Self-analysis	20
APA format	10
Writing quality	20
Total Possible	100

5. Professionalism Reflection Paper: Due November _____

Your level of professionalism will be demonstrated by your behavior in class. In your self-evaluation of demonstrated professionalism address the following topics: regular on –time class attendance, preparedness for class discussion and group work, willingness to share experienced, viewpoints, and reaction; ability to participate in class and group discussion and to raise relevant questions and issues: and willingness to give and use feedback constructively. Your self-evaluation and the instructor’s evaluation will be considered when assigning your professionalism grade. As part of this assignment, write your understanding of how the characteristics related to professionalism in class are also essential as a professional working in an agency. In a paragraph explain the roles you might have as a Human Service professional in a specific agency.

6. Demonstration of Practice Skills video, Response Paper and Evaluation (appendix B) Due December _____

Objective: To assess student’s increased level of awareness of therapeutic processes following a semester of training.

Directions: Using a classmate as your client, record a 15-minute video of you conducting a session with a client. Your client (classmate) can use real or imagined issues. Be sure to open the session by explaining the nature of the session, it’s limitations and confidentiality policies and conclude on time. View your video after completing it and respond to the following

questions.

- 1) What did you observe in your client? Comment on their non-verbal communication. How did they hold their body? What kinds of gestures or tone of voice was used? Feel free to use the scales in your text for some guidelines here.
- 2) Summarize what you heard your client. Say. Be sure to touch on all point but keep it within reason.
- 3) Make observations about your own non-verbal communication. How did you hold your body and what gestures did you make? How was your rate of speech? What did you like? What would you like to improve on?
- 4) Make some observations about the content of your responses to the client. What do you like about the way you interacted with him or her? What would you change about the way you interacted? Were you able to limit your problems to reflections and questions up until trying to define the problem and set goals? How do you think your responses affected your client?
- 5) Do you think you were able to accurately use an advance reflection? How do you think your client felt after spending time with you? How is being in the role of the helping professional different now than from your previous video? Be sure to clearly label your advanced reflection in this portion of the paper.

Length: 4-5 pages

Format: APA format (no running head or abstract)

Evaluation Criteria: Each video will be evaluated on the following.

- a. Does the opening statement contain a greeting, therapeutic frame, and explanation of confidentiality limitations?
- b. Does the therapist attempt to create a safe environment for the client?
- c. Does the therapist maintain an open body posture, connect well with the client, use reflections, and ask appropriate questions?
- d. Does the therapist manage the time well?
- e. Is there logical closure to the session?

Scoring Criteria:	Points
2 nd video	25
Writing Quality	15 (APA format, grammar, punctuation, spelling)
Content	35 (i.e., accurate observations, depth of thought, insight, Evaluation of self as Human Service Professional and Critical evaluation of overall session)
Evaluation Form	25
Total Possible	100

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
HSV 220 FALL 2020

CLASS DATE	ASSIGNMENT DUE TODAY	IN-CLASS ACTIVITY	HOMEWORK ASSIGNMENT
WEEK 1 August 24, 2020	Attend class on-time, bring your textbook	Review the syllabus , Q & A, time	Read Chapter 1 and answer DB question
WEEK 2 August 31, 2020	Ch. 1 bring your questions and comments about the chapter	Review of chapter 1 and discussion	Read Chapter 2, complete quiz on ch. 1 and answer DB question
WEEK 3 September 7, 2020 NO- CLASS LABOR DAY	Ch. 1 bring your questions and comments about the chapter	Review of chapter and discussion	Read Chapter 3, complete Ch. 2 quiz and answer DB question
WEEK 3 September 14, 2020	Ch. 1 bring your questions and comments about the chapter	Review of chapter and discussion	Read Chapter 4, complete Ch. 3 quiz and answer DB question
WEEK 4 September 21, 2020	Ch. 1 bring your questions and comments about the chapter	Review of chapter and discussion	Read Chapter 5, complete Ch. 4 quiz and answer DB question
WEEK 5 September 28, 2020	Ch. 1 bring your questions and comments about the chapter	Review of chapter and discussion	Read Chapter 6, complete Ch. 5 quiz and answer DB question
WEEK 6 October 5, 2020 MID-TERM WEEK	Ch. 1 bring your questions and comments about the chapter	Review of chapter and discussion	Read Chapter 7, complete Ch. 6 quiz and answer DB question
WEEK 7 October 12, 2020	Ch. 1 bring your questions and comments about the chapter	Review of chapter and discussion	Read Chapter 8 and complete Ch. 7 quiz and answer DB question
WEEK 8 October 19, 2020	Ch. 1 bring your questions and comments about the chapter	Review of chapter and discussion	Read Chapter 9, complete Ch. 8 quiz and answer DB question
WEEK 9 October 26, 2020	Ch. 1 bring your questions and comments about the chapter	Review of chapter and discussion	Read Chapter 10, complete Ch. 9 quiz and answer DB question
WEEK 10 November 2, 2020	Ch. 1 bring your questions and comments about the chapter	Review of chapter and discussion	Read Chapter 11, complete Ch. 10 quiz and answer DB question

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

Student Responsibilities	
Safety Measures	<p>The safety of our College Family in this unprecedented time is our primary concern. Following guidelines presented by the Centers of Disease Control (CDC), the Indiana Health Department, and best practices among other institutions of higher education, we are requiring the following:</p> <ul style="list-style-type: none"> • Face coverings in all indoor public spaces, including classrooms, the library, the Tutoring Center, and faculty offices. • Daily self-monitoring. If you have a temperature of 100.4 or higher, or any symptoms of COVID-19 – fever or chills, a cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, or nausea or vomiting – stay home and consult the class policy for staying on track. • Disinfect your personal space using the materials provided when you enter the classroom. • Maintain physical distancing of at least six feet within classrooms and other common spaces.
Attending Class	<p>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. Please sign in on the sheet at the start of class, indicate whether you were on time or late. I will use this sheet to input your attendance in EMPOWER.</p>
Turning In Your Work	<p>You cannot succeed in this class if you do not turn in all your work when due. Late work will only be considered due to unforeseen circumstances.</p>
Meeting Standards for Classroom Behavior	<ul style="list-style-type: none"> • Use all the class time. Come to class on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others. • Come prepared. Bring your texts, be prepared to take notes, and be able to demonstrate that you have completed the assignments for the day through your participation in class. • Respect others. Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately. • Use electronic devices only for class purposes. Engage with your classmates and the instructor without technological distractions. Please turn off phones and laptops during class time. •
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;

	<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.
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	<p>Your voice matters! 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 in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.</p>

Resources	
CCSJ Book Rental Program	<p>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.</p>
Student Success Center	<p>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. In addition, you can access online tutoring at Tutor.com. See the link within the Blackboard course.</p>
Disability Services	<p>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.</p>

<p>Student Assistance Program</p>	<p>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.</p>
<p>CCSJ Alerts</p>	<p>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.</p>