Middlesex Community College
Introduction to Human Services
Spring 2013

Course Number/Name: Introduction to Human Services - 1208 HSE* F101 01

CRN#: 1208
Credit Hours: 3
Course Time: Thursday’s 7:00 p.m. - 9:45 p.m. (This is a hybrid course please check syllabus or course calendar in Blackboard Learn for class dates held on campus
Course Location: Middletown Campus Snow Hall Room 506

Instructor: Michael Piscopieillo MSW LCSW Adjunct professor
Office Hours/Location: Thursday 6:30 p.m. and after class
Phone/email: 860-301-2509; mpscapiello2@comcast.net or Blackboard Learn

Course Text: • An Introduction to Human Services, Policy and Practice, 8th edition.
Authors: Betty Reid Mandell and Barbara Schram

Scope of Course/Course Description: This course is designed to introduce the student to the extensive field of Human Services. The course will review the history and development of human services, the nature and scope of human service work, the individuals, agencies and organizations which provide services, the profile of the individual who receives services, and finally how the human services worker might have an impact on the future direction of the profession and on the lives of individuals served.

Diversity Requirement
This course meets the “D” course requirement for graduation. As such, this course provides particular emphasis on the importance of understanding and appreciating diversity in the study of social problems. The course is meant to raise awareness and contribute to increased understanding of human differences and struggles.

ROLE OF COURSE IN HUMAN SERVICES PROGRAM:

This course serves as the foundation course for students enrolled in the Human Services Program. Because of the introductory nature of the course, the student is exposed to the broader theoretical concepts of psychology, sociology, counseling, and social work. This exposure, coupled with the skill sets necessary for application, prepares the student for the more advanced program and survey courses in the Human Services Program.

Core Competencies:
The following core academic competencies, as established by Middlesex Community College, are met by taking this course: communication skills; conceptual and critical thinking skills; quantitative reasoning (through the understanding and interpretation of research statistics); technological literacy; information literacy; understanding of diversity; and the recognition of values, ethics, and responsible citizenship.
Course Objectives:
By the end of this course, the student may have a greater understanding of:

- The human services profession from an historical, political, and sociological perspective;
- How we define contemporary human services and the various models of service delivery;
- What is meant by an integrated service delivery system and what is meant by a systemic approach to meeting individual needs;
- The principles of Human Services management, organizational structure, inter and intra-agency dynamics, and change management;
- The qualities, competencies, values that typically define the human services worker;
- The roles that the human services worker typically performs as well as potential employment possibilities;
- Specific helping strategies a human services worker might employ in dealing with those in need;
- The scope and philosophies of human services agencies in our service area;
- Your values and attitudes toward those who are disenfranchised and oppressed, i.e. the mentally ill, people with addictions, the elderly, children, the physically and developmentally challenged, the economically disadvantaged, alternative cultures, people of color, etc.;
- And finally, a greater understanding of why you may choose the field of human services and what you hope to accomplish.

ADA Accommodations Statement:
“Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodations only to those students who have completed this process.”

Academic Honesty Statement:
“At Middlesex Community-Technical College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees’ Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees’ Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another’s idea(s) or phrase(s) and representing that/those ideas as your own, either intentionally or unintentionally.” (Board of Trustees’ Policy 5.2.1)”
Accommodation Statement:

“If your religious obligations conflict with the course calendar requirements, and if you wish to request an accommodation, you must make your request in writing prior to the date of the assessment or activity you will miss and preferably at the beginning of the semester. When requesting a make-up quiz, test, exam, assignment, or activity, state the reason for your request and the date(s) on which your religious obligation(s) will conflict with the course calendar requirements. Also, if your religious obligation/holiday is unfamiliar to your instructor, you may be asked to provide a calendar which shows the published date(s) of your religious observance(s) or holiday(s).”

Weather Statement:

In the event of inclement weather either before the start of a day when classes are in session or during the school day, you may check for information on delayed openings, college closings, class cancellations, etc. by listening to the radio and television stations listed below. Additionally, a message will be posted on the MxCC website at www.mxcc.commnet.edu and an announcement made on the college’s main phone number, (860-343-5800.) (When calling the main phone number, be sure to chose option #1 from the menu for school closings.) If classes are already in session, everyone on campus will be notified of any changes. Decisions to cancel classes or close the college early will be made as soon as practicable.

Radio Stations: WMRD, 1150am; WDRC, 102.9fm and 1360am; WMNW, 1470 am; WRCH, 100.5 fm; WTCI 1080 am; 96.5fm; WZMX, 93.7fm; WELI, 960am; WKCI, 101fm.

Television Stations: WFSB, channel 3; WTNH, channel 8; WVIT, channel 30.

EXPECTATIONS FOR COURSE

Read the text – you bought the text might as well read it
Be on time. It’s nice to start the class all together
Silence your cell phone. Unless you have a sick family member or waiting to hear that you have job offer. The silence will make you stronger
Participate and ask questions!
Show respect…for yourself, the opinions of others and for your professor Refrain from talking to one another while others have the floor (other students or your professor)

Methods of Evaluation

Human Services Portfolio/Autobiography: a self-assessment project analyzing life events and experiences, which have led to your choice of or interest in human services. Format is attached. Paper should be 4-6 pages. Due: March 7, 2013 15% of final grade

Community Service/Agency Visitation Report: Each student is required to do 10 hours of community service with a human service agency or a volunteer service group, (such as the college’s Human Services Student Association.). Please review the Community Service/Agency Visitation report format. Due: May 16, 2013 15% of final grade
Discussion Questions: Throughout the semester there will be graded discussion questions. These questions are/will be placed in the discussion section of the course in Blackboard Learn. Your discussion responses will reference your reading from your text, guest speakers, class discussion and/or other information your professor may provide. Your first response should be critical analysis of what you are learning and thinking about, not merely your opinion. Your second response will be a reflection of the class discussion; please identify how the discussion may have changed your thinking, or further supported your position or gave you new thoughts to ponder. Your reading or other research should support any generalized opinion and must be cited. Each post to a class participant must identify who is being responded to and who is posting. Please refer to the “discussion rubric” for further information about how the discussion assignments are graded. This method of evaluation is a central component of this hybrid course and accounts for a significant part of your final grade.

60% of final grade

Participation: Class discussions and participation breathes life into a course (and reduces me talking). Your participation is necessary toward a greater understanding of how we perceive social problems and, therefore, how they can be addressed. For this reason, participation makes up 10% of your grade.

Weekly Topic/Assignment

Week 1: January 24th (on campus)
Topic: Introduction to Instructor, course and the syllabus,
Readings: Mandell and Schram Chapter 1 “What are Human Services? What do Human Service Workers Do?”

Assignment: Discussion #1 – “Getting to know ourselves” (10 pts.)

Week 2: January 31st (on campus)
Topic: Attitudes/values, skills and knowledge of the Human Service Worker
Readings: Mandell and Schram Chapter 4, “Attitudes/Values, Skills and Knowledge” and Chapter 5 “Values and Ethical Dilemmas – pages 137-147; and pages 158-160
Class activity – values exercise: Lindsey, Louis and Lena

Assignment: Discussion Assignment #2 – “The Nature of Human Nature” (10 pts)

Week 3 February 7th (on campus)
Topic: Social Welfare and Society’s view toward the helping process
Assignment: Discussion Assignment #3 – “Skills Values, and Attitudes you admire” (10 pts.)

Week 4 February 14th (on line)
Topic: The Helping Process/History of Social Welfare
Readings: Mandell and Schram Chapters 2 and 6

Assignment: Discussion Assignment #4 – Please read the following article “Okay Folks, Let’s Put Aside Politics and look at the facts” This article is located in the content section of the course or at http://www.businessinsider.com/politics-economics-facts-charts-2012-6#. Warning: this is mostly looking at a lot of charts (simple ones). However, you really need to do some thinking about those charts and what they mean. (10 pts)

Week 5 February 21st (on campus)
Topics: Defining Problems, Intervention Strategies and Organizing and Changing Systems

Assignment: Discussion Assignment #5 – The Media and social problems (10 pts)

Week 6 February 28th (on line)
Topic: Human Services Interventions
Readings: Mandell and Schram, Chapter 3“Strategies of Intervention

Assignment: Discussion Assignment #6 – Multicausality and Intervention Strategies (10 pts)

Week 7 March 7th (on campus)
Topic: Interviewing/Case management /Groups
Readings: Mandell and Schram Chapter 9 “Interviewing” Chapter10 “Case Management/Counseling”

Assignment: Discussion Assignment #7 – Psychotherapy Real Help or Quackery (10 pts)
Autobiography Due

Week 8 March 14th (on line)
Topic: Groups
Readings: Mandell and Schram Chapter 11 “Facilitating groups”
Assignment: Discussion Assignment #8 – Your personality style and Leadership style (10 pts)

March 21st  SPRING BREAK
Week 9 March 28th (on campus)
Topic: Racism/oppression/Discrimination, Ethnicity
Readings: Mandell and Schram Chapter 8 “Working with Diversity”
Assignment: Discussion Assignment #9 (10 pts)

Week 10 April 4th (on line)
Topic: “Sandra and Her Children”
Readings: Refer to folder on Course homepage
Assignment: Discussion Assignment #10 Sandra and Her Children (10 pts)

Week 11 April 11th (on campus)
Topic: “Sandra and Her Children”
Assignment: Discussion Assignment #11 Sandra and Her Children Part II (10 pts)

Week 12 April 18th (on line)
Topic: Legal issues in Human Services
Readings: Mandell and Schram Chapter 14 “Understanding Legal Issues”
Assignment: Discussion Assignment #12 – Involuntary Outpatient Commitment (10 pts)

Week 13 April 25th (on campus)
Topic: Burnout
Readings: Mandell and Schram Chapter 14 “Understanding Legal Issues” and Chapter 15 “Staying Current and Avoiding Burnout”
Assignment: No Discussion Assignment

Week 14 May 2nd (on line) Last day of classes
Assignment: Discussion Assignment #13 Evaluation of course topics and class activities (10 pts)

May 9th (NO CLASS)

Week 15 May 16th (on campus) Final Exam, all course work is due.
AUTOBIOGRAPICAL FORMAT

This requirement for those thinking about entering the field of human services is principally a probing of our own experience of serving and being served. To reflect on our experience within the community and with other individuals is the initial step in linking learning with service activity...the central axis between student and human services worker.

Robert Sigmon, a consultant with the Council of Independent Colleges found that opening the door to service learning is enhanced by asking three questions of ourselves:

1. In what ways and by whom have you been served well over your lifetime?
2. In what ways have you served others well over the past five years?
3. In what ways do you serve yourself well now?

In starting your autobiography, you should answer these three questions and allow yourself enough time for some extended reflection. The guidelines below should aid you in providing more detail and depth to your thinking. The final product should be typed and neat, but when you begin your reflection just jot down any and all of your ideas and responses. Remember, your ideas and responses are in light of and reflect your interest in human services.

*Regarding the first question, think about those individuals or systems with whom you have had both regular and incidental contact: family members, teachers, clergy, community volunteers, etc. Look at the quality of the interactions (both positive and negative) that you have received from them. As this is a confidential exercise, you should feel comfortable in examining the impact of the service these individuals have provided.

*Regarding your past five years of serving others, identify professional and volunteer, paid and non-paid, brief and long-term activities that brought you to connection with others. Feel comfortable listing your successes with community organizations, projects, family members, people with whom you work, and how these have connected you to community and social service work.

*Regarding the final question, taking time to examine how we care for ourselves is often the most sobering reflection. Explore who and what you are proud of, what you seek, and how you learn and serve. By identifying and stating that you seek something, want help, are in trouble, you create an opportunity for others to serve you—which in turn is a service.

Again, please allow yourself plenty of time to both reflect on and write the final product. Remember that our bodies are living organisms, and as such, we serve and are served because we are indeed dependent upon one another and the world for our existence. Why you and human services? Enjoy the exploration!

COMMUNITY SERVICE REPORT FORMAT

1. Name of Agency
2. Population Served
3. Why you chose this agency.
4. The work I did during the specific 10 hours of service I completed.
5. What I learned about human services.
7. Signature of supervisor if available