CityUniversity
of Seattle

Syllabus

SCHOOL OF HEALTH AND SCIENCES
HSVC 340: Overview of Health and Human Services Delivery
Systems

5 Credits
Effective: Summer 2014/2015

FACULTY

Faculty Name:

Contact Information:

COURSE DESCRIPTION

This course provides an overview and introduction to working in human services. Types of service delivery systems will be examined. The process of helping, including the ethical and legal implications of working with clients will be evaluated. The professional roles of the human service working will be discussed, and students will explore their own professional interests in human service work.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are also found on the course Reading List. The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore." Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:
- Discuss appropriate assessment techniques and intervention strategies to use with human services clients
- Analyze the historical, philosophical, political, and sociocultural contexts of human services delivery
- Evaluate various employment opportunities and educational requirements of working in human services
- Review and analyze legal and ethical issues pertaining to the client-helper relationship
- Examine the various roles and functions of human service professionals
- Design a self-care plan for prevention of burnout

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Assessment techniques in the field of human services
- Burnout management
- Characteristics of the human services professional
- History of the human services professions
- Intervention strategies in the field of human services
- Legal and ethical issues pertaining to the client-helper relationship

- Self-care plan
- Stress management
- Theories of the human services professions

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments	% of Final Grade
Course activities	35%
Reflection Paper	25%
Self-care Plan	10%
Group Case Study Project - Paper	15%
Group Case Study Project - Presentation	15%
TOTAL	**100%**

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Course activities

Class participation through discussion activities is an integral part of this course. To provide a structure for balanced participation and allow you to maximize the benefit of the discussion activities, please follow these guidelines:

1) Post your responses to discussion questions in the first three days of the school week (Monday through Wednesday in online classes; various days in mixed-mode classes).
2) Post at least three or more thoughtful and topic-relevant comments to responses made by classmates over at least three different days of the school week, ending on Sunday in online classes and various days in mixed-mode classes.
3) Respond to any questions that your instructor has regarding your original post by the end of the school week.

Additionally, students are expected to attend and participate in all classroom sessions and course activities conducted during those sessions. Instructors will provide detailed grading criteria for in-class attendance and participation in classroom-based activities. The following is the grading criteria for online discussion board activities.

Components	% of Grade
Quality of Responses	70%
Quantity of Responses	15%
Timeliness	15%
TOTAL	**100%**

Reflection Paper

The purpose of this assignment is to offer an opportunity to think about becoming a human services professional. In this paper, students will address three primary topics. First, student will discuss in detail their reasons for entering into a helping field. They will describe what events in their life influenced their decisions to pursue this profession. Second, students will describe the characteristics of effective helpers. Finally, using this description of effective helpers, students will evaluate which of these characteristics come naturally and which are challenges for them as well as the ways that they see themselves becoming an effective helper.

In their papers, students should combine their own thoughtful analysis with ideas and information found in a minimum of three sources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. This paper must be five to seven pages long and meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

Components	*% of Grade*
Personal characteristics	25%
Organization and coherence	15%
Evidence and support	20%
Analysis and use of course concepts	25%
Style and mechanics	15%
TOTAL	**100%**

Self-care Plan

To function optimally as a human service worker, students will need to develop strategies for managing stress and maintaining appropriate boundaries with their clients. This assignment offers them an opportunity to discuss coping strategies and the ways to manage stress and burnout while providing ethical care for clients. First, students will describe the concepts of stress and burnout as they relate to working in human services. Second, students will describe the ways that stress has impacted them , either currently or in the past. Finally, students will create a plan for themselves including specific activities (such as deep breathing, exercise, journaling, personal counseling, etc.) that they might use to mitigate the effects of stress in the workplace.

In their papers, students should combine their own thoughtful analysis with ideas and information found in a minimum of three sources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. This paper must be five to six pages long and meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

Components	% of Grade
DAS-U-Analysis and use of course concepts	25%
DAS-U-Evidence and support	25%
DAS-U-Organization and coherence	25%
DAS-U-Style and mechanics	25%
TOTAL	**100%**

Group Case Study Project - Paper

To prepare for the world of work, students are asked to complete a case study project that will involve students working in groups. Students will be assigned to a particular case study group by the instructor. Students will work together to develop a paper and to present their case to the class.

In the paper, students will 1) Describe each person in the case, 2) Identify the presenting problem (i.e., why is the client at the agency), 3) Identify possible challenges in attempting to provide effective client services, 4) Discuss possible ethical issues that may impact your work with this client, 5) Identify issues of social justice that may be impacting the client's growth/health (e.g., racism classism, sexism), 6) Build an information network for this client/family including: a) Available community resources, b) Referral sources, and c) Formal/informal networks.

The paper should be eight to ten pages and meet APA requirements for format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

Each student will be assigned a particular section in the group paper, and each student will receive an independent grade for his or her portion of the written work. The written portion of the assignment is worth 15 points. Students will be evaluated on Organization and Coherence, Evidence and Support, Analysis and use of course concepts, Style and mechanics, and Group work. For the group work component, students will be rated by his or her team members. The instructor will average the team's ratings for the final grade. Although students will receive individual grades, the expectation is that the paper and presentation both represent a cohesive work, rather than a collection of individual contributions.

Components	% of Grade
DAS-U-Organization and coherence	25%
DAS-U-Evidence and support	25%
DAS-U-Analysis and use of course concepts	25%
DAS-U-Style and mechanics	15%
Group Work	10%
TOTAL	**100%**

Group Case Study Project - Presentation

To prepare for the world of work, students are asked to complete a case study project that will involve students working in groups. Students will be assigned to a particular case study group by the instructor. Students will work together to develop a paper and to present their case to the class.

In the presentation, students will create a 5-10 slide PowerPoint presentation. Student groups will present to the instructor and a small group of fellow students, using Blackboard Collaborate. Student groups will have about twenty minutes to present their slides and lead a discussion. Following the presentation, the instructor and student audience will have an opportunity to respond to the presentation with feedback and

questions. The presentation slides will be submitted to the instructor via Blackboard following the presentation. Although students will receive individual grades, the expectation is that the paper and presentation both represent a cohesive work, rather than a collection of individual contributions.

Each student will be assigned a particular section in the group presentation, which corresponds with the student's assignment in the written section. Each student will receive an independent grade for their portion of the presentation. The presentation portion of the assignment is worth 15 points. Students will be graded on Oral presentation, Visual design, Application of coursework, and Group work. For the group work component, students will be rated by their team members. The instructor will average the team's ratings for the final grade.

Components	*% of Grade*
Oral Presentation	35%
Visual Design	10%
Application of coursework	35%
Group Work	20%
TOTAL	**100%**

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and

pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit https://my.cityu.edu/titleix or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at https://www.cityu.edu/discover-cityu/about-cityu/ under the Policies section or at https://www.cityuniversity.ca/about/.

Religious Accommodations
City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity
Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled Academic Integrity Policy under Student Rights & Responsibilities.

Attendance
Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the University Catalog in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement
Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the Disability Support Services page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services
CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the Ask a Librarian service, or access library resources and services online, 24 hours a day, seven days a week.

Smarthinking Tutoring CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.