

Rowan College at Burlington County
Liberal Arts Division

Human Services I HUS 101-100 3 credits
Fall 2019

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Human Services Program: <http://www.rcbc.edu/human-services>
Faculty Page: <https://sites.google.com/a/rcbc.edu/brina-sedar/>
Human Services Club Facebook Group: Rowan College at Burlington County Human
Services Club

HUS 101 Human Services I

Educational hours approved by Addiction Professionals Certification Board of New Jersey, Inc., Approval # 261201819C101 - 303 Documentation 12 hours

RIGHT OF REVISION: Rowan College at Burlington County and the instructor of this course reserve the right to make any necessary and reasonable changes to this document.

Course Description

This introductory course offers an overview of helping strategies and interventions with attention to principles, methodology, practitioner skills and knowledge. It addresses social issues and problems and the attendant service systems of social care, social control, and social rehabilitation. It introduces the fields of human services, social work, counseling and case management. It emphasizes legal issues of the human services profession.

Text: Schram, B. and Mandell, B. An Introduction to Human Services: Policy and Practice, Allyn and Bacon. 8/e

Please note: This textbook is designed for HUS101 and HUS102. Selected chapters are used for both courses. For students planning to take the HUS102 course it is important to retain your copy of this textbook for future use.

Course Learning Outcomes

- Obtain information from recorded materials.
- Gain competency in data handling and case planning.

- Gain competency in documentation and client record management.
- Observe record and interpret behavior.
- Explain service plans.
- Gain competency in eligibility determination.
- Nurture a client.
- Monitor client placement.
- Gain competency in team review.
- Learn about consultation.
- Understand and practice client advocacy.
- Monitor treatment.
- Gain competency in home visitation and follow-up.

GENERAL EDUCATION OUTCOMES IN THIS COURSE:

Written and Oral Communication:
Communication

* Students will logically and persuasively support their points of view or findings.

Society and Human Behavior: Social Science

* Students will demonstrate a general knowledge of political, social and economic concepts and systems and their effects on society.

CORE COURSE CONTENT:

- Introduction to the course and the study of Human Services
- Strategies of Intervention
- Attitudes, Values, Skills and Knowledge of the Human Services Profession
- The Social Welfare System
- Interviewing
- Case Management / Counseling
- Understanding Legal Issues
- Community Services
- Competency focus: Consultation, client advocacy, eligibility determination, obtaining information from recorded materials, data handling and case planning, observing, recording, and interpreting behaviors, explaining service plans, nurturing clients, monitoring client placement, team review, monitoring treatment, home visitation and follow-up.

Structure of the Course: RCBC offers an Associate Degree in Applied Science in Human Services to train mid-level or paraprofessional workers in a variety of programs covering the full range of social service agencies. In addition to training workers to enter directly into the field upon completion of the program, students may elect to continue to a four year program in many related fields. This course is designed as the introductory course for human service professionals. As such, the emphasis is placed upon developing or enhancing competency in the skill areas required for working in the human services field.

Instructor Availability: As the Program Coordinator and Professor for the course, I am available to meet with students in order to help you succeed in the course, the program and the field of human services. As such, I encourage you to meet with me to discuss your individual goals and plan a pathway to success. I can help you with comprehending course content, completing course assignments, planning your course schedule, identifying employment resources, planning your career and examining transfer opportunities. As the demand for my time often exceeds my availability, I encourage you to take advantage of my office hours. My office is Laurel Hall 203E.

Course Requirements:

Midterm Examination	1/3 of final grade
Final Examination	1/3 of final grade
Agency Interviews	1/3 of final grade
Attendance and Preparation for Class	Required to be eligible for a grade of an A

Course Web Enhancement

This course is web enhanced and the materials for the course are available on Blackboard. For successful completion of the course, it is imperative that the student access the course in Blackboard and become fully familiar with the various resources and functions available online. All class handouts, Power Point slides, videos and other materials are available only through Blackboard. Please make certain to log onto Blackboard and explore the online components of the course at the start of the semester. All registered students receive an account. The materials contained in the course shell are designed to improve your learning experience. It is recommended that you either print the materials or have them available electronically for each class meeting. The Power Point slides are especially important for notetaking during lectures.

Attendance Policy

Students are required to attend all class periods for the full duration of each such instructional session. Grade penalties for absence will be imposed when a student exceeds a ten-percent absence rate, not to exceed 10% of the final grade. As such, a student who misses 10% or more of the class time (3 daytime classes or 1.5 evening classes) will not have earned enough attendance and participation credit and will be ineligible to earn a final grade of an A regardless of scores on tests and other assignments. This includes time missed from class due to absence, lateness, leaving early and extended breaks.

Special Note for Students Receiving Financial Aid and/or Veterans Aid: Attendance will be reviewed by Financial Aid and Veterans Aid programs, and benefits will be contingent upon compliance with the program's regulations.

Preparation for Class

Assignments for each unit are detailed in this syllabus and provided for in Blackboard. In advance of each unit, students are expected to read all assigned readings, review assigned materials and print for class the information that is required and will help you to be prepared to actively participate. It is recommended that you bring lecture slides and handouts with you to class in either electronic form to view on your computer or in hard copy. Students who fail to satisfy the preparation requirement will be ineligible to earn an A for the semester. Attendance and participation are required. Active involvement in the classroom experience may benefit the final grade for the course. Students are responsible for work missed due to absence from class. If you decide to withdrawal from the course it is necessary to complete the official withdrawal process. Failure to complete the requirements of the course could result in a failing grade.

Recorded Power Point Presentations: This course contains PowerPoint presentations with a recorded audio component. Students are expected to listen to the lectures prior to the assigned class period. Time requirements for each assignment are included with the PPT title. As such, you will need access to PowerPoint and a computer with speakers or a headset. You may listen to the presentations in the Computer Lab if you bring a headset. A PowerPoint viewer can be downloaded for free from Microsoft's website: <https://www.microsoft.com/en-us/download/details.aspx?id=13>

Each slide may be viewed as often as necessary to learn the material and may serve as a good refresher before exams.

Steps to Viewing a Recorded Lecture on PowerPoint:

1. Print the slides to enable efficient notetaking.
2. Download the presentation from Blackboard. (You know the presentation is recorded because the time requirement is stated on the title of the presentation.)
3. Click "Enable Editing"
4. Beginning with Slide #1, put the presentation on "Slideshow" mode.
5. You should hear the audio component begin and the slides will progress from one slide to the next.
6. Troubleshooting:
 - a. If you are not hearing the audio you need to make certain your speakers / headset are set properly with the volume control turned up and the presentation has been set to "Enable Editing"
 - b. Presentations are large files and take time to download. Be patient. Most students are able to use laptops and tablets although smart phones do not normally allow for this.
 - c. If your system does not meet the standard requirements, use a computer in the computer lab. A headset is required.

Structure of Exams: The midterm and final exams each consist of 25 objective questions (2 points each) and a choice of two out of three essay questions (25 points each). Objective questions are definitional, factual and conceptual. A comprehensive review will be provided prior to both exams.

Agency Interviews: To prepare for fieldwork placement, become familiar with community services and to apply information learned from this course, students are asked to contact three social service facilities and arrange an in person information gathering interview. Students should identify during initial phone contact the openness of the agency to undergraduate student interns. Those facilities with interest in student placements are best for interviews. When determining which facilities to interview it is important to consider the nature of the work which is of greatest interest to you and select agencies which afford these opportunities. Please keep in mind that not all social service programs are student friendly. Therefore, it is recommended that you plan to contact far more than three facilities in order to assure three successful interviews. Students are permitted and encouraged to attend the interviews in small groups. If you would like to work together with other students to identify, schedule and attend the meetings with the agencies you are welcome to do so.

**** Information copied from websites, phone interviews and talking with friends employed at a human service agency is not a complete interview and credit will not be given without prior accommodation.**

*****Up to two Service Learning projects may be substituted for agency interviews.**

The Agency Interviewing Process:

- Identify an agency of interest and learn about the program by reading their website.
- Contact the agency by phone or email.
- Request to speak with the “Student Intern Coordinator” or “Volunteer Coordinator” if one is available on the staff.
- Introduce yourself as a RCBC student who is entering the field of Human Services. Describe your interest in the agency and request to schedule a meeting to learn about the facility.
- One day prior to the meeting, call to confirm the scheduled appointment.
- Make certain you arrive on time and are dressed professionally. Greet the person you are to interview and explain the nature of your interest as a human services student. Your goal is to develop a rapport with this individual and determine the opportunities available for a field placement. In addition, you will want to ask the following questions and maintain a record of the data you collect:

Please Note: For your convenience, an agency questionnaire is included at the end of this syllabus. You're welcome to use it as a template for this assignment.

- Name of facility
 - Contact person, title, address, phone number and email address
 - Director if other than the contact person
 - Population served and specific needs of this population
 - Mission of the organization
 - Eligibility requirements for services
 - Funding sources
 - Services provided
 - Professional positions of employment
 - Opportunities available for field placements. If you select this site as a field placement what type of experiences and learning opportunities can you anticipate? What will be the nature of the supervision you receive? What type of training can you expect?
 - Your overall assessment of the organization. This you will ascertain from your general feelings about the facility. Would you like to work at this facility? How would you best describe the organizational culture? Would you consider a field placement with this organization?
- Important note to students: It is your job to interview programs that will be of greatest assistance to you both academically and professionally. You are encouraged to interview more than three facilities to assure a rewarding field placement experience.

Have you located a facility of special interest? You may consider inquiring about the competency areas the agency is in need of. The following are questions that may match your skills and abilities with a possible employer.

1. What do you perceive to be the top one or two knowledge, skill or attitudinal needs of your employees?
2. What competencies will your employees need to be able to apply to their work in the next 3 to 5 years to meet your agency's current and emergent challenges?
3. What do you believe is the most important current need that your organization is unable to address, in house, due to a lack of resources or expertise?
4. What do you see as the top one or two emerging issues that your organization will face during the next three to five years?

As a third of your final grade for this course you will submit a one page typed summary of your meeting that contains the most pertinent information. The class will discuss the experiences you've had and the agencies of interest.

Agency Interviews Assessment

	3	2	1	0
Completeness	Three interviews were completed and single page written summaries were provided with discussion for the class.	Two interviews were completed and single page written summaries were provided with discussion for the class.	One interview was completed and a single page written summary was provided with discussion for the class.	Interviews were not completed.
Punctuality	The student completed and presented the interviews by the deadline specified .	The interviews were submitted but were late.	The interviews were submitted but were too late to share with the class.	
Adherence to Requirements	Student followed the assignment requirements, visited agencies of professional interest and submitted a one page summary of each interview timely.		Student completed interview but did not visit the agency.	Student gained knowledge of the agency via the website but did not conduct an interview.

Assistance with locating facilities and programs matching your interests can be found through resources available in the Blackboard shell or by meeting with the instructor for individualized assistance during office hours.

This course adheres to the grading standard of Rowan College at Burlington County:

A Mastery of essential elements and related concepts, plus demonstrated excellence or originality.

B+ Mastery of essential elements and related concepts, showing higher level understanding.

B Mastery of essential elements and related concepts.

C+ Above average knowledge of essential elements and related concepts.

C Acceptable knowledge of essential elements and related concepts.

D Minimal knowledge of related concepts.

F Unsatisfactory progress. This grade may also be assigned in cases of academic misconduct, such as cheating or plagiarism, and/or excessive absences.

Course Schedule:

Please note, the dates are subject to change without notice.

Week 1 Introduction to the course and the study of Human Services

Assignment: Chapter 1

Weeks 2 & 3 Strategies of Intervention, assigned reading Chapter 3

Competency focus: Consultation, Client advocacy - Advocate for the client in areas of identified needs to facilitate continuity of care.

Weeks 4 & 5 Attitudes, Values, Skills and Knowledge, assigned reading Chapter 4

Competency focus: Eligibility Determination - Complete necessary administrative procedures for admission to treatment, and understand funding sources and insurance and help clients access those benefits.

Obtaining Information From Recorded Materials

Week 6 The Social Welfare System, assigned reading Chapter 6

Week 7 Midterm Exam Review and Midterm Exam

Weeks 8 & 9 Interviewing and Documentation, assigned reading Chapter 9

Competency focus: Data Handling and Case Planning, Observing, Recording & Interpreting Behaviors, Explains Service Plan and informed consent.

This unit introduces the student to the process of interviewing and identifies the components of a professionally conducted interview. Students learn the importance and methods of proper and timely record keeping with a review of Federal & State Laws and Regulations specific to the maintenance of client records (e.g. HIPPA, Criminal Justice, 42CFR Pt.2, DCP, New Jersey CAD/LCAD Regulations.)

A review of common types of documentation will include Intake, Assessment, Treatment Plan, Treatment Plan Review, Progress Notes, Discharge Plan, Assessment

findings, Treatment recommendations, Aftercare and continuing care plan, and Discharge Summary with experiential practice exercises. Students will practice preparing clear, complete and concise written communication and reporting in observable and measurable terms and be able to enter and utilize client notes. Emphasis is placed on the client's personal and cultural background with consideration to the treatment plan, recovery progress, and problems inhibiting progress to ensure quality of care, gain feedback, and plan changes in the course of treatment. Students will be able to describe and document the treatment process, progress, and outcome and use accepted treatment outcome measures and language.

Students will understand the documentation of and methods for measuring treatment outcomes and screening, assessment, and initial treatment planning information and identify the components required for the written case study.

Weeks 10, 11 & 12

Case Management / Counseling, assigned reading Chapter 10

Competency focuses: Nurtures Client, Monitoring Client Placement, Team

Review, Monitoring Treatment, Home Visitation and Follow-Up and Document service coordination activities throughout the continuum of care

Week 13 Understanding Legal Issues, assigned reading Chapter 14

Standards for review include patient rights, confidentiality, privilege, informed consent, internal communications, subpoenas and court orders, duty to warn, danger to self and others, child abuse reporting, termination of counseling relationships and client abandonment, dual relationships, professional competence, personal and professional competence.

Week 14 Presentation of Agency Interviews & Final Exam Review

Week 15 Final Exam.

Final exam is scheduled during final exam week

Portfolio Preparation

Upon completion of the Human Services degree program you will have developed a professional portfolio which may be used to gain employment and expanded as career opportunities allow for further professional development. Core Human Services courses will afford you opportunity to add vital information about your accomplishments to your portfolio. It is recommended that you maintain a record of your technical skills. The following is a list of the competency areas included in the Human Services curriculum.

Eligibility Determination

Behavioral Techniques

Preparation for Transition

Plan Service Delivery Program

Explains Service Plan
Personal Living Skills
Data Handling / Case Planning
Conducts Activity Program
Service Referral
Problem Identification-Linkage
Nurtures Client
Monitors Medication
Transfer Responsibility
Advocates for New Programs
Monitoring Client Placement
Team Review
Client Advocacy
Monitors Treatment
Group Therapy
Fiscal Management
Facilitating Changes in Client Behavior
Observing, Recording and Interpreting Behavior
Staff Development / Training
Consultation
Interactive Communication
Self-Development
Facilitating Group Problem Solving & Decision Making
Facilitating Learning Experiences in a Group Setting
Managing and Communicating Policy-Related Data
Home Visitation / Follow-up
Vocational Training & Job Placement
Violent or Destructive Behavior Control
Liaison
Logistics – Supplies & Equipment
Staff Supervision
Personnel Functions: Recruitment / Selection
Personnel Functions: Employee Relations
Research / Evaluation
Biopsychosocial Assessment
Documentation and Providing Information in Written Form
Obtaining Information from Recorded Material
Cultural Competency

Career Opportunities: The demand for student apprentices in local human service agencies exceeds the number of trained workers. The outlook for employment in the future is even greater than today. The Human Services degree program requires students to complete a field placement. When students perform well in their

placement, they acquire importance to that agency and are frequently sought out for permanent employment.

Human Service Workers: Who Are They? Human service workers are “people helping professionals.” They serve individuals and groups of all ages in a variety of settings including community mental health centers, geriatric facilities, agencies serving the physically and/or mentally disabled, day care centers, rehabilitation centers, drug and alcohol programs, services for youth, detention centers, community living arrangements, hospitals, and other social welfare and educationally related agencies. Human service workers care about others and dedicate themselves to bettering the lives of the persons they work with directly and the community.

Human Services Workers: What Do They Do?

Human services professionals...

- Help people to understand their problems and motivate them to seek assistance.
- Assist in obtaining services for people in need through advocacy, outreach and brokering.
- Collect client personal, social, vocational data and prepare intake reports and case records.
- Arrange for and follow-up specific educational, social and vocational programs for clients.
- Gather and evaluate data concerning human services programs.
- Participate in local planning and development of programs.
- Educate and facilitate behavior change in individual clients, their families and groups in effective problem solving, in daily living skills and in more effective interpersonal relationships.

College Policies

In order for students to know their rights and responsibilities, all students are expected to review and adhere to all regulations and policies as listed in the College Catalog and Handbook. These documents can be accessed at <http://www.rcbc.edu/publications>.

Important policies and regulations include, but are not limited, to the following:

- Grading Standards
 - o Withdraw (W) and Incomplete Grades (I & X)
 - o Withdrawal date for this semester
- Student Code of Conduct
- Use of Communication and Information Technology
- College Attendance Policy
 - o Students are required to attend all class, clinical, laboratory, and studio sessions for the full duration of each such instructional session. Faculty are required to take attendance, and grade penalties for absence will be imposed when a student exceeds a ten percent absence rate, not to exceed 10% of the final grade. For further information please refer to the current catalog.
- Academic Dishonesty/Plagiarism
 - o Specifically, the term “plagiarism” includes, but is not limited to, the use by paraphrase direct quotation, of the published or unpublished work or sections of a work of another person without full and clear acknowledgement, whether intentional or not. This includes any material copied directly or paraphrased from the internet. Plagiarism also constitutes the unacknowledged use of materials prepared by another person or agency engaged in the selling of a term papers or other academic materials, including material taken from or ordered through the Internet. For more information on academic dishonesty/plagiarism see Board Policy #903-C.

Office of Student Support and Disability Services

In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) and the ADA Amendments Act, the Student Support Services Office’s mission is to ensure all students with disabilities are provided access to educational and extracurricular activities while on college premises through support in the form of reasonable accommodations such as adaptive technology, counseling, note-taking assistance, and American Sign Language interpreters. Students who have disabilities must self-identify, provide documentation of disability(ies), attend an intake appointment, and sign a Disability Release Form (rcbc.edu/studentsupport) prior to the start of the semester to ensure reasonable accommodations. For more information please contact the Office of Student Support at ext. 1208. For additional information on this policy please refer to the current catalog.

Educational Technology Statement

Rowan College at Burlington County (RCBC) advocates the use of technology to enhance instruction. Students should assume that classroom and online technology will be used throughout their coursework at RCBC, as it will most certainly be used in their future

education and careers. The College provides on-campus facilities for the convenience of the RCBC community. Various college departments, including the Office of Information Technology and the Office of Distance Education, provide technology training and assistance to faculty and students.

Student Success Services

RCBC offers a variety of free services for its students including those listed below. Descriptions of these services, as well as many others, can be found in the College Catalog and Handbook and on the RCBC website at <http://www.rcbc.edu/students>.

- Academic Advising (<http://www.rcbc.edu/advising>)
- Career Services (<http://www.rcbc.edu/careers>)
- EOF (<http://www.rcbc.edu/eof>)
- Financial Aid (<http://www.rcbc.edu/financialaid>)
- International Students Office (<http://www.rcbc.edu/international>)
- Library (<http://www.rcbc.edu/library>)
- Office of Veteran Services (<http://www.rcbc.edu/vets>)
- RCBC Foundation (please view the Foundation web page for scholarship information: <http://rcbc.edu/foundation>)
- RCBC bookstore (<http://www.rcbc.edu/bookstore>)
- Rowan University Partnership (<http://www.rcbc.edu/rowan>)
- Student Support Counseling (<http://www.rcbc.edu/cpit>)
- Tutoring (<http://www.rcbc.edu/tutoring>)
- Test Center (<http://www.rcbc.edu/testcenter>)
- Transfer Services (<http://www.rcbc.edu/transfer>)

AGENCY QUESTIONNAIRE

Important note to students: It is your job to interview programs that will be of greatest assistance to you both academically and professionally. You are encouraged to interview three facilities to receive full credit for this assignment. Please review the agency's website prior to your visit in order that you are knowledgeable and prepared.

Name of facility

Address

Phone

Website

Mission

Contact person, title, address, phone number and email address

Director if other than the contact person

Population(s) served

Eligibility requirements for services

Services Provided

Funding sources

Employment opportunities

Field Placement (internship) opportunities

Field Placement learning opportunities / What types of experiences do students have?

What will be the nature of the supervision you receive?

What type of training can you expect?

Describe your overall assessment of the organization. This you will ascertain from your general feelings about the facility. What does the facility look like? Is it clean? Were you treated respectfully? Are others treated respectfully? Do employees seem positive about working there? Would you like to work at this agency? How would you best describe the organizational culture? Would you consider a field placement with this organization?

Optional Questions: Have you located a facility of special interest? You may consider inquiring about the competency areas the agency is in need of. This will help you to prepare for a position within the organization.

The following are questions that may match your skills and abilities with a possible employer.

1. What do you perceive to be the top one or two knowledge, skill or attitudinal needs of your employees?
2. What competencies will your employees need to be able to apply to their work in the next 3 to 5 years to meet your agency's current and emergent challenges?
3. What do you believe is the most important current need that your organization is unable to address, in house, due to a lack of resources or expertise?
4. What do you see as the top one or two emerging issues that your organization will face during the next three to five years?