Portland Community College

HUS 101: Introduction to Human Services (Remote)
Fall, 2021

Faculty: Andrew Garland-Forshee (Dr. Andrew), PhD, HS-BCP, RYT-500
Pronouns: he/him/his
College: Portland Community College
Campus: Sylvania (SY)
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Class Times: 6:00pm – 8:50pm
Days: Monday
Location: HUS 101 D2L Course Shell
Credit Hours: 3.0
CRN: 43186
Dates: 09/27/21 – 12/13/21
Prerequisites: WR 115/ RD115 or IRW 115 and MTH 20 or equivalent placement.
Corequisite: none
Email: andrew.forshee15@pcc.edu

Course Description

Introduces the history, scope and context of human services, including how the profession evolved. Includes a survey of the present conditions in the field, contemporary trends, issues, and outcomes of service delivery.

Addendum: This course will meet weekly via Zoom using the Online Rooms feature in our D2L course shell.

Texts and Supplemental Materials

Available in the PCC Sylvania bookstore.

Required Materials

Woodside, M., & McClam, T. (2019). *An introduction to human services* (9th ed.). Stamford, CT: Cengage Learning.

American Psychological Association (APA) (2020). *Concise guide to APA style* (7th ed.). Washington, DC: Author.

NOTE: Additional handouts will be provided by the instructor.

Intended Learning Outcomes & Objectives

By successfully completing this course, students will be working toward the mastery of the following **Family and Human Service Program Outcomes**:

- *Program Outcome 4: Demonstrate an understanding of the interdisciplinary theories and practices used in the human service field.*

Upon completion of the course, students will be working toward the mastery of the following **Core Content and Outcomes for HUS 101**:

- *Articulate the history and development of the human services profession.*
- *Identify the range of diverse populations served and needs addressed by human services.*
- *Examine the attitudes, skills, and knowledge needed in the human service field.*

Teaching Philosophy

As a scholar-practitioner-educator of family and human services, human development, and behavioral health, my objective is to encourage students to become reflective practitioners, critical thinkers, active learners, and engaged community participants.

Instructional Methods

HUS 101 is a highly participatory course. Learners will explore the above objectives through various formats including, but not limited to, required assignments, readings, class discussions, videos, reflective, formal, and expository writings, outside observations/interviews, quizzes, action methods and experiential activities, group cooperation, and contemplative practices. It is the instructor's responsibility to prepare assignments and activities that lead students to learning the most critical information and skills for the class. It is the student's responsibility to meet the instructor "half-way" by attending class, completing the reading and assignments, and participating fully in class activities.

Counseling

The field of human services is intense, dynamic, and emotionally challenging. Working in the field may bring up strong emotions as well as current, past, and unresolved psychological trauma. *It is strongly recommended that students enrolled in the HUS program seek professional counseling while participating in the program.* Free and confidential counseling services are available to all PCC students at no cost through PCC Counseling Services.

Clackamas County Crisis Line: 503-665-8585
Multnomah County Crisis Line: 503-988-4888
Washington County Crisis Line: 503-291-9111
National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
Crisis Text Line: Text HOME to 741741

Course Policies, Procedures, and Expectations

- *Read this course syllabus thoroughly!* Ask the faculty questions about anything you do not understand that is on the syllabus or an assignment.
- *Follow directions carefully!*
- **Successful completion of this course is dependent on a "C" average** (70%) or higher. All HUS majors must take the class for a letter grade and receive a "C" or higher to count toward your certificate or degree.
- Cell phones must be on "silent" during class time. If you need to take a call, please leave the learning space discretely and respectfully; turn off the camera and mute if using Zoom.
- **It is the responsibility of the student to track their own learning** and progress in this class.
- **Confidentiality:** Please respect confidentiality throughout the course. Due to the nature of the topic, participants may share personal information. **Please DO NOT discuss another student's personal experience or information with anyone outside the course. The only time confidentiality does not apply is when there is a concern of harm to self, or others.** If you have a concern, please discuss this with the instructor.

- **Demonstrate respect for another's perspective or point of view** and a cooperative approach to working with others. As part of our ongoing professional development, it is vital that we each contribute to a classroom climate that values each individual and their perspective. If you disagree with an idea or need clarification, please inquire in a respectful manner. **Student Rights and Responsibilities Handbook:** http://www.pcc.edu/about/policy/student-rights/
- **Students must comply with all standards and policies** outlined in the *HUS Field Experience Handbook* and *HUS Student Program Manual* as applicable.
- **Cell phones must be on "silent" during class time. Please avoid <u>texting, calling, instant messaging, or web surfing</u>.** Essentially, please be responsible with technology and avoid distractions.
- **All class sessions will be recorded and available for HUS 101 student use only.**
- **Please do not photograph the computer screen.** All Powerpoint slide decks will be available following the class session.
- **Meet all assignment deadlines.** All assignments are due on the date designated in the syllabus. Penalty for late submissions is a 20% reduction in the grade for each class date they are late. Assignments not submitted by the next class date will receive a zero (0). No assignment may be submitted after the last class (Week 11). **All assignments should be submitted in the corresponding Assignment submission area of D2L/Brightspace unless otherwise noted.** <u>Emailed and physically submitted assignments will not be accepted unless otherwise specified.</u>
- **Save an original copy of all work** that is submitted and keep all work until you receive your grades and are sure your grade is accurate. The instructor is not responsible for loss of papers. In following this policy, if a paper is misplaced or technical issues occur, you will have a copy to resubmit for grading. The instructor will make every effort NOT to lose student papers, but with the volumes of paperwork submitted from all classes, errors occur.

Feedback

Feedback will be provided directly on submitted work using "track changes" or the D2L/Brightspace in-line grading system. Additional feedback may be presented to the class in general and to students on an individual basis either in person, via email, or by telephone. All submitted assignments will be returned within 10 days of submission, unless otherwise noted.

Attendance and Participation
- **Weekly attendance and active in-class participation are essential to creating a learning community.** If you are not in attendance, you miss many opportunities for learning. As a result, if you miss a class, leave early, or arrive late you may not receive participation points for that particular class meeting.
- **ZOOM/REMOTE ONLY: When you log in to our Zoom class session, please type your name into the "Chat" area to sign-in and document attendance.** If you do not sign-in, you are not counted in attendance.
- **FACE-TO-FACE/IN-PERSON ONLY**: **Please sign-on on the circulated attendance form.** If you do not sign in, you are not counted in attendance.
- **ONLINE/D2L ONLY: Attendance in an online course is measure by participation in the Discussion forum.** Missing three or more discussion posts is comparable to missing a class. If you miss <u>three</u> consecutive or non-consecutive online discussions during the term, the highest grade possible will be a "C." A

student who misses four or more discussions will not receive a passing grade for the course.

- **We will use D2L/Brightspace as a digital platform for course materials and resources as well as Online Rooms (in D2L) for our face-to-face remote interaction. From time to time, the instructor may post discussion questions on D2L/Brightspace.** All students are expected to participate in these discussions, and points will be awarded toward your participation and attendance credit for the week.
- **Students may be required to conduct off-campus research and interviews on community human services programs.**
- **Students are required to stay current on local, regional, and national issues involving human services** – this may require reading credible newspapers, online media sources, or other legitimate sources of information.
- **Students are required to stay current on issues involving their field experience placement or Community Based Learning site** as applicable.
- During each class, you are expected to actively engage in the activities and discussions. Attend every class session and participate fully when appropriate. Come to class prepared to engage in, and contribute to, discussions and activities based on the topics and objectives of the week.
- Be on time and stay until the end of class. <u>If you need to leave early or arrive late, please notify the faculty **in advance**</u>; please do not interrupt the flow of our learning community.
- If you must miss a class due to an emergency, contact another learner for notes and handouts. Review the recorded Zoom session, as applicable. This is an individual responsibility.
- **Attending this HUS course is like showing up for a job!** Situations and emergencies do and will happen. **Students are required to use professional judgement should the need to be absent from class arise.** If you are absent for <u>three</u> consecutive or non-consecutive weeks during the term, the highest grade possible will be a "C." A student who misses four or more classes will not receive a passing grade for the course. <u>Leaving class early will be the equivalent to missing a class. Arriving late will result in a 50% loss of participation credit. Arriving 30 minutes past the beginning of class will be equivalent to missing a class.</u>
- Students who do not attend the first class session of the course and/or students who have not made arrangements with the instructor regarding their absence during the first class session will be dropped from the course.
- Review the College's Policies on [Attendance, Participation and No-Shows](#)
- **We will start class with an applied mindfulness practice each week.** If you arrive late, you will be placed in the Zoom waiting room until the activity is complete.

<u>Academic Integrity Policy & Student Rights and Responsibilities</u>
Students of Portland Community College are expected to behave as responsible members of the college community and be honest and ethical in their academic work. PCC strives to provide students with the knowledge, skills, judgment, and wisdom they need to function in society as educated adults. <u>To falsify or fabricate the results of one's research; to present the words, ideas, data, or work of another as one's own (i.e., to plagiarize); or to cheat on an examination corrupts the essential process of higher education.</u> For more information on this policy, please visit the Academic Services website at http://www.pcc.edu/integrity

**Students are required to comply with the policies contained in the Student Rights
and Responsibilities Handbook** (http://www.pcc.edu/about/policy/students-rights/).
The Handbook includes the Code of Student Conduct as well as the Academic Integrity
Policy.

Students are required to comply with the policies and procedures contained in the **HUS
Student Program Manual** and **HUS Field Experience Manual** (as applicable).

Students with Disabilities

Students who experience disability-related barriers should contact Disability Services. If
students elect to use approved academic adjustments, they must provide in advance
formal notification from Disability Services to the instructor. For more information,
please visit the Disability Services (www.pcc.edu/disability) or (971) 722-4341.

Recording and Distribution of Class Sessions

Oregon state law and PCC policy permit students to record class sessions. Any such
recording is for personal educational use only and may not be shared publicly. Sharing
of recorded content is a violation of Oregon state law and of the Student Code of
Conduct Policy and Procedures [www.pcc.edu/student-conduct/conduct/student-code-of-
conduct-policy-and-procedures/].

Students who wish to make an auditory or visual recording of any portion of the class
must inform the instructor in advance. Any such recording is for personal educational
use only and may not be shared publicly. Sharing of recorded content is a violation of
Oregon state law and of the Student Code of Conduct Policy and
Procedures [www.pcc.edu/student-conduct/conduct/student-code-of-conduct-policy-and-
procedures/].

Basic Needs

PCC wants you to be successful and have resources that may help. If you face
challenges affording food or housing, or if you need access to technology, this will
naturally affect your classwork. Check out these resources: Student COVID-19
Resources (https://www.pcc.edu/coronavirus/information-for-students/resources/) and
Emergency Funds (www.pcc.edu/enroll/paying-for-college/emergency-funds.html). You
can also contact a campus Student Conduct and Retention Coordinator at
conductandcare@pcc.edu

Campus Resources

PCC offers a variety of resources to help you succeed in your classes and to enhance
your college experience (e.g., jobs on campus, child care, student clubs, tutoring, writing
centers, Multicultural Centers, Women's Resource Centers, Veterans Resource Centers,
Queer Resource Centers, Dreamers Resource Center, emergency loans, food pantries,
advising, counseling). You can access information about college resources and
activities at www.pcc.edu/student-life/.

Title IX Non-Discrimination Statement

Portland Community College is committed to creating and fostering a learning and
working environment based on open communication and mutual respect. If you believe
you have encountered sexual harassment, sexual misconduct, sexual assault, or
discrimination based on race, color, religion, age, national origin, veteran status, sex,

sexual orientation, gender identity, or disability please contact the Office of Equity and Inclusion at (971) 722-5840 or equity.inclusion@pcc.edu.

Sanctuary College
PCC is a sanctuary college. For more information and resources, see https://www.pcc.edu/resources/undocumented-students/

Listening Intervention Team for Equity (LITE)
Listening Intervention Team for Equity (LITE) is a PCC resource for students, faculty, and staff who have experienced inequity or need guidance to navigate challenging dynamics at the college across cultures, races, ethnicities, gender identity or expression, sexual orientations, ability, faiths, and other aspects of identity. The LITE listener will offer compassion, help you process your experiences, share skill-building techniques and problem-solving strategies, and connect you with other existing support resources. To talk to a LITE listener about experiences of inequity you have experienced at PCC, visit www.pcc.edu/lite and click on "Make an appointment with a LITE listener" or contact a listener directly.

Children on PCC Properties
Children are welcome on Portland Community College campuses and properties in appropriate situations and while actively supervised by a parent, guardian, or responsible adult. The Policy on Children on PCC Properties outlines the College's approach to ensuring that reasonable steps are taken to protect the study and work environment of the College, and the health, safety, and liability issues associated with children on PCC properties.

Writing Requirements and Assistance
Students are expected to comply with the APA (7th edition) formatting and style requirements for writing.

Reading and writing assistance is available. Students who feel they need additional support in these areas are strongly encouraged to seek additional support and tutoring through the PCC Writing Centers.

PCC Libraries
Each PCC campus has a library where students can access a variety of books (including some class textbooks on reserve), journals, videos, and other resources both through PCC's own collection and through loans from other colleges. The libraries also loan laptop computers, graphing calculators, and other technology. The libraries have computers, printers, and scanners for students to use and offer quiet and collaborative areas for studying, including study rooms that students can reserve. Librarians are available to help students with research – in person or by chat, email, text, or phone. Visit www.pcc.edu/library/.

Advising
If students are interested in earning an AAS degree or Certificate in Family and Human Services, please contact our department advisor, Doree Dennis, at doree.dennis@pcc.edu or (971) 722-4707, for information and to develop a program of study.

Course Assignments/Assessments

1. Student Acknowledgement Form (HUS Student Program Manual)
2. One (1) Human Services "In the News" Analysis
3. One (1) Human Services Agency or Practitioner Interview
4. One (1) Self-Exploration Narrative
5. Three (3) Quizzes

Assessment Tasks and Record

Task/Assignment	Total Points Available	Your Scores
Student Acknowledgement Form	P/NP	
Discussion, Participation, Attendance	44 points (17%)	
"In the News" Analysis	40 points (15%)	
Human Services Agency or Practitioner Interview	60 points (23%)	
Self-Exploration Narrative	40 points (15%)	
Quiz #1	25 points (10%)	
Quiz #2	25 points (10%)	
Quiz #3	25 points (10%)	
Total Points Possible (100%)	**259 points**	

Grade Conversion/Letter Equivalents

%	
100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

- **PCC Grading Guidelines:** https://www.pcc.edu/student-records/grading/

- **Add/Drop/Withdraw Deadlines for the Term:**
  http://www.pcc.edu/registration/dropping.html

NOTE: I use the D2L/Brightspace gradebook to track your grades, attendance, and progress. It is the responsibility of the student to check the system and track their grades.

Summary of Due Dates for the Quarter

Week	Assignment	Due Date	√
2	Student Acknowledgment Form	10/04	
4	"In the News" Report	10/18	
5	Quiz #1	10/25-10/31	
7	Human Service Agency or Practitioner Interview	11/07	
8	Quiz #2	11/15-11/21	
10	Self-Exploration Narrative	11/29	
11-Finals	Quiz #3	12/06-12/13	

Course Outline

Week	Date	Guiding Topics/Activities	Reading (before class)	Additional Learning Supports	What's Due?
1	9/27	Introductions; Syllabus; Assignments; Defining Human Services; What's Your Why?			
2	10/04	History and Current Issues in Human Services	HUS Student Manual Chapter 1 Chapter 3	Video: Mindfulness Goes Mainstream (Week 1 D2L) What is Human Services: http://www.nationalhumanservices.org/what-is-human-services Helping those in need: Human Service Workers: https://www.bls.gov/careeroutlook/2011/fall/art03.pdf	Student Acknowledgement Form
3	10/11	The Human Service Professional	Chapter 2	Bobby Lefebre – Social Worker Dr. Anna Scheyett - Social Workers as Super-Heroes	
4	10/18	Theories of Human Service Work	Assessment of your View of Human Nature and Conceptual Orientation	Theories used in Social Work Practice: https://socialwork.simmons.edu/theories-used-social-work-practice/	"In the News" Analysis
5	10/25	Service Users	Chapter 8 Chapter 5	TBA; Field Experience Student Panel	Quiz #1 (10/25-10/31)
6	11/01	Models of Service Delivery	Chapter 6 Chapter 9	TBA	
7	11/08	The Helping Process; Culturally Competent Practice	Chapter 4 Chapter 5 (review) Chapter 7	Stages of the Helping Process Culturally Competent Human Services* NASW Cultural Competence*	Human Service Agency or Practitioner Interview
8	11/15	Ethical Practice	NOHS Ethical Standards	Universal Declaration of Human Rights* The UDHR illustrated version* Ethical Standards for Human Service Professionals*	Quiz #2 (11/15-11/21)

9	11/22	Trauma Sensitive Practice in Human Services	Handouts	TBA	
10	11/29	Trauma Stewardship; Wellness	Handouts	TBA	Self-Exploration Narrative
11	12/06	Finding Your Career in Human Services		Guest Speaker: Diane Jantze, Jobs and Internships Specialist	
Finals	12/13	Final Quiz	All Chapters, Handouts, Course Content		Quiz #3 (12/06-12/13)

NOTE: This syllabus is subject to modification per the discretion of the faculty member. The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather or class situations.

*Web Resources (also found on D2L)

National Association of Social Workers/Cultural Competency:
https://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf

Ethical Standards for Human Service Professionals: http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals

Culturally Competent Human Services: http://www.humanservicesedu.org/cultural-competency.html

Universal Declaration of Human Rights: http://www.un.org/en/universal-declaration-human-rights/

The UDHR illustrated version: http://www.un.org/en/udhrbook/#1

Portland Community College is a member of the **Council for Standards in Human Service Education** (CSHSE). CSHSE members support the work of the council in setting national standards for human service education and accrediting programs. For more information, please go to the CSHSE website at http://www.cshse.org/members.html