

Rowan College at Burlington County
Liberal Arts Division
Spring 2019

Human Services II HUS 102-100 3 credits
Prerequisite: HUS 101

Brina Sedar, M.Ed., LPC, CADAC, ICADC, Assistant Professor and Program Coordinator
Office: Laurel Hall 203E
856-222-9311 X 2713
Direct: (856) 242-5276
Email: bsedar@rcbc.edu
Office Hours Laurel Hall 203E Monday – Thursday 8:20 AM – 9:20 AM
Messages are returned within 48 business hours.

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

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 course introduces students in the human services, public administration, criminal justice, childcare, gerontology, and related curricula to intervention skills and activities and their uses in working with others. It examines ethical dilemmas in the helping professions.

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

Please note: This textbook is designed for HUS101 and HUS102. Selected chapters are used for both courses.

Course Learning Outcomes

Upon completion of this course, students will be able to:

- Review training and job placement
- Understand and apply professional ethical standards
- Illustrate service delivery programs
- Demonstrate fiscal management
- Plan logistics: supplies and equipment
- Discuss personnel functions: recruitment, employee relations, staff supervision
- Discuss research and evaluation methods
- Manage and communicate policy related data

General Education Objectives For 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.

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 follow-up to 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.

Web Enhancement

This course is web enhanced. 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.

Course Requirements:

Midterm Examination	1/3 of final grade
Final Examination	1/3 of final grade
Agency Interviews	1/3 of final grade

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 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.

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 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. Only those facilities with interest in student placements should be interviewed. 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.

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

The Agency Interviewing Process: Make certain you arrive on time and dress 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 information:

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
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- 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: Field placements are relatively easy to contract for. 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 identified a facility of special interest to you? Determine how your skills and knowledge will enhance the organization by asking the following questions:

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 provide the class with a presentation of the aforementioned information and include a discussion of your experiences. A sheet of paper delineating your findings must be submitted in writing.

Agency Interviews Assessment

	3	2	1	0
Completeness	Three interviews were completed and single page written summaries were provided for the class	Two interviews were completed and single page written summaries were provided for the class.	One interview was completed and a single page written summary was provided for the class.	Interviews were not completed.
Punctuality	The student completed and presented the interviews by the deadline specified on this syllabus.	The interviews were one class period late.	The interviews were two class periods late or could not be presented due to time restrictions.	The interviews were three class periods late or could not be presented due to time restrictions.
Neatness	The summaries are typed clearly and easy to read.	One summary is difficult to read.	The summaries are difficult to read or not typed.	The summaries are impossible to read.

Facilities and programs matching your interests can be found on Blackboard, through class discussions, by meeting with the course instructor and by networking with other students and program alumni.

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.*

Weeks 1 & 2 The Changing Nature of the Helping Process, assigned reading Chapter 2
Competency focus: Vocational Training and Job Placement

Weeks 3 & 4 Ethical Standards, assigned reading Chapter 5
This unit examines the ethical obligations of helping professionals with an examination of the importance of the ethical decision-making process. The fundamental standards of helping professions are considered with application to the National Organization for Human Services and National Association for Alcoholism and Drug Abuse Counselors (NAADAC). Standards for review include patient rights, confidentiality, privilege, informed consent, internal communications, medical emergencies, court orders, duty to warn, danger to self and others, child abuse reporting, crimes at the program center or against program staff, public presentation of client information, third party payors, research and audits, termination of counseling relationships, dual relationships, professional competence, personal and professional competence.

Students will recognize the commitment to adhere to professional ethical codes beginning with educational training as students and our obligation to safeguard the client.

Weeks 5 & 6 Working with Diversity, assigned reading Chapter 8

Week 7 Midterm Exam Review and Midterm Exam

Weeks 8 & 9 & 10 Program Planning, assigned reading Chapter 12
Competency focus: Plans service delivery program, Fiscal management, Logistics: supplies and equipment, Staff supervision, Personnel functions: recruitment, Personnel functions: employee relations

Weeks 11 & 12 Organizing and Changing Systems, assigned reading Chapter 13
Competency focuses: Research and Evaluation, managing and communicating policy-related data.

Week 13 Staying current and Avoiding Burnout, assigned reading Chapter 15

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 retain a record of your technical skills.

A competency is a way to describe work and jobs in a broader, more comprehensive way. Competency defined:

- * A human characteristic associated with performance;
- * A cluster of attitudes, traits, motives, skills, abilities, knowledge and behaviors;
- * Can be measured against accepted performance standards.

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 (use verbatim)

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>)

Thank you for taking this course.

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?