

UNIVERSITY OF ALASKA FAIRBANKS
College of Rural and Community Development

HUMS 115: Introduction to Human Services, 3 cr.

SYLLABUS

Conference Line: Included in packet

Course Description:

This course provides an overview and orientation for individuals who have either started or are exploring human service careers. More specifically, this course is designed for entry level behavioral health providers with an emphasis in understanding social service systems in rural and frontier Alaska. Learners will consider the theoretical foundations of the helping process both personal and external-driven while setting a career path that builds on individual strengths. Students should come away knowing their current worker competencies and those yet to be developed.

Introduction to Human Services is considered to be one of the first courses in which students are required to complete for a Human Services A.A.S. degree and it articulates across state standards for a practicing Behavioral Health Aide.

Course Objectives:

Upon completion of the course, students should:

- Recognize the broad range of human services career choices.
- Become knowledgeable of social services that exist in Alaskan communities.
- Become knowledgeable of the theoretical approaches that shape human and social service practices.
- Identify, nurture and strengthen ethically sound client centered approaches.
- Know that “client” refers to client family as a holistic approach to services.
- Acknowledge need for mentoring and supervision as a beginning professional.
- Recognize client rights, the importance of confidentiality and client referral.
- Become aware of issues of diversity.
- Establish a practice of self care and wellness.

Students who complete this course will meet or exceed the minimum requirements for the following Behavioral Health competencies: Sec. 8.20.100 Orientation to Village Based Behavioral Health Services; Sec. 8.20.210 Ethics and Client Confidentiality; Sec. 8.20.125 Introduction to Behavioral Health; Sec. 8.8.20.275 Recovery, Health, Wellness and Balance II. Students are introduced to the Ethical Standards of Human Service Professionals, and practice common usage of human services vocabulary. Many, if not all students bring to this class a fundamental working knowledge of Alaska human services agencies so professional identity, integrity and self care is strongly emphasized in this course. Students are challenged to integrate their philosophy of practice with best practices in human services and to match them to their employer’s mission to service their client population.

Methods of Instruction: This course can be offered in a traditional university classroom and schedule, or ala the distance education network of audioconference sessions and/or totally on the Web. Depending on the student population, region, and resources it can also be in the format of “blended delivery.” For rural students with a dedicated cohort such as with advanced RHS or HUMS students through CRCD, a blended delivery approach is recommended. The following schedule represents a regular distance delivered, twice weekly method.

Regular attendance and active participation in class discussions and activities are required, as is the completion of assignments. The course will include lecture as well as an experiential format.

Course Grading: Grading will be based on the following criteria

- 20% Attendance and participation
- 20% Reading Assignments
- 20% 10-Weekly Papers
- 20% Oral presentation on a selected Human Services Agency
- 20% Client/Consumer interview

Text: Woodslide, Marianne R. and Tricia McCalm. 2006. 5th. Ed. An Introduction to Human Services.

Format of Course

Class sessions comprise of discussion and elaborating on assigned readings, content summaries, and in-class exercises.

Suggested website: <http://www.uaf.edu/library/dfa/index.html>

Reading recommendations: Becoming a Helper, 5th Ed. Marianne Schneider Corey & Gerald Corey

Video recommendation: Father Oleksa’s series

Course Requirements:

1) Attendance and active participation by all students is required. This is a distance education delivery course. Students will meet twice weekly through audio conference sessions. The course has been designed for “adult learners” at a university level so that active participation by students is of premier importance to meeting the learning objectives. Each class session will include a central focus or topic of discussion that will be introduced by lecture, possible guest speakers, and in class learning exercises.

Questions/exercises will be assigned randomly in class from the required text (Woodside & McClam), which each chapter assigned needs to be read by date assigned.

2) Reading assignments are required. Students are encouraged as adult learners to research, locate and read additional resources on their own and in addition to the listed assignments on the course schedule. Sharing resources in class is encouraged.

3) Weekly reaction papers are required. Topics are assigned. A total of 10 written, 1 page double spaced papers are required to complete the course.

4) One oral presentation is required. During the last week of class, each student will present an oral report 8-10 minutes in length. The report will be based on a social services agency or program that includes the following details: 1) Name of agency and its history; 2) Person/s interviewed, minimum of 1 individual; 3) Reason chose the agency; 4) Population agency serves; 5) and, in your opinion does this agency meet the community needs adequately? Purpose of this assignment is for students to recognize how to reconcile their own values, beliefs with those of a prospective employer. Students are to submit an outline of their oral presentation to the instructor 1 week prior to the last class.

5) Final. In lieu of a final “exam”, students are asked to interview either a behavioral health professional or an individual who receives agency services (client or “consumer”), for example, someone receiving mental health care services, someone in substance abuse remission, is developmentally disabled, homeless, a foster parent, elder, or under court probation. Identity of the interviewee is to remain anonymous if a consumer. If interviewing a worker learn the reason why this individual chose the profession, talk about their job duties. Ask the individual to list at least 2 positive benefits of working in the profession or if a client benefits of receiving services and at least 2 improvements or changes they would like to see made. Provide a brief summary of your experience doing the interview and how your perception or attitude may have been changed a result of this interaction. Submit at least 3 full, double spaced written pages to complete this assignment.

Class Schedule and Assignments

Week One

Introductions, overview of course, Read chapter 1 of the text prior to first class.

- Lecture and discussion: The Human Services Network, a broad review.
- Reaction paper due: _____, describe formal or informal human services programs or services in your community. Reading Assignment: Chapter 2, A History of Helping

Week Two

- Lecture and discussion: International perspectives on human beings helping one another. Identifying the positive and negative effects of anti-poverty programs Nationally and in Alaska. Identifying the role of faith based programs.
- Reaction paper due: _____. State whether you believe anti-poverty programs help or enable rural Alaskans. Reading Assignment: look at 20th century on web link: <http://www.shgresources.com/ak/timeline/>

Week Three

- Lecture and discussion: Human Services movement and welfare reform. History of helping in America. Correlating with an Alaska History timeline.
- Reaction paper due: ____: Write a summary on your experiences serving on a parent committee, advisory council or in public office. Reading Assignment: Chapter 3, Human Services Today
-

Week Four

- Lecture and discussion: Agency guest speaker, TBA
- Contemporary helper roles and adapting to today's world human services issues and events, i.e., returning war soldiers, HIV/AIDS response and prevention.
- Reaction paper due: ____, Select an Alaska non-profit agency and comment on whether the agency is keeping current with the needs of its service population. Reading Assignment: Go to this website and browse.
http://www.forakergroup.org/calendar/index.cfm?fa=catalog_types

Week Five

- Lecture and discussion: Resources, including technology made available for non-profit development. Keeping current with Medicaid requirements for service reimbursement. Managed care and other trends.
- Reaction paper due: ____, what are the professional development needs of non-profit agencies that service your community? Reading Assignment: Chapter 4, Models of Human Service Delivery

Week Six

- Lecture and discussion: Service fragmentation, why does this exist. Placing the focus back on people and not programs. What are organizational values? Medical, public health and human service models.
- Reaction paper due: ____, share one method of worker collaboration that you experienced and how this made a difference in the helping profession. Reading Assignment: Chapter 5, The Client, go to website:
<http://www.nationalhumanservices.org/ethics.html>

Week Seven

- Lecture and discussion: Defining the client population, individuals, groups or as a population. Working with adults and the disabled. Review of the Ethical Standards of Human Services Professionals. How worker turnover affect the therapeutic relationship. Class to discuss case studies presented in class. A look at systems theory.
- Reaction paper due: ____, describe your comfort level in working with adult clients, what population might you most likely feel uncomfortable and why. Reading Assignment: finish chapter 5, if you have not done so.

Week Eight

- Lecture and discussion: Defining the client population, working with children and adolescents. How worker turnover affect the therapeutic relationship. Class to discuss case studies presented in class. Maslow's Heirarchy of Needs.
- Reaction paper due: _____, write about your comfort level in working with children or adolescents. Reading Assignment: Chapter 6, The Human Services Professional.
- Review this web link: <http://www.anthc.org/cs/chs/behavioral/>

Week Nine

- Lecture and discussion: Making a commitment to the profession. Balancing the role of behavioral health and substance abuse services in the community. What is co-occurring or dual diagnosis? Review of the Behavioral Health Aide concept.
- Reaction paper due: _____, write about your long term (5 years from now) employment goals. Reading Assignment: Chapter 6 key terms and things to remember.

Week Ten

- Lecture and discussion: Human service roles. How direct service is provided. Assisting individuals maintain quality of life, knowing community resources and linking clients to needed services.
- Reaction paper due: _____, describe your worker strengths and which intervention feels most comfortable to your worker style. Reading Assignment: Chapter 7, The Helping Process

Week Eleven

- Lecture and discussion: Identifying client interventions that are theory-based, matching the values and competency level of worker and meeting client needs. Levels of prevention, intervention and crisis intervention. What are helper qualities?
- Reading Assignment: end of chapter 7, things to remember. Review this site:
- <http://www.ship.edu/~cgboeree/rogers.html>

Week Twelve

- Lecture and discussion: Client centered practice. Working with individuals and groups. Analyzing complex client problems and developing a therapeutic plan for services. Using oneself as a catalyst for client change. Stages of change.
- Reading Assignment: Chapter 8, Working within a System
- www.hss.state.ak.us/dsds/pdfs/CertAppPkt42106Rev.pdf

Schedule oral presentations

Week Thirteen

- Lecture and discussion: How programs are created to provide home and outpatient client services. Purpose, goals and mission statements. Understanding clinical supervision, knowing worker limitations and when to seek out guidance.
- Reading Assignment: end of chapter 8, things to remember

Week Fourteen

- Lecture and discussion: Making client referrals, building collaboration with other agencies. Adapting to the increasing demands for paperwork. What is advocacy and is it within worker role to influence agency and community change?
- Reading Assignment: Chapter 9, Professional Concerns

Submit presentation outline

Week Fifteen

- Lecture and discussion: Code of Ethics, confidentiality, mandatory reporting, HIPPA, client rights. Practice of ethical decision making through group participation of case studies. Ethical dilemmas.
- Assignment: Work on your oral presentation
- Discussion: Worker self care in rural Alaska.
- Student presentations

All weekly papers and Final Paper due

Late papers and missing deadlines. Deadlines are just that, *deadlines*. Plan now for meeting them and time for getting questions answered by your instructor. When turning in assignments via email, please do the following:

On the top of your written work, include HUMS 115, your last name, first name and date. Also include a descriptor like “Weekly reaction paper” or “final paper”.

Support Services: The instructor is available for assistance and additional help when needed in better understanding specific material or further clarification on projects and other assignments.

Disabilities Services: The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. The instructor will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities.

UAF Disability Services for Distance Students

- UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development campuses and UAF’s Center for Distance Education (CDE). Disability Services, a part of UAF’s Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services
- If you believe you are eligible, please visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-7043,

fydso@uaf.edu

Academic Regulations

Academics and regulations are included in the University of Alaska Fairbanks Catalog for 2006 – 2007, pages 74-78. Please refer to those pages if you have further questions or contact the TVC Advising Center or the UAF Student Services office.

Note on the syllabus that attendance and active participation constitute part of your final grade in the class. Failure to attend or to participate will negatively affect your final grade. Review of material for students who are late to class will not be routinely provided by the instructor. It is the obligation of the student to get assistance from another student. If there are extenuating circumstances the instructor will take that into consideration and provide assistance as soon as time is available.

Due dates are included in the syllabus and will be announced in class. Failure to complete assignments in a timely manner will negatively affect your final grade.

Your grade is computed by the weight given to each assignment as well as to attendance and participation. That information is included on the syllabus. To translate those weights into a letter grade, use this scale:

- A 90 to 100 points
- B 80 to 89 points
- C 70 to 79 points
- D 60 to 69 points
- F less than 60 points
- I Incomplete, a meeting with the instructor is required
- W Withdrawal

*The Student Code of Conduct is included on pages 77 – 78 of the 2006-2007 catalog. Please refer to those pages for more complete information. In essence, this honor code obliges you to 1) get permission before collaborating with another student on a graded assignment; 2) cite any resources you use to complete a graded assignment to avoid suggestion that you are representing others' work as your own; 3) get permission before submitting the same assignment for credit in two courses.

*The 2007-2008 catalog pages may differ.

Matrix of Competencies to be Demonstrated by Learner by Completion of Course

| |
|---|
| Sec. 2.40.515 Foundational Knowledge to be Applied in All Activities: (15) the role of research and reported experience in developing best practices. |
| Sec. 2.40.565. Supervision, Training and Professional Development. Supervision and mentoring of other BHAs requires a BHA II or BHA III or BHP to: |
| (1) use supervision, peer consultation and self-evaluation to enhance self awareness and improve professional performance; |
| (2) identify methods of health promotion, stress reduction, and burn out prevention; |
| (3) use evaluations to improved professional performance and quality of services; |
| (4) assist in defining continuing education opportunities consistent with professional development needs; |
| (5) provide professional development through education and participation in regular supervision and consultation; |

Note: Clinical Mentor decides which level learner is practicing at given the following guide:

- Demonstrating the skill and applying it as directed, routinely seeking assistance (BHA I)
- Using the knowledge or skill consistently and recognizing where to seek assistance (BHA II)