

## Human Service Professionals and Personal Systems

Human Services 301 (4 credits)

Bellingham • Winter 2010

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Office Hours: Tuesdays – 1:30 p.m. – 3:00 p.m. (you must sign up for a time during these hours) + other times as arranged (send me an email to set up an appointment)



Class Day/Time: Tuesdays from 4:00 – 7:50 p.m. January 5<sup>th</sup> – March 9<sup>th</sup>  
(if we need to cancel classes because of inclement weather we will meet on Blackboard for that week)

### CATALOGUE DESCRIPTION

Explores personal systems in relation to other systems with an emphasis on motives, values, personal communication, and self-determination.

### EXPECTATIONS

- It is expected that students will spend 8-12 hours each week, in addition to the four hours we spend in class, completing readings and assignments for this class.
- Refrain from using laptop computers and cell phones during our class sessions. Be sure to turn off your cell phone before class begins.
- We will do our best to start classes on time each session. It is expected that you will do your best to be on time.
- It is important for us to create a safe learning environment for everyone in this class. A part of learning is exploring thoughts, concepts, ideas, and feelings that are new or unfamiliar to us. Let us commit to respecting each other's learning journey.

## CSHSE STANDARDS AND COURSE OUTCOMES

<i>Standards</i>	<i>Specifications</i>	<i>Outcomes</i>	<i>Activities</i>
#12 – Provide knowledge of human systems including individual, interpersonal, group, family, organization, community, and society and their major interactions	<ul style="list-style-type: none"> <li>• Context and role of diversity in determining and meeting human needs</li> <li>• Capacities, limitations, and resiliency of human systems</li> <li>• Social change through advocacy work at all levels of society</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze your reasons for becoming a human services professional.</li> <li>• Demonstrate awareness of your values, reaction patterns, strengths, and limitations in diverse contexts.</li> <li>• Recognize and describe yourself as a system that is interconnected with larger systems.</li> <li>• Assess how your personal dispositions impact the successful delivery of human services.</li> </ul>	<ul style="list-style-type: none"> <li>• Readings</li> <li>• Homework assignments</li> <li>• Presentations</li> <li>• Essays</li> <li>• In class discussions</li> <li>• Lectures</li> </ul>
#13 – Address the conditions that promote or limit optimal human functioning	<ul style="list-style-type: none"> <li>• Knowledge, theory, and skills of the human services profession</li> <li>• Range of populations served and needs addressed by human services professionals</li> <li>• Conceptualize and integrate healthy functioning, prevention, maintenance, intervention, and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze your reasons for becoming a human services professional.</li> <li>• Demonstrate awareness of your values, reaction patterns, strengths, and limitations in diverse contexts.</li> <li>• Recognize and describe yourself as a system that is interconnected with larger systems.</li> <li>• Assess how your personal dispositions impact the successful delivery of human services.</li> </ul>	<ul style="list-style-type: none"> <li>• Readings</li> <li>• Homework assignments</li> <li>• Presentations</li> <li>• Essays</li> <li>• In class discussions</li> <li>• Lectures</li> </ul>
#17 – Learning experiences shall be provided for the student to develop his or her interpersonal skills.	<ul style="list-style-type: none"> <li>• Clarifying expectations</li> <li>• Dealing effectively with conflict</li> <li>• Establishing rapport with clients</li> <li>• Maintaining behavior that is congruent with expressed values</li> <li>• Critical thinking for analysis, problem solving, synthesis, decision making, and predicting outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze your reasons for becoming a human services professional.</li> <li>• Demonstrate awareness of your values, reaction patterns, strengths, and limitations in diverse contexts.</li> <li>• Recognize and describe yourself as a system that is interconnected with larger systems.</li> <li>• Assess how your personal dispositions impact the successful delivery of human services.</li> </ul>	<ul style="list-style-type: none"> <li>• Readings</li> <li>• Homework assignments</li> <li>• Presentations</li> <li>• Essays</li> <li>• In class discussions</li> <li>• Lectures</li> </ul>
#19 – Transmit the major human service values and attitudes to students in order to promote understanding of human service ethics and their application in practice	<ul style="list-style-type: none"> <li>• Client self-determination</li> <li>• Confidentiality of information</li> <li>• Recognition of the worth and uniqueness of the individual including culture, ethnicity, gender, religion, abilities, sexual orientation, and other expressions of diversity</li> <li>• Belief that individuals, services systems, and society can change</li> <li>• Personal commitment to appropriate professional boundaries</li> <li>• Integration of ethical standards</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze your reasons for becoming a human services professional.</li> <li>• Demonstrate awareness of your values, reaction patterns, strengths, and limitations in diverse contexts.</li> <li>• Recognize and describe yourself as a system that is interconnected with larger systems.</li> <li>• Assess how your personal dispositions impact the successful delivery of human services.</li> </ul>	<ul style="list-style-type: none"> <li>• Readings</li> <li>• Homework assignments</li> <li>• Presentations</li> <li>• Essays</li> <li>• In class discussions</li> <li>• Lectures</li> </ul>

<i>Standards</i>	<i>Specifications</i>	<i>Outcomes</i>	<i>Activities</i>
#20 – The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.	<ul style="list-style-type: none"> <li>• Conscious use of self</li> <li>• Reflection on professional self</li> <li>• Clarification of values</li> <li>• Awareness of diversity</li> <li>• Strategies for self-care</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze your reasons for becoming a human services professional.</li> <li>• Demonstrate awareness of your values, reaction patterns, strengths, and limitations in diverse contexts.</li> <li>• Recognize and describe yourself as a system that is interconnected with larger systems. Assess how your personal dispositions impact the successful delivery of human services.</li> </ul>	<ul style="list-style-type: none"> <li>• Readings</li> <li>• Homework assignments</li> <li>• Presentations</li> <li>• Essays</li> <li>• In class discussions</li> <li>• Lectures</li> </ul>

## REQUIRED TEXTS

American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.). Washington, D.C.: Author.

[Keep the book listed above for the full two years that you will be in the Human Services Program. If you plan to go to graduate school, you will get to keep it even longer!]

Briggs, J., & Peat, D. F. (2000). *Seven life lessons of chaos*. New York: HarperCollins. . [We will this book during winter, spring, and summer quarters.]

Kottler, J. A. (2000). *Doing good: Passion and commitment for helping others*. Philadelphia, PA: Brunner-Routledge.

Stewart, J. (2009). *Bridges not walls: A book about interpersonal communication*. New York: McGraw-Hill. [We will this book during winter, spring, and summer quarters.]

\*\*\*Plus additional journal articles or websites as assigned\*\*\*\*

## ASSIGNMENTS

1. **Attendance** – It is expected that students will attend all class session, arrive to class on time, return from breaks on time, and remain for the duration of the class. Consistent attendance and timeliness is an important part of your development as a human service professional. *If you miss a class session because of illness (keep in mind that you must stay home if you have flu-like symptoms) you will be given an additional assignment to make up the points for attendance. The assignment is as follows:*

*Find one peer-reviewed journal articles related to systems theory, constructing identity, or critical thinking. You will share the information contained in the articles in a 2-3 minute presentation to be delivered when you return to class. It is your responsibility to notify the instructor that you need time to present. Bring a copy of the article to class.*

Due: Each class session      2 points possible per session      How: Just show up (on time)

2. **Homework** – Several times throughout the quarter you will be given homework assignments. These assignments will relate directly to the readings you will be doing for the following week and/or the discussions we are engaged in during the class sessions. Descriptions of each homework assignment will be provided at least one week before it is due.

Due: Most Tuesdays      Points Possible: TBD      How: Bring to class

3. **Advisor Meeting** – I will be serving as your academic advisor for the first three quarters in the Human Services Program. Also, I enjoy to talking to students one-on-one about their academic and professional goals. To this end, each student will set up a 30 minute appointment with me to discuss these goals and so that we can get to know each other. It is your responsibility to set up and prepare for the meeting. Sign up early as I tend to get really busy during the last part of the quarter. Keep in mind that my office hours are on Tuesdays from 1:30 – 3:00 ( you must sign up for a meeting time during these office hours). I am also available other times by appointment. Bring the following to this meeting:

- Your plan of study
- Ideas about internship
- Ideas about the type of job or graduate study you would like to pursue upon graduation
- Questions you have about the program or this class
- Other things you want to discuss

Due: Before March 3<sup>rd</sup>      Points Possible: 5

4. **Essays** – During the quarter you will write two short essays that focus on the learning outcomes for this course. A detailed description of the requirements for each essay along with evaluating criteria will be provided in class.

Due: Essay #1 – 2/2      Points Possible: 10      How: Blackboard Dropbox  
Essay #2 – 2/23      Points Possible: 10      How: Blackboard Dropbox

5. **Presentations** – Each student will have an opportunity to give two presentations during the quarter. Requirements for each of these presentations and the criteria to be used for evaluating will be given out at least one week prior.

Due: Presentation #1 – 1/19 or 1/26  
 Presentation #2 – 3/2 or 3/9

Points Possible: 5  
 Points Possible: 10

How: In class  
 How: In class

## Summary of Assignments

Assignment	# of Points	Total # of points	Due Date
Attendance	2 per session	20	Each class session
Homework	Varies according to assignment	Unknown at this point	Bring to class
Essay #1	10	10	2/2
Essay #2	10	10	2/23
Advisor meeting	5	5	Before 3/3
Presentation #1	5	5	1/19 or 1/26
Presentation #2	10	10	3/2 or 3/9

## GRADING

Students are graded using WWU's academic grading system:

A	100% - 95%	Superior
A-	94% - 90%	
B+	89% - 87%	Strong
B	86% - 84%	
B-	83% - 80%	
C+	79% - 77%	Developing
C	76% - 74%	
C-	73% - 70%	
D+	69% - 67%	Underdeveloped
D	66% - 64%	
D-	63% - 60%	
F	Below 59%	Course criteria not met; failure
Z		Failure in course due to discontinued attendance without withdrawal

K	Incomplete: To receive a K grade, a student must obtain a contract form from instructor and negotiate a formal agreement specifying the work already done and the remaining work to be completed and the anticipated date of completion.	Given only when student requests due to extenuating circumstances, <i>which do not include lateness in completing work or the desire to do extra work to raise a poor grade.</i> See <a href="http://www.wvu.edu/depts/registrar/records_grading.shtml">http://www.wvu.edu/depts/registrar/records_grading.shtml</a>
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## **LATE ASSIGNMENT POLICY**

Assignments will be considered late if they are not turned in by 4:00 p.m. on the date specified. Ten percent of the total number of points possible will be subtracted for assignments turned in within 24 hours after the day and time specified. Assignments turned in between two and six days late will only receive half credit. Assignments will not be accepted that are more than one week late.

## **ACADEMIC DISHONESTY POLICY**

Western Washington University students are responsible for reading, understanding, and upholding the standards of academic dishonesty as set forth in the *WWU Academic Dishonesty Policy and Procedure* (see Appendix D of the University Bulletin).

## **REASONABLE ACCOMMODATION POLICY**

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU disability Resources for Students at 360-650-3083 or [www.wvu.edu/depts/drs/](http://www.wvu.edu/depts/drs/)

## **WRITTEN WORK POLICY**

All written work must be typed, double-spaced, and grammatically correct. All assignments should conform to APA Publication guidelines. Please proofread work before submitting. Poor writing skills and submission of work that does not address assignment criteria will influence the final grade. The Writing Center at WWU is available to provide writing support and assistance. Please contact them for details at: <http://www.acadweb.wvu.edu/writingcenter/index.htm> .

## CLASS CALENDAR: HSP 301

Session Date	Class Activities	What to do to prepare for class:
1/5	Introductions Review syllabus Welcome to Core class 🎵 Getting to know you, getting to know all about you 🎵	<ul style="list-style-type: none"> <li>• Be very excited about your first day in Core class</li> <li>• Be curious to get to know your instructors and fellow students</li> </ul>
1/12	Class activities Discuss readings/homework	<ul style="list-style-type: none"> <li>• Assigned readings</li> <li>• Homework?</li> </ul>
1/19	Class activities Discuss readings	<ul style="list-style-type: none"> <li>• Assigned readings</li> <li>• Homework?</li> <li>• <b>Presentations (1/2 of the class)</b></li> </ul>
1/26	Class activities Discuss readings	<ul style="list-style-type: none"> <li>• Assigned readings</li> <li>• Homework?</li> <li>• <b>Presentations (1/2 of the class)</b></li> </ul>
2/2	Class activities Discuss readings	<ul style="list-style-type: none"> <li>• Assigned readings</li> <li>• Homework?</li> <li>• <b>Essay #1</b></li> </ul>
2/9	Class activities Discuss readings	<ul style="list-style-type: none"> <li>• Assigned readings</li> <li>• Homework?</li> </ul>
2/16	Class activities Discuss readings	<ul style="list-style-type: none"> <li>• Assigned readings</li> <li>• Homework?</li> </ul>
2/23	Class activities Discuss readings	<ul style="list-style-type: none"> <li>• Assigned readings</li> <li>• Homework?</li> <li>• <b>Essay #2</b></li> </ul>
3/2	Presentations	<ul style="list-style-type: none"> <li>• <b>Presentations (1/2 of the class)</b></li> </ul>
3/9	Class evaluations (Misti) Presentations	<ul style="list-style-type: none"> <li>• <b>Presentations (1/2 of the class)</b></li> </ul>

**\*\*\*STUDENTS WILL BE GIVEN THE OPPORTUNITY TO EVALUATE BOTH THE CLASS AND THE INSTRUCTOR AT THE END OF EACH QUARTER\*\*\*\***

**Remember to keep copies of all assignments turned in for inclusion in your Capstone Portfolio. It is also recommended that you keep a backup file for all assignments that you turn in. Remember to save your assignments in more than one place.**

**This syllabus is subject to change.**

## Sources Used to Inform HSP 301, 303, and 305

- Abraham, F. D. (1995). Introduction to dynamics: A basic language; a basic metamodeling strategy. In F. D. Abraham & A. R. Gilgen (Eds.), *Chaos theory in Psychology* (pp. 31-49). Westport CT: Praeger Publishers.
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- Cimmino P. F. (1999). Basic concepts and definitions of human services. In H. S. Harris & D. C. Maloney (Eds.), *Human services: Contemporary issues and trends* (pp.9-21). Boston, MA: Allyn and Bacon.
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Greene, R. R., & McGuire, L. (1998). Ecological perspective meeting the challenge of practice with diverse populations. In R. R. Green & M. Watkins (Eds.), *Serving diverse constituencies: Applying the ecological perspective* (pp. 1-27). Hawthorne, NY: Walter deGruyter, Inc.

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