

## Human Services Professionals and Interpersonal Systems

Human Services 303

Bellingham

Spring 2010

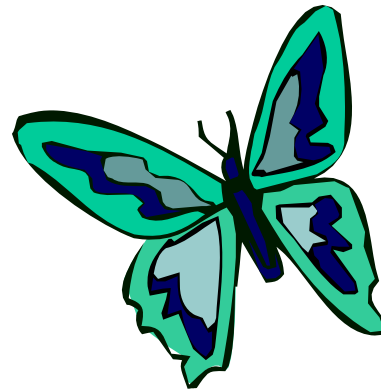
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Class Day/Time: ↪ Tuesdays; 4:00 p.m. – 7:50 p.m. • ES 313



### CATALOGUE DESCRIPTION

Investigates interpersonal systems in relation to other systems, with an emphasis on communication models and professional strategies.

### 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.
- I will do my 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.

## STANDARDS AND SPECIFICATIONS

Standard	Specifications	Learning Outcomes	Assessments
<p style="text-align: center;"><u>Number 12</u></p> <p>The curriculum shall include knowledge and theory of human systems, including individual, interpersonal, group, family, organizational, community, and societal and their interactions.</p>	<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>• Assess what constitutes effective interpersonal communication and its significance to smaller and larger groups and systems.</li> <li>• Apply course concepts illustrating their relationship in human services including values, attitudes, and personal dispositions that promote understanding and application in practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework assignments</li> <li>• Presentations</li> <li>• In-class discussions</li> <li>• Final paper</li> </ul>
<p style="text-align: center;"><u>Number 13</u></p> <p>The curriculum shall address the conditions that promote or limit human functioning.</p>	<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>• Apply course concepts illustrating their relationship in human services including values, attitudes, and personal dispositions that promote understanding and application in practice.</li> <li>• Compare and contrast healthy and unhealthy interpersonal systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework assignments</li> <li>• Presentations</li> <li>• In-class discussions</li> <li>• Final paper</li> </ul>
<p style="text-align: center;"><u>Number 17</u></p> <p>Learning experiences shall be provided for the student to develop his or her interpersonal skills.</p>	<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>• Assess what constitutes effective interpersonal communication and its significance to smaller and larger groups and systems.</li> <li>• Compare and contrast healthy and unhealthy interpersonal systems.</li> <li>• Apply course concepts illustrating their relationship in human services including values, attitudes, and personal dispositions that promote understanding and application in practice.</li> <li>• Analyze how professional dyad/triadic relationships develop within the context of smaller and larger systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework assignments</li> <li>• Presentations</li> <li>• In-class discussions</li> <li>• Final paper</li> </ul>

Standard	Specifications	Learning Outcomes	Assessments
<p><u>Number 19</u> The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.</p>	<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>• Apply course concepts illustrating their relationship in human services including values, attitudes, and personal dispositions that promote understanding and application in practice.</li> <li>• Analyze how professional dyad/triadic relationships develop within the context of smaller and larger systems.</li> <li>• Compare and contrast healthy and unhealthy interpersonal systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework assignments</li> <li>• Presentations</li> <li>• In-class discussions</li> <li>• Final paper</li> </ul>
<p><u>Number 20</u> The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.</p>	<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>	<p>All learning objectives</p>	<ul style="list-style-type: none"> <li>• Homework assignments</li> <li>• Presentations</li> <li>• In-class discussions</li> <li>• Final paper</li> </ul>

### REQUIRED TEXTS

American Psychological Association. (2001). *Publication manual of the American psychological association* (5th ed.). Washington, D.C.: Author.

Briggs, J., & Peat, D. F. (1999). *Seven life lessons of chaos*. New York: HarperCollins.

Stewart, J. (2009). *Bridges not walls: A book about interpersonal communication*. New York: McGraw-Hill.

Zaiss, C. D. (2002). *True partnership: Revolutionary thinking about relating to others*. New York: Berrett-Koehler.

## ASSIGNMENTS

### **Dyad/Triad Assignments** (dyads/triads will receive the same grade for the following):

**Healthy Partnership Guidelines** – Each dyad/triad will develop a set of guidelines that will help to ensure a healthy partnership throughout the quarter. Past students have found that it's best to create 5-7 individual guidelines that cover issues such as how to handle conflict, how to keep open and clear communication, and how to effectively utilize your time, etc. On **4/6** dyad/triads will submit (put in Blackboard dropbox) a list of the guidelines and reasons why each guideline was chosen. On at least two occasions during the quarter you will be asked to assess your partnership based on these guidelines.

**Points – 3 total**

**Due: 4.6**

**Dyad/Triad Projects** – Each dyad/triad will engage in two separate projects during the quarter. One is related to interviewing a community partner that I have been working with over the past 4-5 years and the other will focus on researching and presenting on a topic of your choosing. Specific details for each of these projects will be given at a later date.

**Points – 10 (interviewing project)**

**Due: TBD**

**Points – 20 (presentation)**

**Due: 5.25 or 6.1**

### **Individual Assignments** (each student will be graded individual on the following):

**Attendance** – Students are expected to attend all class sessions, arrive to class on time, return from breaks on time, and remain for the duration of the class session. Partial credit will be given if a student is late or needs to leave the class session early. If you miss a class session, or part of a session, it is your responsibility to contact your dyad/triad partner(s) and inquire about the information covered during the missed session.

**Points – 2 points per session**

**Due: Each class session**

**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. All homework assignments will be put in the Blackboard dropbox by 4:00 p.m. on the day they are due.

**Points – This will vary**

**Due: By 4:00 p.m. on the date specified**

**Final Reflection Paper** – Near the end of the quarter each student will write a final reflection that addresses the learning outcomes for this course. You will include information from your readings, class discussions, and your experiences with your dyad/triad partner. A more complete explanation of this final reflection will be provided at a later date.

**Points – 10**

**Due: 5.25**

## Summary of Assignments

Assignments - Dyad/triad/triads	# of Points	Due Date
Healthy partnership guidelines	3 points	4.6
Dyad/triad interviewing project	10 points	TBD
Dyad/triad presentation+	20 points	5.25 or 6.1
Assignments - Individual	# of Points	Due Date
Attendance	20 total	Each class session
Homework	This will vary	By 4:00 p.m. Tuesdays (when assigned)
Final Reflection Paper	10 points	5.25

### 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.

### 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.wwu.edu/depts/registrar/records_grading.shtml">http://www.wwu.edu/depts/registrar/records_grading.shtml</a>

### ACADEMIC DISHONEST 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 360-650-3844 or [www.wwu.edu/depts/drs/](http://www.wwu.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.wwu.edu/writingcenter/index.htm>

## CLASS CALANDER 303

Session	Class Activities What's Due	What's Due
#1 3.30	Welcome back Review syllabus Discuss topics Dyad/triads formed	Nothing

#2 4.6	Class activities Dyad/triad/time	✓ Partnership guidelines ✓ Homework
#3 Kristi's walkabout 4.13	Class activities Discuss readings Dyad/triad time	✓ Homework (if assigned)
#4 4.20	Class activities Discuss readings Complete surveys Dyad/triad time Meet with teens	✓ Homework (if assigned)
#5 4.27	Class activities Discuss readings Dyad/triad time	✓ Homework (if assigned)
#6 5.4	Class activities Discuss readings Dyad/triad time	✓ Homework (if assigned)
#7 5.11	Class activities Discuss readings Dyad/triad time	✓ Homework (if assigned)
#8 start class at 4:20 5.18	Class activities Discuss readings	✓ None
#9 5.25	Presentations	✓ Presentations ✓ Final reflection paper
#10 start class at 4:20 6.1	Course evaluation Presentations	✓ Presentations

**\*\*\*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.
- Ballman, P. C. (1996). Managing effectively in chaos [Electronic version]. *Human Resource Planning*, 19(3), 11-14.
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- Bütz, M. R., Duran, E., & Tong, B. R. (1995). Cross-cultural chaos. In R. Robertson & A. Combs (Eds.), *Chaos theory in psychology and the life sciences* (pp. 319-330). Mahwah, NJ: Lawrence Erlbaum Associates.
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- French, M. J. (1999). Welcome to human services: A journey in helping others. In H. S. Harris & D. C. Maloney



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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.
- Guastello, S. J., Dooley, K. J., & Goldstein, J. A. (1995). Chaos, organizational theory, and organizational development. In F. D. Abraham & A. R. Gilgen (Eds.), *Chaos theory in Psychology* (pp. 267-278). Westport CT: Praeger Publishers.
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Walters, G. D. (1999). Crime and chaos: Applying nonlinear dynamic principles to problems in criminology [Electronic version]. *International Journal of Offender Therapy and Comparative Criminology*, 43(2), 134-154.

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