

HSP 402 Human Service Professionals and Organizational Systems

4 Credits • Bond 422 • Fall 2010

Instructor: **Dr. Diana L. Jones**

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Office Hours: Thursdays 12:00-1:30 p.m., Miller Hall 316E

Schedule: Wednesdays 4-7:50 pm. First class: September 22. Last class December 1.

We spend most of our waking hours in organizations. Participation in organizations has tremendous impact on our views, our choices; on those we become acquainted with, how we work, on our political voice, or whether or not we are able to affect change in society. Any time a group of people come together to work on a shared goal or for a shared purpose, they are likely to form an organization. This act of coming together has profound and unanticipated effects on individual participants and the goals they pursue. In this course we will discuss a variety of organizational forms, review some of the history of organizational studies, and consider how we as citizens might work to affect change within and through organizations.

This is NOT a course on management. Instead we draw upon research and concepts from the social sciences and work to explain key features of organizations in modern society.

CATALOG DESCRIPTION

Prereq: HSP 305 or permission of instructor. An examination of human service organizations in relation to other systems, with an emphasis on organizational theory, influencing systems and outcomes, and the role of human services professionals in organizations.

STATEMENT FROM COURSE PLAN

This course is the first formal presentation of larger systems to students. Professional development should include movement toward self as a change agent in organizational systems. Organizational systems should be interpreted more broadly than human services or other organizations to include societal structures such as socio-economic class, political, economic, and ideological systems. Major concepts should include: (a) organizations and organizing as social constructs, (b) hierarchies as only one way of organizing, (c) and principles of systems theory such as the ways systems reinforce and perpetuate themselves.

REQUIRED TEXTS

Journal articles and handouts available on blackboard and as distributed.

STANDARDS AND COURSE OUTCOMES

<i>Standards</i>	<i>Specifications</i>	<i>Outcomes</i>	<i>Activities</i>
#11 – Provide knowledge of the historical development of human services	<ul style="list-style-type: none"> • How public and private attitudes influence legislation and the interpretation of policies related to human services. • Differences between systems of governance and economics • Exposure to a spectrum of political ideologies 	<ul style="list-style-type: none"> • Compare and contrast classism related to socio-economic stratification and how it is reflected in political ideologies that affect human services. 	<ul style="list-style-type: none"> • Candidates forum • Readings • Papers • Group presentations • Class discussions
#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"> • An understanding of the capacities, limitations, and resiliency of human systems. • To analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems 	<ul style="list-style-type: none"> • Analyze organizational structures and design processes to initiate and sustain organizational change. • Describe the relationships between human service agencies, political structures, political ideologies, and socio-economic class. 	<ul style="list-style-type: none"> • Candidates forum • Readings • Guest speaker • Papers • Group presentations • Class discussions • Mini lectures
#13 – Address the conditions that promote or limit optimal human functioning	<ul style="list-style-type: none"> • Economic and social class systems including systemic causes of poverty • Political and ideological aspects of human services 	<ul style="list-style-type: none"> • Compare and contrast classism related to socio-economic stratification and how it is reflected in political ideologies that affect human services. • Describe the relationships between human service agencies, political structures, political ideologies, and socio-economic class. • 	<ul style="list-style-type: none"> • Candidates forum • Readings • Papers • Group presentations • Class discussions
#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"> • Belief that individuals, services systems, and society can change. 	<ul style="list-style-type: none"> • Assess your professional development, beliefs, willingness, skills, and strategies for engagement in organizational conflict and change 	<ul style="list-style-type: none"> • Class discussions • Guest speaker • Readings • Papers • Group presentations
#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"> • Conscious use of self • Reflection on professional self • Awareness of diversity 	<ul style="list-style-type: none"> • Compare and contrast classism related to socio-economic stratification and how it is reflected in political ideologies that affect human services. 	<ul style="list-style-type: none"> • Class discussions • Readings • Papers • Group presentations

Date	Session Focus	Readings & Other Preparations
9.22	<ul style="list-style-type: none"> Welcome Back! Review syllabus Introductions & Overview 	
9.29	<p>SYSTEMS THINKING</p> <ul style="list-style-type: none"> What is Systems Thinking? Organizations: An introduction 	<ul style="list-style-type: none"> Zemke: Systems Thinking (Blackboard) Varieties of Organization Research & Theory (Blackboard) <p>Break a Norm Assignment due.</p> <p>Identify and discuss possible meetings/forums to attend</p>
10.6	<p>WAYS OF KNOWING</p> <ul style="list-style-type: none"> Ethnographic Observation/Participant Observation Experiential Learning Theoretical Framing 	<ul style="list-style-type: none"> Bolman & Deal: Reframing Organizations Intro (Blackboard) Emerson & Shaw: Writing Ethnographic Fieldnotes Geertz: Thick Description (Blackboard) <p>Bring field notes/observations comparing and contrasting two social settings</p>
10.13	<p>HISTORY OF ORGANIZATIONAL STUDIES</p>	<p>Burke: Theoretical Foundations of Organizations/Organizational Change (Blackboard)</p> <p>Bring field notes/observations</p> <p>Presentations in preparation for candidates forum</p>
10.20	<p>SPECIAL EVENT!</p>	<p>HUMAN SERVICES CANDIDATES FORUM: MEET IN ALTERNATE LOCALE</p>

10.27	IDEOLOGIES POWER & NETWORKS: ORG LEVEL	Sargeant: Chapter 1. (Blackboard) Moore, et al: Elite Interlocks in Three U.S. Sectors: Nonprofit, Corporate, & Government (Blackboard) Gladwell (Blackboard) Bring field notes/observations from Candidates Forum
11.3	NETWORKS: INDIVIDUAL EMPOWERMENT	Granovetter: Strength of Weak Ties (Blackboard) Borgatti, et al (Blackboard) Bring field notes/observations
11.10	ALTERNATE MEETING	TBA
11.17	BECOMING AN AGENT OF CHANGE	Class Guest: Readings TBA Bring field notes/observations from your selected site
11.24	THANKSGIVING BREAK	Work on final paper
12.1	LEADERSHIP (cont) WRAPPING UP/PLANNING AHEAD NEXT STEPS	Readings: TBA

ASSIGNMENTS

1. **Participation** – It is expected that students will attend all class sessions, arrive to class on time, return from breaks on time, and remain for the duration of the class. *It is the responsibility of each student to communicate with the instructor concerning missed class sessions.* (20 pts).

2. **“Break a Norm”** – Systems are comprised of formal and informal rules and guidelines. This quarter we begin to think more seriously about social systems that we and others function within. Details of this assignment will be discussed in class 9/22. PLEASE NOTE: This assignment is NOT to be conducted at your internship site. Due 9/29. (5 pts)

4. **Ethnographic Field Notes/Journal/Observations/Reflections** – Throughout the quarter students will be observing/participating in a variety of social settings. Students will be expected to keep a field journal throughout the quarter. The log of field notes is specifically intended to serve as a descriptive observational record. Discussed in class 9/29. Due 5 weekly sessions (25 pts).

5. **Political Candidate/Human Service Issues Presentation & Facilitation** Students will be asked to research political candidates who’s positions of power will influence our field. As a class, we will engage in a “Human Services Candidate’s Forum, in the community on October 20th. During this forum you will hear first-hand what the candidates for the State Legislature have to say about human service issues. Students will be responsible for making a brief presentation to the class regarding candidates and contemporary issues of concern that are currently being debated. (15 pts)

6. **Final Paper/Organizational Analysis** – Students will be required to write an 8-12 descriptive/analytical paper applying concepts/models/theories discussed in class on their selected area of ethnographic study. Fuller details of this assignment will be presented in weeks 3 & 4 of this course. (35 pts).

Assignment	Number of Points	Due Date(s)
Participation	20	Throughout term
Break a Norm	5	9/29
Weekly Field Notes/Analysis	25	Most weeks
Political Candidate/Issues Inquiry & Presentation	15	10/13
Final Paper	35	End of term

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 http://www.wvu.edu/depts/registrar/records_grading.shtml

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.

LATE ASSIGNMENT POLICY

Assignments will be considered late if they are not turned in by 3:00 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.

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> .

THE INCOMPLETE (K) GRADE POLICY

The grade of K (incomplete) may be assigned under all grading systems. It may be assigned only upon request of the student and agreement of the course instructor. Normally it is given only to a student who has been in attendance and has been doing passing work until the final two weeks of the quarter when extenuating circumstances beyond his or her control make it impossible to complete course requirements on schedule. (Extenuating circumstances do not include mere lateness in completing work, the desire of a student to do extra work to rise a poor grade, etc.)

To receive a K grade, a student must obtain a contract form from the appropriate department and negotiate a formal agreement with the course instructor specifying the work done and the remaining work to complete the course and earn a grade. One copy is kept by the student and one by the faculty member.

Normally, the student removes the K grade (completes the work agreed upon) during the next quarter. After one year, if the K has not been removed, it automatically reverts to a failing grade (z), and the student may establish credit only by registering again for the course.

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.wvu.edu/depts/drs/