

**Western Washington University  
Woodring College of Education  
Human Services & Rehabilitation**

**Human Services Professionals and  
Community Systems  
Course Syllabus - HSP 404 (4 credits)  
Winter 2011**

**Instructor:** Diana Jones, PhD  
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**Office:** Miller Hall, 316E  
**Office Hours:** Monday, 12:00-1:30  
Other times by appointment  
**Class Meets:** Wednesdays, 4:00 – 7:00 PM + group work  
January 5 – March 9  
**Location:** Bond Hall 419

**Catalog Description:**

*'The dynamics of community systems and the relationship of those systems to other human service systems. Emphasis on factors that influence community systems, skills of influencing community structure and process, and the characteristics of effective human service professionals in community settings.'*

**Course Objectives:**

During the Quarter, we will relate our learning to the National Standards of the Council for Standards in Human Service Education (<http://www.cshse.org>). The Standards of focus for HSP 404 include:

1. Provide knowledge of the historical development of human services (#11).
2. Provide knowledge of human systems including individual, interpersonal, group, family, organization, community, and society and their major interactions (#12).
3. Address the conditions that promote or limit optimal human functioning (#13).
4. Transmit the major human service values and attitudes to students in order to promote understanding of human service ethics and their application (#19).
5. Provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations (#20).

Based on the above Targeted Standards, the Course Objectives are:

1. Develop a set of conceptual tools for analyzing, interpreting, and engaging community systems and their relationships to macro systems (social, global) and micro systems (organizational, group, interpersonal, personal).
2. Compare, contrast, and design strategies, tactics, and processes to effectively initiate, develop, sustain, and measure organizational, community, and systemic change.
3. Articulate the historical and current relationships between human services and social change, emphasizing the roles of human service professionals in community organizing, community development, advocacy work, and social movements.

### **Required Texts:**

Building Movement. (2006). Social service and social change: A process guide. NY: Building Movement Project: Inspiring Activism in the Nonprofit Community. [\*\*review from last quarter]

Christakis, N. & Fowler, J. (2009). Connected: The surprising power of our social networks and how they shape our lives. New York: Little Brown.

Diers, J. (2004). Neighbor power: Building community the Seattle way. Seattle, WA: University of Washington Press.

Gladwell, M. (2000). The tipping point: How little things can make a big difference.. New York: Little Brown.

Homan, M. S. (2008). Promoting community change: Making it happen in the real World (4th Ed.). Belmont, CA: Brooks/Cole.

Sargent, L. T. (2006). Contemporary political ideologies: A comparative analysis (13<sup>th</sup> Ed.). Belmont, CA: Thomson/Wadsworth.

### **Expectations**

As part of the senior year core sequence of study, this course will be an intensive quarter of academic exploration and engagement. As such, we will need to work closely together as a learning community to cultivate an academically disciplined, meaningful experience. As a human services' major, you've already had experience participating in learning communities comprised of **interested and informed members respectfully engaging in dialogue, critical inquiry, action, and reflection**. My hope is that we can continue and build upon that tradition. You and I are *mutually responsible* for making this a rich learning experience.

Note: Expect to spend 10 to 12 hours per week out of class to complete reading and assignments for a 4-credit 400-level course. Under University Policy it is assumed for each credit, each week, you will need two to three hours of homework time.

## **Assignments & Assessments**

Below is a quick overview of the assignments for the quarter. You will receive detailed instructions for each assignment, including criteria for assessment, in advance. Additional homework may periodically be assigned as part of your weekly participation points.

### **Weekly Participation**

**24 Points**

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 (=~4 pts per session). Consistent attendance and timeliness is an important part of your development as a human service professional. Each week you are asked to bring with you to class written reflections on the readings.

### **Essay Reading Reflections**

**20 Points**

On 5 select weeks throughout the quarter students will be required to turn in a graded approx. 2 page essay on a select “question or topic of the week”. Topics could include: systems’ theory; role of context in understanding human behavior; motivators to seek change in community; understanding and appreciating “interconnection” within the field of human services; Strategies for change.

### **1-Session Reading Facilitation/Presentation & Discussion**

**11 Points**

Presentations of course readings will **take place weekly**. Presentations will begin as early as January 12<sup>th</sup>. A master schedule will be posted on Blackboard by January 19<sup>th</sup>.

### **A Legislative Look and Review**

**10 Points**

Choosing a bill that relates to community development, you are required to write a review/compile a fact sheet of the bill. It is recommended that you choose a bill that has some personal meaning for you – perhaps having to do with your internship placement or a particular issue you are concerned about. (This assignment will also help you prepare for Human Services Lobby Day in Olympia.) **Due by the 6<sup>th</sup> class session (Feb. 9).**

To learn more about Washington State Legislation and bills being filed please visit:

<http://www.leg.wa.gov/legislature/>

<http://apps.leg.wa.gov/billinfo/prefiled.aspx>

<http://www.leg.wa.gov/House>

### **Community Engaged Project**

**35 Points**

Working in groups of two or more you are expected to select a project that explores an issue of community development or community organizing. The final project will include a description and rationale for change and/or development, explorations of strategies for change/development, construction of a compelling case (brochure, video clip, etc.) designed to inform/motivate/invite others to participate in your selected change/development initiative. Projects may include efforts to enact change and/or

describe change initiatives enacted. At a minimum you may want to make recommendations for the community's future development. All groups must work with a community partner and present their project to class in weeks 9 or 10. Each individual participant will be writing their own analysis/reflection essay constituting 15 points of this project.

## **Grading**

95% - 100% = A	74% - 76% = C
90% - 94% = A-	70% - 73% = C-
87% - 89% = B+	67% - 69% = D+
84% - 86% = B	64% - 66% = D
80% - 83% = B-	60% - 63% = D-
77% - 79% = C+	Below 60% = F

[This class is a requirement of the major in Human Services and must be repeated if a grade of C- or higher is not earned.]

**G**radings standards and policies are described in the WWU Catalog. In short, grading is not based on effort, improvement, or support, rather on the quality of the academic performance of the individual student. Students should be familiar with the following Policies relating to grading and assessment:

### **Attendance:**

**Y**ou are expected to attend every class, to be on time, and to participate in all discussions and activities – this requires pre-class preparation and reading.

### **Late Assignments:**

**L**ate work will not be accepted unless you have discussed it with me **in advance** and an agreement to turn it in late has been reached. Work will be considered late if I do not receive it by the beginning of the class when it is due. Due dates for all assignments will be provided to you in advance, along with instruction and support for successful completion of assignments.

### **Written Work:**

**A**ll written work must be typed, APA-format, double-spaced, and grammatically correct. Poor writing skills and submission of work that does not address assignment criteria will influence your final grade. Be sure to proof read your work (I suggest having someone else proof it as well). The WWU Writing Center is available for writing support throughout the Quarter.

### **Reasonable Accommodation:**

It is the policy of WWU to provide reasonable accommodations 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/](http://www.wvu.edu/depts/drs/).

### **Incomplete, or ‘K’ Grade:**

You must be doing acceptable work up until the 8<sup>th</sup> week of the Quarter in order to receive a K Grade. A crisis must occur that prevents you from completing the work in an acceptable manner *during the last two weeks of class* (in other words, simple failure to complete the assignments on time is NOT sufficient for warranting a K-grade). It is your responsibility to request the K Grade, and a contract must be completed and agreed upon which states what must be accomplished to satisfy the incomplete. A date of completion must be stated on the contract, and adhered to. If the course work is not completed, you will be given a final grade that corresponds with the total amount of points you have earned to-date. Please review the WWU Bulletin for more information regarding the assignment of incomplete grades.

### **E-mail Correspondence:**

You are expected to use your MyWestern account for official email. Official University announcements are sent via WWU email. It is your responsibility to make certain that email is received.

### **Academic Dishonesty:**

WWU students are responsible for reading, understanding, and upholding the standards of academic dishonesty as set forth in the WWU Academic Dishonesty Policy & Procedure (see the University Bulletin). It is expected that you will create original academic work for submission. Proper citing of all sources is required. Plagiarism will result in a score of 0 for that particular assignment.

\*\*\*This syllabus is subject to minor change – with notice.

## Class Calendar

(Note: this calendar will change if and when opportunities for community learning arise!)

Session	Topics	Readings	Due:
Week 1 1/5	Course Overview Community Wellbeing in Context		
Week 2 1/12	Class Guest: Liz Jennings,  Changing Ecology of Civic Engagement	Homans: Chapter 1 & 15 Building Movement: (review)  Christakis & Fowler (1-3)	<ul style="list-style-type: none"> <li>• Reading reflection</li> <li>• Review link <a href="http://projects.nytimes.com/census/2010/explorer">http://projects.nytimes.com/census/2010/explorer</a></li> </ul>
Week 3 1/19	Connectedness/Networks	Christakis & Fowler (4-7)	<ul style="list-style-type: none"> <li>• Reading reflection</li> <li>• Essay 1 due</li> </ul>
Week 4 1/26	Connectedness/Networks	Gladwell (all)	<ul style="list-style-type: none"> <li>• Reading reflection</li> <li>• Essay 2 due</li> </ul>
Week 5 2/2	Perspectives & Knowing Your Community	Homans 2-5	<ul style="list-style-type: none"> <li>• Reading reflection</li> <li>• Essay 3 due</li> </ul>
Week 6 2/9	Forms of Community Organizing	Smock: Chapter 1 (BB) Diers (all)	<ul style="list-style-type: none"> <li>• Reading reflection</li> <li>• Essay 4 due</li> </ul>
Week 7 2/17	Perspectives on Power	Homan: Chapters 6 - 9	<ul style="list-style-type: none"> <li>• Reading reflection</li> <li>• Legislative Review/Fact Sheet due</li> </ul>
<b>Monday, Feb. 21st</b>	<b>Human Services Lobby Day (Olympia)</b>	<b>Trip to Olympia</b>	
Week 8 2/24	Strategies for Taking Action	Homan: Chapters 10-12	<ul style="list-style-type: none"> <li>• Essay 5 due</li> </ul>
Week 9 3/3	Political Opportunity Coalition Building	Homan: Chapter 14	<ul style="list-style-type: none"> <li>•</li> <li>• Reading reflection</li> </ul>
Week 10 3/10	Group Presentations		<ul style="list-style-type: none"> <li>• Reading reflection</li> </ul>

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