HMSV 341 Introduction to Human Services
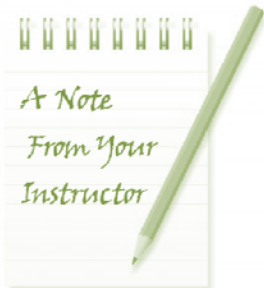
Instructor: Amanda Rockinson-Szapkiw, LPC, Ed**.**D**. Time Class Meets:** Online
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A Message from the Instructor to the Learners:

Welcome to Introduction to Human Service. I am excited to embark on this adventure with you as we learn about the Human Service profession. In this course, we will be exploring the history and current trends in the profession, the helping process, the work with diverse clients, and the professional roles and concerns of the Human Service worker. We will also be learning about writing in APA format. I hope that this course assists you in furthering your professional identity and developing skills as a human service professional.

Syllabus Table of Contents

I. Course Description

 You will learn about human service, the helping process, and the role and function of the human service professional. You will be exposed to local and state human service facilities. This is a required course in the curriculum for Human Service majors and minors. In order to participate in this class, you must be of junior standing or have permission from the instructor.

II. Course Purpose

The purpose of this course is to examine the broad range of service and functions of the human service professional in his or her workplace. You will become knowledgeable about the many roles and functions of the human service professional, gain an understanding of the types of agencies where human service professionals are employed, and be exposed to an overview of the human service profession. The course will help you understand important issues related to the development of effective human service and assist students in seeing the importance of ethical, professional, legal, and multicultural issues in the human service profession. This course is the first course in your educational career to become a professional in the human service field.

III. Course Objectives and Critical Competencies

Students will:
- Gain an understanding of the human service program.
- Examine the history and evolution of the human service profession (Standard 11a,b,c,d).
- Understand the ethical, legal, and political issues that affect the human service profession (Standard 11c,d,e,f; Standard 13 k,l).
- Understand the ethical codes and practice the process of ethical decision making (Standard 19 h).
- Identify professional skills and attitudes necessary for effective human service workers (Standard 11f, g; Standard 13 m).
- Identify the various roles and work settings of the human service profession and distinguish between the various kinds of professionals in the human service fields (Standard 11a,b).
- Understand models, theories, and skills of the human service profession (Standard 13 a, d).
- Understand the change process and demonstrate how to facilitate change in clients. (Standard 13 a,b,c,d).
- Learn about case management techniques and examine how case management is used at varying social service agencies (Standard 13 a,b,c,d).
- Identify the diverse populations served and needs addressed by the human service professional (Standard 13 b,g,h).
- Develop attitudes and skills necessary to define, assess, and respond to the needs of diverse populations (Standard 13 b,e,g,h,i).
- Define basic concepts of systemic interaction in groups, families, and social systems and discuss how such knowledge can be applied to make change occur in systems (Standard 12 b,c,d,e,g,h,i,j,k).
- Develop a professional development and self-case plan as a human service worker (Standard 20 a,b,c,d,e)

IV. Course Procedures and Structures

This class is conducted online via Blackboard. We will gather together once in each module to engage in discussion about reading, research, and other topics at hand. As the instructor, I will construct the structure for our learning experience and will provide meaningful guidance and feedback throughout the course; however, learning in this course will also occur as you engage with the materials and with one another. Each student is expected to read the materials and be prepared to contribute significantly to asynchronous discussion board discussions and synchronous class discussion.

To begin this course, log onto Blackboard and begin the course by reading the Course Welcome." Then, proceed to the "Course Modules." Start with Module 1. Completing a module is as easy as 1,2,3…

This course is divided into 8 modules (2 weeks each) consisting of the following 3 components:

1. *Module Commentary* –At the beginning of every module, I will provide commentary to overview the content of the module, state the objective for the modules, and outline the learning activities contained in the module.

2. *Module Assignments* – In each module, I provide an assignments section. In this section, a checklist is provided for the *Module Reading,* the *Module Learning Activities,* the *Module Discussion Board,* and the *Module Projects*. On selected weeks, the SafeAssign submission for projects will be found in this section. This section will also inform you of synchronous class meetings.
   a. *Module Reading* - Your reading assignments will be primarily in your textbooks, but may also include additional reading found in this Blackboard area.
   b. *Module Reading Quizzes*- In each module you will find a 5 question reading quiz. Questions will come from your reading assignments and weekly learning units. These will assist you with the final exam.
   c. *Module Learning Activities*- Learning activities such as podcasts, case study videos, tutorials, PowerPoints, internet links, etc. will be provided to enhance your understanding of the material that you are assigned to read. The learning activities are located in the Learning Activities section of the module; some of the activities will be part of your graded participation.
   d. *Module Discussion Board* - You will need to participate in online discussions that will be conducted in Blackboard's Discussion Board. This is a graded course requirement. Use these discussions as an opportunity to confirm your understandings, reflect on your learning, and ask questions if you encountered any "muddy" points in the reading assignment. Use it to connect with your classmates.

e. *Module Projects* - There are four main assessment tasks in this course: (a) a webibliography, (b) an Human Service professional or agency interview, (c) a prevention/ intervention paper and presentation, (d) a community resource guide, and a self-care and professional development plan.
3. ***Module Learning Materials*** - In each module in the Module Learning Activities Section, you will find interactive learning activities including listening to as podcasts, watching case study videos, completing tutorials, perusing internet links, and more. Some of the activities will be part of your graded participation.

Blackboard Components

Component	Description
Announcements	Announcements are posted by the course instructor to highlight important issues that pertain to the course.
Faculty	The faculty section provides contact and professional information about the course instructor and the HMSV faculty.
Course Welcome/ Start Here	The course welcome section provides an introduction to the course. Read this before beginning the course.
Course Schedule	The course schedule section contains a detailed plan of the course topics, readings, and activities. It is the same as the course schedule contained in this syllabus.
Syllabus	This syllabus section contains the syllabus, a detailed document about the course with topics to be covered, required reading and projects, completion dates, and evaluation methods.
Course Modules	The course modules are explained above. This is where you will send the majority of your time on Blackboard.
Discussion Board	The discussion board is the place where weekly online discussions will be held. Discussion board is made up of 'forums' - folders containing messages on a particular subject. As a learner, you can add threads, a series of messages about the same topic, to contribute to the discussions. The following forums are located in discussion board: ***Instructor's Circle*** - The Instructor's Circle is the place to post questions or comments

	for the professors that might benefit the class as a whole.

Student Connection - The student connection is an area specifically designed for motivation, support, socialization, and other conversation with your peers.

Social Webmarking - As you find interesting websites and articles that might prove valuable to others in the class, please post them here. I have also used delicious in the past for courses, please let me know if you are interested.

8 Content Forums – Each module has a related discussion forum that you will be expected to participate in on a weekly basis. Discussion questions are provided for each forum.

Assignment Forums - Each assignment has it's own forum. Upon completion of your project, please share your research and knowledge with your peers by posting your completed assignment in the appropriate forum. |
iTunesU	This section provides a link to iTunesU. Various course lectures may be found on iTunesU that can be downloaded onto you ipod or other mp3 player.
Adobe Connect	This link takes you to the meeting place for synchronous classes. Please see schedule for times and dates.
Resources	The resource section includes additional material that may be helpful to your completion of the course. *Media downloads, links, tutorials, writing resources, and HMSV program resources* are all folders located in the resource section.

Communication

Blackboard serves as the virtual classroom environment for this course. As such, it is important that you log into Blackboard as least twice throughout the week, since waiting until the weekend will impede your learning in this course particularly when we're engaged in online discussion. Furthermore, you're encouraged to post procedural questions and comments in Blackboard as your fellow learners may share the same concerns. Outside of Blackboard, you're welcome to contact me via e-mail, telephone, or in-person. I will primarily use Blackboard and e-mail to communicate with each of you, although I find the occasional telephone call or in-office visit to be quite helpful.

If questions or concerns arise, contact me anytime (by e-mail, phone, in person, etc.). I believe that every problem can be solved (or at least made better) if we communicate openly and honestly about it and put our heads together to brainstorm possible solutions. But I need you to tell me what's working, what's not working, and how we can make things better for you as soon as you detect a problem.

IV. Course Readings

Required Texts:

Neukrug, E. (2008). *Theory, practice, and trends in human service: An introduction to an emerging profession* (4th ed.). Belmont, CA: Brooks/Cole.

American Psychological Association (2001). *Publication manual of the American Psychological Association (5th. ed.).* Washington, DC: Author.

Please be aware! My expectation is that you will use proper grammar and APA in all writing. Assignments with poor writing and numerous APA errors will be redone or result in a zero. Get to know your APA manual and always have someone edit assignments .There is no substitute for the APA manual.

Additional readings provided by instructor.

RECOMMENDED, BUT NOT REQUIRED:

Bolton, R. (1979). *People skills*. New York: Simon & Schuster.

Corey, G., Corey, M., & Callanan, B. (2007). *Issues and ethics in the helping professions, (*7th ed.). Belmont, CA: Thomson Brooks/Cole.

Egan, G. (1998). *The skilled helper: A problem-management approach to helping* (6th ed.). Pacific Grove: CA, Brooks/Cole Publishing Co.

Hubble, M.A. & Duncan, B. L. (2003). *The heart and soul of change: What works in therapy*. Washington: American Psychological Association.

Rabinowitz, I.. (1998) *Inside therapy: Illuminating writing about therapist, patients, and psychotherapy*. New York: St. Martin's Griffin.

V. Course Evaluation

Summary of Evaluated Course Requirements:

Assignment	Due Date	Points
Bibliography	Module 2	50 points
Human Service Professional or Agency Interview	Module 3	50points
Prevention/Intervention Paper	Module 6	100 points
Prevention/Intervention Presentation	Module 6	50 points
Self-exploration and Self-care Paper	Module 8	100 points
Online Participation (Discussion Board ,Learning Activities, and Reading quizzes)	All Modules	100 points
Final Exam	TBA	50 points
Total		**500 points**

*All assignments are due by **Saturday** at midnight of the last week of the specified module unless otherwise noted.*

Grading Scale:

92.1 - 100% = A   90 - 92%   = A-
85 - 89.9%   = B+   80 - 84.9% = B
78 - 79.9%   = B-   75 - 77.9% = C+
70 - 74.9%   = C   68 - 69.9% = C-

Late Submission/Delinquent Participation Policy:

It is understood that life presents true emergencies and justifiable reasons for missing deadlines. However, as much as possible, the goal is to replicate the expectations of the real world within the context of this class. In the world of work, managed care companies

require timely submissions of treatment plans to receive payment for service, school districts require timely proposals of district guidance plans to meet school board budget presentations, and grant administrators require timely submissions in order to meet consideration deadlines. The instructors acknowledge that some emergency circumstances may interfere with meeting deadlines; however, the expectation is to regularly meet the deadlines listed in the syllabus as adult learners and responsible professionals.

Late papers, presentations, and assignments will result in a 10% weekly grade reduction. You are to notify the instructor **by email** of any delay in assignment submissions, either before or the day that the assignment is due. Failure to notify instructor may result in an automatic zero for the assignment. Papers will not be accepted three weeks after the due date, after the final date of the semester, or upon instructor's discretion. **Papers are late after midnight of the specified due date. Discussion Board posts can not be submitted after the end of the dialogue period.**

Descriptions of Evaluated Course Requirements (see Appendix A)

VI. Course Schedule

Module 1, Week 1:
Introduction to the Human Service Course

*Note: This is the only module that is one week in length.

Module Objectives:
- Gain an understanding of course objectives and expectations
- Gain an understanding of ODU's Human Service (HMSV) program
- Identify basic computer skills necessary to participate in this online class
- Meet and gain familiarity with students and instructor

Relevance Objective:
- Learn how to be successful in the class and the HMSV program

Module Assignments:
Reading:
- Module Commentary
- Course Welcome
- Syllabus
- "HMSV Program Resources" located in the Resources section of BB
- Human Service Program Handbook (Located at http://education.odu.edu/elc/academics/human_service/summer_resources.shtml)

Learning Activities:
- Course and Program Scavenger Hunt
- Homepage Construction .Watch the tutorial and make a homepage.
- Download media applications needed to complete this course. Links are found in the "Resources "section of BB

*Discussion Board***: "Three Truths and a Lie"**
Begin a new thread an introduce yourself. Additionally, post three statements about yourself – two that are true and one that is not. Return throughout the week to read the introductions of your classmates and post your guesses as to which statement each classmate made was false. By Saturday night of the first week, post a statement indicating which statement was false

*Synchronous Meeting***:** Thursday; 7p.m. (Introduction)

*Module Projects :*None

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Module 2, Week 2 and 3:
Introduction to the Human Service Profession

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Module Objectives:
- Define the Human Service profession
- Compare and contrast the Human Service profession with related helping professions
- Understand the history of the Human Service profession and how historical transitions affect the human service profession in the 21st century
- Understand current and future trends in the human service profession
- Define the National Organization for Human Service (NOHS) and understand its importance to the profession
- Analyze the literature on a topic of interest in the Human Service profession
- Develop research skills

Relevance Objectives:
- Begin developing your professional identity and an understanding of the roles you will play as a human service professional
- Begin to identify potential areas of interests in the field of human service
- Learn research skills to assist you in your HMSV classes and in your future job

Module Assignments:
Reading:
- Module Commentary
- Neukrug: Chapters 1, 2, 10
- NOHS web site (http://www.nationalhumanservice.org/)

Learning Activities:
- Chapter 1 and 2 Key Concept Powerpoints
- Learning Unit
- How to Find an Article Tutorial
- Reading Quiz

*Discussion Board***: "Past, Present, Future!"**
Briefly reflect upon the interview activity in the learning unit. On Blackboard, reflect upon: How did it feel to answer the questions? How prepared were you? What would you do differently next time? What went well, what did not go well? How well was I able to answer the questions about the human service field and what did I not know? Be sure to include how you answered the future oriented question and your rationale behind your answer.

Discussion Board Contest of the Week (participate for one point extra credit, for 3 points extra credit win the contest): With a peer partner, determine a well known human service professional from history, and find a web link that tells about this person. Explain this person's significant contribution. The most creative, interactive link wins.

*Synchronous Meeting***:** Thursday, 7 p.m. (check-in; discuss human service profession and professional development opportunities)

Module Projects:
Bibliography (due Saturday of week 3 by midnight)

Module 3, Week 4 and 5:
The Human Service Professional

Module Objectives:
- Understand the role that career plays in your life
- Identify career development resources
- Define the roles and identify job responsibilities of the human service professional
- Understand motivations for choosing a helping profession
- Understand the values and knowledge a human service professional needs to be effective

Relevance Objectives:
- Learn about the career and educational options that you have in the human service field
- Learn about the jobs functions that you will be performing in the human service field.

Module Assignments:
Reading:
- Module Commentary
- Neukrug: Chapters 9, Appendix F

Learning Activities:
- Chapter 9 Key Concepts PowerPoint
- The Human Professional Learning Unit
- Reading Quiz

Discussion Board: **"Am I in the Right Profession?"**
Begin a new thread for your initial post in the **"Am I in the Right Profession?"** forum . Post the summary of your interview and your reaction to the interview and fill in the subject as follows: your last name and the type of interview (i.e. Doe_Human_Service_Professional). Podcasts or Vodcasts of the interview can also be attached. In your response posts to your peers interviews, reflect on the question , "Am I in the Right Profession?" Identify jobs, roles, and functions that you would enjoy doing and you would not enjoy doing. Reflect upon your motivation for choosing certain jobs, roles, and functions.

Synchronous Meeting: Thursday, 7 p.m. for presentations.

Module Projects:
Human Service Professional or Agency Interview (due Saturday of week 4 by midnight)

Module 4, Week 6 and 7:
Human Service Process
Skills and Strategies

Module Objectives:
- Understand the roles and functions that a human service professional plays in case management
- Understand the roles and functions that a human service professional plays in prevention
- Understand the roles and functions that a human service professional plays in crisis intervention
- Understand the roles and functions that a human service professional plays in advocacy
- Understand the roles and functions that a human service professional plays in program evaluation and research
- Understand the skills needed to be an effective human service worker

Relevance Objectives:
- Become aware of the multiple roles and functions you may be asked to play and perform in your future internship and job as a human service professional

Module Assignments:
Reading:
- Module Commentary
- Neukrug: Chapter 4, 8

Learning Activities:
Chapter 4 and 8 Key Concept Powerpoint
- The Helping Process Learning Unit
- Reading Quiz

*Discussion Board***: "Most Important Point"**
Begin a new thread for your initial post. After reading and completing the learning unit, What was the most important point you learned and why was it so important to you?

Module Projects:
None.

Module 5, Week 8 and 9:
Models and Theories of the Human Service Profession

Module Objectives:
- Define theoretical approaches to helping
- Become aware of how your assumptions about human nature and development and how people learn and change inform your helping approach/ theory
- Define three service models of delivery: medical, public health, human service
- Understand how the coordination of models can be used to address human service problems
- Apply these theories and models to a human service problem

Relevance Objectives:
- Develop an understanding of your approach to helping that you will utilize in your internship and in your future job

Module Assignments:
Reading:
- Module Commentary
- Neukrug: Chapter 3
- Corey: Designing an Integrative Approach

Learning Activities:
- Chapter 3 Key Concept Powerpoints
- Models and Theories Learning Unit
- Reading Quiz

*Discussion Board Question***: "Solve That Case" *Group Response***
As you prepare you initial discussion board post, complete the learning activities, reading, and the experiential exercises in the text book on page 87and 88: "A Scale to Determine Your Theoretical Approach" and "Understanding Your View of Human Nature." Reflect on these questions: What do I believe about human nature? What do I believe about how people change? How do my beliefs affect how I work and interact with the clients I will have as a human service professional? What service can I use to best meet the needs that my client has?

Read the "Solve That Case" case study on the application page of the learning unit for module 5. In groups of 3-6 (you are responsible for choosing and coordinating your groups), describe how you would use one of the theoretical approaches and the three models of service to address the case study. Make one initial response for the entire group. Ensure that the person who posts the response signs every active group members'

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name. Make sure that the group answers each of the questions that are asked on the final page of the learning unit for module 5.

*Synchronous Meeting***:** Choose meeting time for small group discussion of case. Be sure to archive it for your instructor.

Module Projects:
Project proposal (optional).

Module 6, Week 10 and 11:
The Clients

Module Objectives:

- Define "clients"
- Recognize and develop sensitivity for the diverse clients served by the human service field.
- Identify barriers to clients receiving service and how a human service worker can overcome those barriers
- Identify the importance of multicultural awareness and training for the human service professional in working with clients and removing barriers for clients receiving service
- Develop a greater awareness of one's own beliefs, values, perceptions, and biases and how they may limit or enhance one's effectiveness in the human service field.

Relevance Objectives:
- Learn about cultural diversity and own beliefs, values, perceptions, and biases that could lead to both positive and negative consequences as you work in the human service field.
- Identify populations that you would enjoy working with.

Module Assignments:
Reading:
- Module Commentary
- Neukrug: Chapters 5,7, Appendix E

Learning Activities:
- Chapter 5 and 7 Key Concept Powerpoint
- Diverse Clients Learning Unit
- How to Write an APA Paper Tutorial
- Review How to Find an Article in the Library Tutorial (See Module 2)
- Reading Quiz

*Discussion Board***: "Diverse Interview"**

Identify a client who is from a diverse population that you have not had much contact. Using the interview questions on pages 317-320 or 226 of the Neukrug text, interview a person from your chosen diverse population. Briefly describe the persona and what you learned in the interview. Then, using the "What's in a Name?" self-reflection activity from the learning unit, describe your reaction and feelings toward the interview.

*Synchronous Meeting***:** Thursday, 7 p.m. For Presentations.

Module Projects:
Prevention/Intervention Paper and Presentation due Saturday of week 11 by midnight

Module 7, Week 12 and 13:

The Systems

Module Objectives:
- Understand the complex interaction of family, group, and agency systems
- Describe an agency environment
- Identify challenges of the day-to-day work in a system

Relevance Objectives:
- Obtain the knowledge you need to work in a agency for internship and for a job.

Module Assignments:
Reading:
- Module Commentary
- Neukrug: Chapter 6
- "Writing Resources" Materials in Resource section of BB

Learning Activities:
- Chapter 6 Key Concept Powerpoint
- The Inside Scope of Working in a System Learning Unit
- Reading Quiz

*Discussion Board***: "Muddy Waters"**
Begin a new thread for your initial post. After reading and listening to a podcast about systems, what was the muddiest point you encountered? In particular, what topic was the least clear or most confusing and why?

Module Projects:
None.

Module Objectives:
- Develop an understanding of the types of coping strategies available to human service professionals to alleviate burnout and deal with stress.
- Understand and apply the standards and ethics of the National Organization for Human Service (NOHS)
- Develop methods for critically evaluating social and human service issues**.**

Relevance Objectives:
- Become aware of the tools and methods for self-care that will prepare you to deal with stress and burnout you will experience as a human service professional.
- Become aware of the ethical decision making process so that you will be prepared to make wise decisions as a human service professional.

Module Assignments:
Reading:
- Module Commentary
- Neukrug: Appendix B

Learning Activities:

*Discussion Board***:**
"Solve That Case" *Group Response*
As you prepare your initial discussion board post, complete the learning activities, and visit the NOHS web site (http://www.nationalhumanservice.org/) to review the ethical standards.

Read the "Solve That Case" case studies on the application page of the learning unit for module 8. In groups of 3-6 (you are responsible for choosing and coordinating your groups), describe how you would use the ethical codes and legislation to address one case study. Sign up for a case study on DB in the "Solve that Case Forum". Note that your professor may limit the number of groups per case study. Remember to use the ethical decision making model and 6 moral principles to guide your decisions. Make one initial response for the entire group. Ensure that the person who posts the response signs every active group members' name. Make sure that the group answers each of the questions that are asked on the final page of the learning unit for module 8.

Discussion Board Contest of the Week (participate for 3 point extra credit; win for 5 extra credit points) With a partner, group of 4 or less, or on your own develop a **BREIF**

presentation on a human service professional development activity. The most creative multimedia presentation wins.

***Synchronous Meeting*:** Choose meeting time for small group discussion of case. Be sure to archive it for your instructor; Thursday, 7p.m. Review for final

***Module Projects*:**
Self-exploration and self-care Paper (due Saturday by midnight of week 15)

Final Exam

During finals week, you will have an open book exam based on Nuekrug's book, *Theory, Practice, and Trends in Human Service* and the module learning units. The chapter key concept Powerpoints will be helpful in preparing for this exam. The final will be 25 multiple choice questions worth 50 points.

NOTE: Although this is an open book exam , you are to work independently. This means you are not allowed to talk to anyone or communicate to anyone about the content of the exam. If you are caught cheating you will FAIL the course. You will be given two hours from the time you start the exam until you must have it finished. You will only be allowed to take the exam once.

Note: Course schedule may be amended by instructor for the betterment of the course and students.

GENERAL COURSE AND UNIVERSITY POLICIES (see Appendix B)

**Appendix A:
Descriptions of
Evaluated Course
Requirements**

1. Bibliography

You will complete a bibliography on a human service topic of your choice. You will be required to locate a peer -reviewed journal article (print or online from the library databases) and submit a brief summary of the article, a brief critique of the article, and a APA reference for the article. You are encouraged to locate articles relevant to your particular area of interest or that pertain to your prevention/intervention paper for this course.

In module 2 and the resources section, there are several resources to assist you with this assignment. You will find a tutorial on how to find an article from a database, resources and web links on writing, and a tutorial on how to write an APA style paper. A sample assignment is also provided.

Your bibliography must be edited. You have two options for editing.

#1 You may complete the assignment individually and review your paper with ODU's writing center or WTS. You must submit your paper, your article, and documentation from the writing center that you scheduled and attended a writing center appointment.

#2 You may complete the assignment in a group of two to four people, and each person in the group writes his or own paper. Each group member reviews/ edits the papers of every other group member. You must submit your paper, your article, and a paragraph from your peer that states that they edited your paper and notes the corrections they suggested you make. You are responsible for working out group problems. Each group member may choose to use the same or different articles. If this is the first time that you have read a journal article or are not used to reading journal articles, I recommend that groups choose the same article and discuss it.

On the specified due date (last Saturday of module 2), a copy of the assignment, the journal article, and other specified materials will be submitted to the instructor via SafeAssign in Blackboard module 2. A copy of your webliography is also posted on the webliography assignment forum in Blackboard's discussion board. For your webliography add a new thread and put your last name and a keyword that describes your article in the subject (i.e. Doe_Human_Service_History).

Please note: For the summary portion of the assignment, cutting and pasting a purpose paragraph from the source is not sufficient for this section. Copying or summarizing the limitation section of the article for the critique portion is not sufficient. You may use properly cited quotes; however, plagiarism will result in a zero on the assignment.

You will be evaluated as outlined in the following criteria (each is evaluated separately):

Component	Description	Points
Reference	Learners provides a citation for the resource in APA format. The source is valid and reliable journal article.	8
Summary	Learners provides a one-paragraph summary (the approximate of an abstract) of the article; the summary includes the purpose of the article, the population studied, the type of design, the results, and the implications. Learner uses correct APA format, as well as correct spelling, grammar, and punctuation.	16
Critique	Learners critiques the article. The critique averages one to two pages and evaluates e and analyzes the article. Correct APA format, as well as correct spelling, grammar, and punctuation.	20
Review & Submission	Learner submits a written statement about editing of the paper. Learner submits assignment on time and as specified.	4
Total		50

All papers with numerous APA, grammar, and spelling errors will be returned and will need to be redone within timeframe specified by the instructor or automatically result in a zero. If you are unsatisfied with your first grade, you may redo the assignment once and resubmit it on the specified date. All redos (required and voluntary) must be submitted to Old Dominion University's Writing Center or WTS. Proof must be submitted. Other university writing centers are not acceptable. All assignments that are plagiarized in first submission or redo will automatically result in a zero; learner will not have the option to redo.

It is understood that individuals have strengths and weaknesses and develop skills at different rates. Choosing to redo an assignment does not indicate failure. I believe it indicates a willingness to learn. A redo is an opportunity to learn and strengthen a skill area where you need to improve.

2. Professional or Agency Interview

"*To fully understand the nature of an agency system, a thorough review of its policies and practices is needed. Using the following guidelines, .. pick a social service agency and interview someone*" (Neukrug, 2008).

For this assignment, you may choose to complete an interview about a human service profession or an agency.

Human Service Professional Interviews
Interview a human service professional at an agency, private practice, or other type of clinical setting. Using the questions below and additional question you have, investigate what human service workers do in their daily roles and tasks. Determine how much time they spend in these roles and functions and how well they are trained to do their roles and functions. Talk with the professional about their own personal experience as a human service worker.

Write at least a one-to two-page (double-spaced) typed summary of the interview and your reaction to the interview. On the specified due date (**first** Saturday of Module 3), submit the typed summary of the interview to the instructor via SafeAssign in Blackboard Module 3. Post your summary in Blackboard's discussion board. Add a new thread and put your last name and the type of interview (i.e. Doe_Human_Service_Professional). Be prepared to discuss your experience with the class.

Professional Interview
Potential Interview Questions
1. How did you become interested in becoming a human service professional? What type of education and certifications do you have?
2. How many years have you been a human service professional?
3. Describe your specific role(s) as a human service professional.
4. What aspects of your job do you consider the most rewarding?
5. What aspects of your job do you consider the least rewarding?
6. What is the size of your caseload? How many clients do you see each day/week?
7. What is the age range of your clients?
8. For what types of clients do you provide service (i.e. types of disorders, race, SES, sexual orientation, etc.)?
9. What percentages of your time do you spend in performing the major functions of your job?
10. To what extent, if any, are human service in your program expected to perform what you would consider to be non- human service functions?
11. What do your do for your own professional development?
12. Does your program provide time and financial assistance for attendance at local or state conferences related to your human service field?
13. How should current human service programs be changed to better meet the needs of those who intend to enter the human service fields? What was an unexpected surprise about your job that you didn't learn in school?
14. What advice do you have for future human service professionals?

15. Additional question you may want to ask may pertain to salary, theoretical orientation, and difference among counselors, human service workers, social workers, and psychologists.

Agency Interview
Interview a human service professional at their an agency. Using the questions below and additional question you have, investigate the purpose of the agency, the programs provided, and the types of program evaluations completed.

 Write at least a one-to two-page (double-spaced) typed summary of the interview and your reaction to the interview. On the specified due date (**first** Saturday of Module 3), submit the typed summary of the interview to the instructor via SafeAssign in Blackboard Module 3. Post your summary in in Blackboard's discussion board. Add a new thread and put your last name and the type of interview (i.e. Doe_Human_Service_Agency). Be prepared to discuss your experience with the class.

<div align="center">

Counseling Program Visitations
Potential Questions
</div>

1. What is the mission statement / philosophy of this particular program?
2. What type of service does this program provide? Describe the clientele in terms of demographics (SES, race, age, gender, etc.).
3. What types of professionals are employed in this program? What type of training / education/etc. is needed?
4. What are the human service workers productivity expectations? How many hours is the worker expected to provide within one day, one week, one month?
5. How many hours of paperwork are required each week?
6. What is the mission statement / philosophy of this particular program?
7. What are some of the challenges human service workers encounter in this setting?
8. How do state regulations / policies affect this program?
9. What are the funding sources for the program?
10. Is the program evaluated? How is the program evaluated?

You will be evaluated on the following criteria:

Component	Description	Points
Interview	Learner clearly identifies the type of interview and thoroughly answers all the questions. A one paragraph thoughtful personal reflection on the interview is provided.	15
Grammar, APA, References	Learners provides APA formatted reference list if references are included. Learner used correct APA, spelling, grammar, and punctuation. Learner stays within page limit.	5
Submission	Correct and timely submission.	5
Total		25

All assignments that are plagiarized will automatically result in a zero. Late submissions will result in a reduction of points.

4. Prevention/Intervention Paper and Presentation

Early in the course, you should select a target population and a problem that is of interest to you. You will first conduct a thorough literature search on the problem and the prevention and intervention efforts. At least 7 sources should be identified. You will then choose one exemplary program from the Hampton Roads area or area in which you live that is providing the prevention or intervention effort for the population's problem that you selected. You will critically examine its purpose, scope, methods, and outcomes. You will need to interview at least one individual who is part of the program. The program should be currently in progress or should have completed within the last two years.

A paper, in APA format and no more than 10 pages will be submitted. A presentation of the research and the program will be conducted either online using Adobe Connect or via Discussion Board. Guest speakers from the reviewed program are welcome if you choose to have them participate in an synchronous class or provide a video or podcast of them for your presentation.

If you choose, you may submit a one page proposal to your professor by the first Saturday in Module 5. The proposal should be one page and identify a target population and problem, include a paragraph rationale describing why there is a need for prevention or intervention, identify the program that you plan to review, and include an annotated bibliography of five journal articles. For the annotated bibliography, cutting and pasting a purpose paragraph or abstract from the source is not sufficient for this section. You may use properly cited quotes; however, plagiarism will result in a zero on the assignment. This should be no more than one to two pages. Articles will need to be submitted upon request.

Possible areas that could be focused upon include building resiliency in at-risk adolescents, preventing adolescent pregnancy among African American females, increasing Hispanic elementary students' academic achievement, preventing bullying among middle school Caucasian males, helping adolescent females deal with emotions and avoid cutting, or helping parents learn parenting skills to prevent child abuse. These are just suggestions; you are not limited to these topics. An example of this paper is provided for you in the assignment section of Module 6. An APA tutorial is also available in Module 6.

On the specified due date (last Saturday of module 6), a copy of the assignment and other specified materials will be submitted to the instructor via SafeAssign in Blackboard Module 6. A copy of your paper and your presentation are also posted on the Prevention/ Intervention Paper and Presentation assignment forum in Blackboard's discussion board. For each part of the assignment add a new thread and put your last name and a keyword that describes your paper and presentation (i.e. Doe_Pregnancy_ Prevention).

Please note: This assignment needs to be edited by a peer in this class or WTS.

You will be evaluated as outlined in the following criteria:

Component	Description	Points
Paper	Learner conducts a thorough literature review identifying the problem and effective prevention and/or intervention efforts. Learner critically examined and identified the purpose, scope, methods, evaluation procedures, and outcomes of a Hampton Roads (or area of residence) program and conducted at least one interview.	70
APA and Grammar	Learner provides APA formatted reference list of at least 7 valid and reliable sources. Learner used correct APA format, as well as correct spelling, grammar, and punctuation.	20
Review	Learner submits a written statement about editing of the paper; either peer or writing center.	5
Submission	Correct and timely submission.	5
Presentation	Learners presented both the literature and the program in a professional and creative manner. Handouts and/or PP included correct APA format, as well as correct spelling, grammar, and punctuation.	50
Total		150

You may have the opportunity to redo this paper; this option must be discussed with the instructor. All redos (required and voluntary) must be submitted to Old Dominion University's Writing Center or WTS. Proof must be submitted. Other university writing centers are not acceptable. All assignments that are plagiarized in first submission or redo will automatically result in a zero; learner will not have the option to redo.

5. Self-exploration / Self-care Paper

Write a 2-4 page typed double-spaced paper that explores your motives for wanting to become a human service professional. Include your plan for self-care as a human service student.

Use these statements and questions as the guide for your paper:

1. Briefly describe your idea of what a helping professional is and does.
2. Why do you want to become a helping professional?
3. Was there a significant event or person who influenced your career choice?
4. Who is the most significant person in your life at the present time?
5. What personal attributes and life experiences will make a positive contribution to your role as a human service professional?
6. What unfinished issues or personal flaws may interfere with helping others?
7. If you have experienced personal counseling, how will that experience influence your work with clients?
8. How do you envision yourself working with people in the future?
9. If you could not be a helping professional, what other profession would be your second choice?
10. What plans do you have for your own personal self-care?

On the specified due date (last Saturday of Module 8), your assignment will be submitted to the instructor via SafeAssign in Blackboard Module 8. *Please note:* This assignment needs to be edited by a peer in this class or WTS.

You will be evaluated as outlined in the following criteria:

Component	Description	Points
Self- Exploration	Learner provides a thorough and in-depth discussion of his or her motives for becoming a human service professional and shows a high level of self-reflection. Learner discusses insights and improvements made over the semester.	50
Self-Care Plan	Learner provides an a self care plan in which the identify at least two concrete examples of how he or she plan to practice self-care.	30
Grammar, APA, References	Learner provides APA formatted reference list if applicable. Learner used correct APA, spelling, grammar, and punctuation. Learner stays within page limit.	10
Review	Learner submits a written statement about editing of the paper; either peer or writing center.	5
Submission	Correct and timely submission.	5
Total		100

Since this is the final submission for the semester, you will not have the opportunity to redo this paper. Please ensure that you take your paper to WTS if you know that you have any weaknesses in writing. All assignments that are plagiarized will automatically result in a zero. Late submissions will not be accepted.

6. Online Participation/ Discussion Board

Because discussions are a vital component in facilitating a shared understanding of the concepts and ideas necessary for learning, you are required to participate in intellectual discourse surrounding specific issues. These discussions will also give you the opportunity to strengthen your writing skills. Dialogues will occur on the **Discussion Board**. Because this is a significant portion of the overall course grade, it is expected that you will contribute substantively throughout the discussion week.

You will be required to post a minimum total of **four times** in each module (a two week period unless otherwise specified); however, you are encouraged to dialogue with your peers beyond the requirement. You are expected to have post an **initial response** to each discussion question **by Saturday evening at midnight of the first week**. Your posts are expected to be **substantive and 150 words or less** (Remember this is discussion and dialogue). APA reference format is required for citations in posts, and a reference list in APA format are required at the conclusion of each post. Proper grammar as outlined in the APA manual is expected. By posting your initial responses by Saturday, you are expected to use the second week for follow-up discussion. Subsequent posts to your peers should be done **by Saturday at midnight of the second week** of the dialogue period. Your response posts are expected to be **substantive and 100 words or less**. Remember to be polite and courteous. Be sure to also respond to any questions that your classmates may pose in response to your initial post.

You will be evaluated as outlined in the following criteria:

	Grade		
	100-90	**89-69**	**68 or below**
Regular and Consistent	Each week, an initial response is posted by Saturday of the first week; learner responds to at least three other posts and answers questions related to initial post. Each week, all leaning activities are completed.	Each week, an initial response is posted by Saturday of the first week; learner responds to at least one other posts and answers questions related to initial post. Each week, most of the leaning activities are completed.	Each week, an initial response is posted; learner answers questions related to initial post. Each week, some or none of the leaning activities are completed.
Relative to Material	Posts reflect significant engagement with the weekly readings and the larger field of study; readings and research are frequently cited in posts.	Posts reflect moderate engagement with the weekly readings and the larger field of study; readings and research are sometimes cited in posts.	Posts reflect little engagement with the weekly readings and the larger field of study; readings and research are rarely cited in posts.
Reflective in Nature	Posts reflect significant analysis of the discussion topic.	Posts reflect moderate analysis of the discussion topic.	Posts reflect little analysis of the discussion topic.
Respectful and Collaborative	Posts are respectful and courteous even when	Posts are respectful and courteous even when	Posts are respectful and courteous even when there

	there is a disagreement. Frequently engages and provokes classmates to think and often participates in discussions beyond expectations.	there is a disagreement. Sometime engages and provokes classmates to think and sometimes participates in discussions beyond expectations.	is a disagreement. Rarely engages and provokes classmates to think and rarely participates in discussions beyond expectations.
References and Grammar	Free from APA, grammar, and spelling errors.	Few APA, grammar, and spelling errors.	Frequent APA, grammar, and spelling errors.

7. Extra Credit Options:

Students have three options for extra credit. Extra credit is worth 10 points; only one option may be chosen as extra credit. Additional extra credit may be added throughout the semester. Extra credit may be received by joining a professional organization, presenting at a conference or workshop, or writing an article for a professional newsletter or journal. If you are interested in any of these options, please discuss them with your instructor.

Contest of the Week Discussion Boards also provide extra credit opportunities.

**Appendix B:
General Course and University
Policies**

Use of Technology

Blackboard

This course is conducted utilizing Blackboard. Blackboard can be accessed at: http://blackboard.odu.edu. Students are expected to participate in online discussion forums, submit written assignments via attached document files, view the course syllabus and utilize electronic databases for research papers. Interaction among students and instructors occurs via threaded discussion in Blackboard and private email. Instructors may post any needed documents in the Blackboard "Course Modules" section, any needed announcements in the "Announcement" section, dialogue questions in the "Discussion Board" section, and grades in the "Tools" section. All grades are tracked on Blackboard. It is imperative that each student confirms that his or her Blackboard account is working. The student is responsible for contacting OCCS in correcting any problem. Students with problems activating their Blackboard account should immediately send an e-mail to OCCS at: occshelp@odu.edu. Students are expected to log into Blackboard at least twice a week.

Please note that students will need either Internet Explorer 4.01 or higher or Netscape 4.0 or higher to use all the features, such as the virtual text chat option, in Blackboard. It is suggested that students add this URL to their "favorites" as soon as possible if they are using Internet Explorer or bookmark the site if you are using Netscape.

University Email

Old Dominion University gives each student an email address. Many students use other email addresses as their preferred address. However all students need to know that the University and instructor, when sending personal information or general information, will only utilize a student's Old Dominion address. Therefore, students should regularly check for messages at their Old Dominion address.

Additional Technology Software and Hardware

Additional technology may be required to complete learning activities. All needed downloads for the course are located in the "Resource" section of BlackBoard in the "Media Download" folder. The student will need a head set to participate in online synchronous classes. The student is responsible for contacting OCCS in correcting any problem. Send an e-mail to OCCS at: occshelp@odu.edu.

File Format

All documents posted and submitted must be in Microsoft Word or Rich Text Format. Assignments can be attached as Microsoft Word (.doc), WordPerfect (.wpd), or Rich Text Format (.rtf) - please note that no Microsoft Works documents will be accepted.

Safeguards

Back up your work on disk and make a hard copy. If your work is 'electronically lost', you are responsible for resubmitting the assignments.

Copywrite ©

We are using a password protected platform/website and educational 'Fair Use Guidelines' apply. This is somewhat similar in manner of handling material in the face-to-face classroom. Thus, the material and images used in my lecture notes and slide shows are for educational purposes only. Where possible I will cite the source and provide a hyperlink.

Academic Integrity/Honors Pledge

"I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned." By attending Old Dominion University you have accepted the responsibility to abide by this code. This is an institutional policy approved by the Board of Visitors.

Accommodating Students with Special Learning Needs

In accordance with university policy and in compliance with PL94-142 and recent federal legislation affirming the rights of disabled individuals, a student who wishes to receive some instructional accommodation, because of a documented sensory and/or learning disability, should meet with the instructor to discuss this accommodation. The student must have been identified, as "special needs" by the university and an appropriate letter(s) must be provided to the course instructor. Provision will be made based upon written guidelines from the university "special needs students" resource office. All students are expected to fulfill all course requirements

Responsibilities, Expectations, and Interaction

Instructor
1. Develop and facilitate class discussion and materials; Provide comments and interact on discussion board.
2. Arrange for supplemental materials / guest speakers as needed.
3. Structure papers and other appropriate measures of student learning /outcomes.
4. Provide guidance to students on assignments; answer questions about assignments and class lectures in the Professor's Circle.
5. Observe student performance, evaluate students work and provide feedback.

Students
1. Students are expected to contribute to class discussions utilizing examples from readings, lectures, and work and life experiences.
2. Human service education is professional education. As a result, it is customary to require both attendance and participation as a nominal expectation of students.

3. Students will attend all classes on time and actively participate in class discussions and exercises. Your course grade may be reduced for failure both to attend **and** participate.
4. Readings are assigned so that the class has a "common ground" of theory for discussion of course content. I assume you will be current in your assigned readings.
5. Students must submit all assignments on time. Exceptions to this will only occur with extremely extenuating circumstances **and** with the prior approval of the instructor. In other words, do not count on this happening – plan your workload well in advance!!
6. Students will provide feedback to me on identified learning needs as the course progresses.
7. Students will adhere to the University Academic Honor Code. If you participate in unethical behavior, including plagiarism and/or academic dishonesty, University policy will be strictly enforced.
8. Students are responsible for any material covered in class, announcements/e-mails made concerning changes in course syllabus, or any other substantive changes in assignments, etc.
9. Students will respect the integrity of the learning situation and classroom environment and display professional conduct. Disruptive behavior is not tolerated in this classroom. We assume that, as an adult learner, you are here to learn. Disruptive behavior will result in your being asked to leave the class and possibly a referral to the Honor Council.

10. Some classes will also meet synchronously; you are expected to participate as outlined by the instructor. Interaction with peers is highly encouraged. You may choose to discuss course material with your peers using collaborative conferencing   systems such as Skype.

11. Share applicable and good web resources and document with fellow students and instructor.

Human Service Major and Minors

Advising
E-mail hmsv@odu.edu to schedule an advising appointment. Please visit http://education.odu.edu/elc/academics/human_service/ to view the curiculun sheet for major and minors. Please ensure that you are aware of all the prerequisites and deadlines for HMSV classes.

Internship

 As a HMSV major, a minimum of 400 hours internship is required. *Deadlines for Internship Applications are as follows: January 15 for a fall internship in the same year; May 15 for a spring internship during the following year; and September 15 for a summer internship during the following year.* These deadlines are not flexible, so plan

accordingly. If a student decides to change his or her semester of internship, the student needs to e-mail this change to the Internship Coordinator as soon as possible and apply for a subsequent semester of internship, in accordance with application deadlines. ***The site you indicate on your internship application MUST be the site where you register for internship. You may not change this site without prior approval from the Internship Coordinator.*** For example, you indicated you will be a main campus student. You can not change to the Virginia Beach Higher Education Center without approval from the Coordinator.

Students applying for the Human Service internship must meet all of the conditions outlined below:

- Senior status at Old Dominion University
- Successful completion of all HMSV courses (prior to beginning of internship) as required in the major
- GPA in HMSV major of 2.0 or better
- GPA overall of 2.0 or better
- Grade of C or better in HMSV 339, 341,343, and 368 (Note: a C- is not acceptable)
- You CANNOT take any other course with internship