

Vanguard University
School for Professional Studies
Degree Program

SURVEY OF HUMAN SERVICES
PSYD 368

Student Guide

TEXTS AND MATERIALS

Required texts:

Martin, M.E. (2011). *Introduction to human services: Through the eyes of practice settings* (2nd ed.). Boston: Allyn & Bacon.

Cloud, H. & Townsend, H. (2001). *How people grow: What the Bible reveals about personal growth*. Grand Rapids, MI: Zondervan.

COURSE DESCRIPTION

Survey of Human services explores the ways in which care is provided for the whole individual, surveying community resources and developing an understanding of the ways in which human services are carried out in various settings. Ethical issues in human service practice are also examined. Each student will identify an appropriate human service agency for a field practicum placement and will develop a plan to meet the requirements for Field Practicum.

STUDENT LEARNING OUTCOMES

1. Knowledge Base in Psychology

- ***Spiritual perspective of human nature***

- Develop an understanding of the role of the church and Christian theology in the history of human services.
- Recognize and articulate (in a written paper) an understanding of the role of faith in the helping process for both the help giver and help receiver.

2. Research Methods in Psychology

- ***Information and Technology Literacy***

- Practice skills in use of the Internet by seeking resources and information relevant to the work of human service providers.
- Describe, in written research papers, an understanding of the history of the human services profession, including how this history influences contemporary practice.

3. Critical Thinking Skills in Psychology

- ***Think Critically and evaluate evidence rationally***

- Demonstrate in written research paper the ability to consider/analyze multiple perspectives on a complex issue by researching and evaluating major positions held on a selected public policy issue.

4. Application of Psychology

- ***Integrate theoretical perspectives***

- Demonstrate, in performance on weekly quizzes, a basic understanding of the role of a human service professional including theoretical orientation, practice settings, basic skills, and ethics.
- Discuss and describe a variety of models of providing services to people in need.

5. Values in Psychology

- ***Appreciate and support differences of race, ethnicity, gender, and age within the Biblical vision of inclusiveness and equal value of all people***
 - Examine and discuss core values and ethical guidelines for human service professionals.

6. Communication Skills

- ***Acquire skill in written communication***
 - Develop and demonstrate skills in written expression by writing two APA Style research papers.
 - Apply basic documentation skills by preparing a written report of two interviews.
- ***Acquire skill in oral communication***
 - Practice and demonstrate skills in oral expression by interviewing a human service provider and giving an oral presentation to class.
 - Practice basic interviewing and active listening skills by conducting two interviews.

7. Sociocultural and international awareness

- ***Appreciate and support differences of race, ethnicity, gender, and age within the Biblical vision of inclusiveness and equal value of all people***
 - Participate in class discussion and exercises to increase awareness of individual and cultural diversity as well as areas of cultural encapsulation.
 - Articulate a growing understanding of the relationship between culture and the provision of human services.
 - Develop an informed personal philosophy that reflects an understanding of social justice.

8. Personal Development

- ***Assess the importance of developing a lifestyle of personal health and well-being***
 - Review and discuss strategies for maintaining healthy boundaries, dealing with stress, and avoiding burnout.

9. Career Planning and Development

- ***Combine what student has learned in the classroom with Field Practicum experience***
 - Gain exposure to the professional world of the human service worker by scheduling and conducting an on-site interview.
 - Create a plan for fulfilling a 90-hour field practicum commitment that reflects responsible stewardship of the student's own skills and gifts and contributes to the student's educational goals.

STUDENT EVALUATION

The following criteria will be used in determining the student's grade:

Assignment/Grading	Points	Wk/Due
1. Research Paper # 1 in APA-Format	150	2
2. Weekly quizzes on assigned reading	100 (4 @ 25 pts. each)	2,3,4,5
3. Internet Resource Exercise	50	3
4. Process of Change Interview and Documentation	50	3
5. Research Paper #2 in APA-Format	200	4
6. Human Service Worker Interview, including oral presentation and summary sheet for entire class	100	5
7. Worldview Paper in APA-Format	150	5
8. Attendance and Participation (40 points/week)	200	1-5
Total	1000	

Student Evaluation

Percentage	Points	Grade	Significance	GPA
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+		3.33
83-86.9%	830-869	B	Good	3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+		2.33
73-76.9%	730-769	C	Satisfactory	2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+		1.33
63-66.9%	630-669	D	Poor	1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00

STUDENT ASSIGNMENTS DUE BY WEEK

Important note: Chapter reading assignments are specific to the 2nd ed. of *Introduction to Human Services* text and would not apply to the 1st ed.

WEEK 1: READ *INTRODUCTION TO HUMAN SERVICES*, CH. 1, 2, 3, & 4

READ *HOW PEOPLE GROW*, CH. 1-3

WEEK 2: READ *INTRODUCTION TO HUMAN SERVICES*, CH. 5, 6, & 12

QUIZ #1

RESEARCH PAPER #1 DUE

WEEK 3: READ *INTRODUCTION TO HUMAN SERVICES*, CH.8, 9, & 14

QUIZ #2

READ *HOW PEOPLE GROW*, CH. 4-9

INTERNET RESOURCE EXERCISE DUE

PROCESS OF CHANGE INTERVIEW AND DOCUMENTATION DUE

WEEK 4: READ *INTRODUCTION TO HUMAN SERVICES*, CH. 7, 10, & 11

QUIZ #3

RESEARCH PAPER #2 DUE

WEEK 5: READ *INTRODUCTION TO HUMAN SERVICES*, CH. 13, 15, & EPILOG

QUIZ # 4

READ *HOW PEOPLE GROW*, CH. 10-12

HUMAN SERVICE WORKER INTERVIEW AND ORAL PRESENTATION (WITH HANDOUT) DUE

CHRISTIAN WORLDVIEW PAPER DUE

DESCRIPTION OF ASSIGNMENTS

Research Papers: Students will write **two** APA Style research papers, due weeks 2 and 4. (One paper due each week.) Students will select one topic per week from the list of questions/topics provided for that week. Students will research the topic and concisely summarize information **in their own writing**, appropriately citing all sources. Papers are to be typed and to follow APA Guidelines. (*APA Style Essentials*, available on AmoebaWeb, provides general departmental guidelines. You will need to use the current Publication Manual of the American Psychological Association for specifics.) Papers require a title page, abstract, and reference page which, while numbered, are not to be counted in determining the length of the paper. The length of the paper and number of sources required are noted below. All sources must be of good academic quality and must be appropriately cited in the text and listed on a Reference Page. **Papers missing any of the required components will not be graded.**

Paper #1 History (Due week 2)

Length: 3 full pages of text. References: minimum of 4 references, which may include the Martin text. (Possible sources for references include journals (such as Social Work journals), government agency websites, university websites, and public policy groups)

Choose one of the following topics:

1. Describe the various ways in which the needy have been viewed by society in both England and America since the 1500s. What trends are evident in American (US) culture today? (Note that this is a very broad topic and will require concise writing to summarize information. Your focus here is on the connection between societal attitudes and public policy.)
2. The Organized Charity Movement and the Settlement House Movement were two responses to the problems that resulted from urbanization. Describe the development of both movements, including the key person(s) in each movement. Compare and contrast the two movements in terms of their philosophy, strategies, and lasting impact.
3. Aid to Families with Dependent Children (AFDC) began with the Social Security Act of 1935 and ended in 1996 with the passage of The Personal Responsibility and Work Opportunity Reconciliation Act, which replaced AFDC with Temporary Assistance to Needy Families (TANF). Briefly describe both programs (AFDC and TANF) and the events that lead to their inception. Describe the successes and problems of both programs.

Paper #2 Public Policy (Due week 4)

Length: 4 full pages of text. References: minimum of 5 references, which may include the Martin text. Note: Public policy issues generally involve controversial issues with strongly held positions by different groups. In researching your paper, make sure that you are selecting sources that give you a balanced picture of the issue. Your sources should draw from the major positions being taken on the issue. Reserve your own opinions for the discussion section of your paper. Possible sources for references include public policy groups and government agencies (websites). You may find the term “opposing viewpoints” a helpful search term.

Choose 1 of the following topics:

1. Describe the arguments for and against the policy of the federal government awarding funds to faith based organizations to provide human services. Describe the current federal legislation in this area.
2. The child welfare system in the United States has traditionally focused on maintaining/restoring family preservation for the children in their care (keeping children within their own families). The Adoption and Safe Families Act of 1997 established that our national goals for children in the child welfare system are safety, permanency, and well being. Discuss the arguments for family preservation vs. permanency planning for children in the child welfare system.
3. Describe the arguments for and against the involuntary treatment of the mentally ill. Provide some historical perspective on treatment of the mentally ill in the United States, including the impact of the deinstitutionalization of the mentally ill, but make sure that you cover current issues as well.
4. There is ongoing debate as to whether societal efforts to deal with substance abuse should focus on law enforcement or treatment. Describe the arguments for and against each position, including the costs and benefits of each.

Grading Rubric Research Papers

	Excellent	Good	Satisfactory	Below Expectations	Points
<p>Content</p> <p>Paper #1 (100 Content Points Possible)</p> <p>Paper #2 (150 Content Points Possible)</p>	<p>Content is factually correct, addresses each aspect of question thoroughly, and reflects thorough understanding of all concepts presented. All key concepts are supported with research from excellent sources and provide significant detail/depth of information beyond that presented in text/class.</p>	<p>Provides detailed information addressing all aspects of the question. Content is supported by research from appropriate academic sources that provide detail that goes beyond information presented in text/ class. Contains only minor factual errors, if any. Demonstrates good understanding of major concepts.</p>	<p>Provides factually correct information addressing most aspects of the question. May reflect some confusion or lack of clarity re: key concepts. Some ideas may need further development. Sources provide only limited information beyond that covered in text and class.</p>	<p>Content does not clearly address question, addresses question but contains significant factual errors, addresses only part of question, or presents only information covered in class/text without providing additional relevant information Sources are poorly chosen.</p>	<p>Content points</p> <p>_____</p>
<p>Writing (25 Points Possible)</p>	<p>Writing is clear, concise, well organized, and free of grammatical errors. Material from selected sources is synthesized and reflects originality in presentation and analysis of content.</p>	<p>Writing is clear, concise, well organized with minimal grammatical errors. Material from selected sources is synthesized in to a coherent presentation.</p>	<p>Writing is mostly clear and organized. Presentation of ideas is understandable but lacking originality. May contain minor grammatical errors or casual language.</p>	<p>Writing is unclear or hard to follow. Contains significant grammatical errors. May include poor word choice, problems with sentence structure, and spelling errors.</p>	<p>Writing points</p> <p>_____</p>
<p>APA Style (25 Points Possible)</p>	<p>APA Style is used consistently and correctly in all parts of the paper</p>	<p>APA Style is used consistently and necessary components are present. Minimal errors.</p>	<p>Paper has all required elements, but contains many formatting errors.</p>	<p>Paper missing one or more required elements or contains many significant formatting errors.</p>	<p>APA Points</p> <p>_____</p> <p>Total Points</p> <p>_____</p>

Quizzes on Assigned Reading

Beginning with week 2, quizzes will be given at the beginning of each class session covering the assigned reading from *Introduction to Human Services*. These quizzes are designed to encourage and reinforce the reading of the chapter assignments prior to class. The quizzes will be comprised primarily of multiple choice, matching, or short "fill-in" questions. Each quiz is worth 25 points; quizzes may not be made up.

Internet Resource Exercise (Due Week 3) Students will be given a list of questions/topics relevant to the work of human service providers. Students are to do Internet searches to obtain the necessary information to answer the question or to collect the resource information requested. This will require using a search engine to locate relevant information. Students are to print out the relevant page/pages to answer each question. Information may be copied and pasted to conserve paper. This assignment is to be done independently by each student.

Process of Change: Interview and documentation (Due Week 3)

This paper involves interviewing a friend/acquaintance you regard as a peer about the process of change in their life. Ask them to share with you about a time when they experienced personal growth. What was helpful to them in this process? Your goal in this interview is to practice the range of active listening skills. Your goal is not to try to give advice or counsel the person you interview beyond communicating accurate empathy, unconditional positive regard, and genuineness. You should do your best to avoid interviewing someone for whom this exercise might provoke a strong emotional response. The content of the paper should summarize what you learned about change and growth in another person, but should also identify your own responses to practicing active listening. In writing your paper, you will need to describe some of the content of the interview to provide context, but focus primarily on the *process* elements of the interview. In order to maintain confidentiality, when you write the paper, refer to the person you interview only by an initial. Paper must be typed, 1-2 pages in length.

Paper #3 (Due week 5) Worldview Paper

Students will articulate their understanding of a Christian worldview as it relates to the role of a human service professional. In class, we discuss various models and theoretical orientations of helping. This paper asks you to consider how holding a Christian worldview would inform and impact the provision of services to those in need. Students are to summarize key presuppositions of their own faith and describe how these would impact their working with clients in both a faith based and secular setting. (Students who do not hold a Christian worldview are encouraged to describe key presuppositions of their own faith as well as their reactions to material presented in this module from a Christian perspective.) Questions to consider in writing this paper include:

- What is your view of human nature?
- What is your understanding of God's attitude towards the poor and those who are suffering? How does this inform how you would work with others who are in need?
- How does your understanding impact the way that you view God's work in your own life?
- What specific scripture is important in your understanding of God's attitude towards the poor and suffering?
- What is your understanding of the role of faith in the helping process for both the help giver and the help receiver? This should reflect your understanding of the material presented in Martin (Chapter 12).
- What concepts struck you as particularly strong (or weak) in your reading of Cloud and Townsend?
- How has the material presented in this course informed your understanding of a Christian worldview as it relates to the role of a human service professional?

Grading Criteria for Christian Worldview Paper

100	Content - Paper reflects your understanding and careful reflection on class discussion and reading of both <i>How People Grow</i> (chapters 1-12) and <i>Introduction to Human Services</i>. Paper will be graded according to scope and coherence of worldview (as opposed to the particular worldview you hold). Length of paper to be 3-4 pages of content.
25	Writing Style - Paper written in academic style and is grammatically correct with appropriate word choice, formal tone, and good clarity. Paper is clearly organized (including introductory paragraph, logical presentation of content, and concluding paragraph).
25	APA Style - This paper is to be written in APA Style. Paper requires a title page, 3-4 pages of content, and a reference page. Material drawn from the two text books must be appropriately cited. No other references are required. (If additional references are used, they must be cited and listed on the Reference Page.) This paper does not require an abstract. It may be written in the first person.
150	Total Points

On-Site Human Services Interview and Oral Presentation: Due Week 4 or 5

Interview

Each student will locate and interview a human service professional working in an agency setting. The student will interview the professional, obtaining the following information:

- Contact information (Person's name, agency name, address, phone number)
- Nature of work done by the person you interview
- Job Qualifications (for the person you interview)
- Client population served by agency
- Method of service delivery (home visits, group therapy, office visits, etc.)
- Funding sources for the agency
- Other types of human service workers employed by the agency
- Any other relevant information. You are encouraged to use active listening skills and respond with your own follow-up questions to more fully understand the work done by the person (and agency) you interview.

Note that the interview must be conducted on site, even if you have visited the agency before. While agencies are generally helpful, remember that you are asking a busy professional to schedule time with you. Scheduling your appointment early in the module allows you time to reschedule if your appointment gets cancelled for some reason. Interview may not be conducted at your work site, with a therapist in private practice, or with a family member.

Oral Presentation

During week 4 or 5, each student will give a brief oral presentation (5 minutes), sharing the information gained in visiting the agency and in conducting the interview. The oral presentation should give a concise overview of the services provided by the agency as well as the student's impressions and insights gained in conducting the interview.

Handout

Students will create a 1-page hand out to accompany their oral presentation. (One copy for each student plus two copies for the professor.) Handout must include contact information for the agency and summarize the key information gained about the agency, using a "bullet point" format.

Grading Criteria:

75	Oral presentation covered all relevant content areas. Presentation well organized and adheres to time limits.
(25)	On-site interview (All interviews should be conducted on-site. In the event that it is not, 25 points will be deducted from the presentation)
25	Handout
100	Total Points

Selection of Field Practicum Site: Guidelines for the field practicum will be discussed during week one of this class and are described in the Student Guide for the Field Practicum class. On week 5, students will be asked to describe their plans for meeting the field practicum requirement for approval by the Chair of SPS Psychology. While students are not required to have a plan at this point, they are responsible for having their plan approved by the Chair prior to beginning work at their practicum site.

LOGISTICS CHART

Hour	Week 1	Week 2	Week 3	Week 4	Week 5
1	Intro and Course Overview	Speaker/ Discussion of research paper	Speaker/ Discussion of Assignments	Speaker/ Discussion of research paper	Faith Based Organizations/ Macro Practice
2	Human Services as a Profession/ Ethical Issues	Child and Family Services	Mental Health & Mental Illness	Healthcare & Hospice	Oral Presentations
3	History and Evolution of Human Services	Adolescent Services	Homelessness	Aging & Services for the Older Adult	Oral Presentations/ Future of Human Services
4	Skills and Strategies/ Guidelines for Field Practicum	Human Services in the Schools	Violence, Victim Advocacy, & Corrections	Substance Abuse & Treatment	Concluding Discussion and Course Evaluation