

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ON**

**COURSE OUTLINE**

**COURSE TITLE: INTRODUCTION TO HUMAN SERVICES**

**COURSE CODE: HSC 101 SEMESTER: ONE**

**PROGRAM: CHILD AND YOUTH WORKER**

**PROFESSOR: BETTY BRADY, Hon B.A., ICADC, M.A. Ed.**

**DATE: SEPTEMBER 1997**

**PREVIOUS OUTLINE DATED: SEPTEMBER 1996**

**APPROVED:**

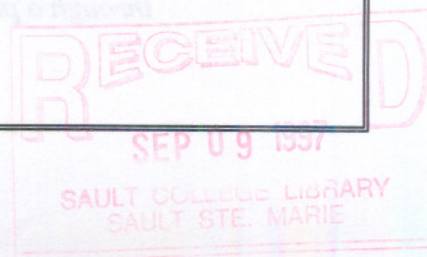
*for* *Ross*  
**D. Tremblay, Dean  
Health and Human Sciences and  
Teacher Education**

*June 23/97*  
**DATE**

**TOTAL CREDITS: 3**

**PREREQUISITES: None**

**LENGTH OF COURSE: 17 weeks**





**I. COURSE DESCRIPTION:**

This course is designed to enable the student to explore careers in the Human Service field. As a means to this end, the student will be exposed to the local service delivery system and will examine it as a response to the community needs. Participants will examine the roles of various Human Service providers. An assessment of self in relation to the demands of a worker in the Human Service field will be a major area of focus.

**II. LEARNING OUTCOMES and ELEMENTS OF THE PERFORMANCE:**

*Upon successful completion of this course, the student will demonstrate the ability to:*

**Learning Outcomes:**

- 1. Describe the evolution of the social welfare system and be prepared to discuss related issues competently.**

***Potential Elements of the performance:***

- identify and describe the evolution of the social welfare system and related issues accomplished through testing, research, and classroom discussion.*
- 2. Competently identify the concepts, principles and skills of effective networking within the community.**

***Potential Elements of the performance:***

- identify and describe all related areas of community networking through tests and classroom discussion.*
- 3. Analyze and discuss the interpersonal skills and characteristics which are essential requirements of Human Service work. Evaluate their own skills that are related and develop strategies for future growth in these skill areas.**

***Potential Elements of the performance:***

- identify, describe and discuss these interpersonal skills and characteristics through a project that each student will complete in class.*



4. **Identify and explain the assessment process, problem solving and case management as they relate to Human Service Delivery.**

***Potential Elements of the performance:***

- *identify and explain the assessment process, problem solving and case management which will be accomplished through testing, discussion and research.*
5. **Describe programs and career opportunities in Human Services from a community perspective.**

***Potential Elements of the performance:***

- *describe programs and career opportunities in Human Services which will be accomplished through research, analyzing significant information, report writing and class discussion.*
6. **Independently research current issues in the Human Service fields and report on their significance.**

***Potential Elements of the performance:***

- *research and reporting on current issues will be accomplished through active research of ten articles and a written report on this.*

### **III. TOPICS:**

1. Evolution of the social welfare system and related issues.
2. Concepts, principles and skills of effective community networking.
3. Interpersonal skills and characteristics of Human Services worker.
4. Assessment process, problem solving and case management as they relate to Human Service Delivery.
5. Current issues in the field of Human Services.

### **IV. REQUIRED RESOURCES:**

Students are required to purchase the following text:

Mehr, Joseph; Human Services: Concepts and Intervention Strategies, Allyn and Bacon, Toronto 1995.



**V. EVALUATION PROCESS/GRADING SYSTEM:**

Test #1 (Midterm)	25%
Test #2 (Final)	25%
Assignment #1	15%
Assignment #2	15%
Assignment #3	20%
	<hr/>
	100%

1. All assignments must be completed by the due date. Assignments will occur during classroom lectures and absenteeism may result in a grade of zero for this assignment.  
  
Assignments not handed in to the instructor in the scheduled class will be considered late. In the case of late assignments, marks will be docked by 5% each day for two (2) days; after 2 days a 0% grade will be recorded.
2. Class involvement includes attendance, punctuality, constructive contribution to group assignments, listening, demonstrations of respect and genuineness, willingness to risk, willingness to demonstrate skills and acquisition of skills.
3. If a student must miss a test for severe illness or an emergency, the student must notify the instructor the day of the test or before that date. Failure to notify will result in a zero grade. The student must be prepared to provide a doctor's note or proof of the emergency if required by the instructor. The student must also initiate arrangements with the instructor to write the test at another time. Any late writing if a test must be prior to the next class after the scheduled test date. The instructor can be reached at 759-2554, Ext. 438 at any time night or day. Please leave your name and message.
4. Grammar and spelling are very important parts of effective written/oral communication. Consequently, these components will be scrutinized carefully - clear communication will be acknowledged. Students efforts to improve same will be rewarded.
5. Students are expected to be familiar with the Student Rights and Responsibilities manual, particularly those parts pertaining to conduct, attendance, punctuality, respect of other students and staff and plagiarism. Contact the instructor or the SAC office for further explanation if required.



## METHOD OF ASSESSMENT

The following letter grades will be assigned in accordance with the College Guidelines:

A+	Consistently Outstanding	90 - 100%
A	Outstanding Achievement	80 - 89%
B	Consistently Above Average Achievement	70 - 79%
C	Satisfactory or Acceptable Achievement	60 - 69%
R	Repeat - Student has not achieved the objectives of the course and the course must be repeated	Less than 60%
CR	Credit Exemption	
X	A temporary grade, limited to situations with extenuating circumstances giving a student additional time to complete course requirements	

There are a number of pertinent dates that students need to be aware of. An account of these is beyond the scope of this outline. It is imperative that you consult your student handbook for this information and seek clarification, etc., from SAC or your faculty advisor. You need to take ownership for this.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 491 so that support services can be arranged for you.

There are a number of support services available at the College to assist with any problems interfering with the learning process. Please access these if you require assistance.

### Retention of Course Outlines

It is the responsibility of the student to retain all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.



**Documentation:**

You are encouraged to access materials from a variety of sources. It is, however, pertinent that you identify these sources in your written work. You will be provided with information and the format to use in ENG 120.

**ASSIGNMENTS:**

*Students are required to make their own copy of all assignments prior to handing them in to the instructor.*

**ASSIGNMENT #1****DUE:** \_\_\_\_\_

As a beginning Human Services Worker, the student need to gain a sensitivity to, and awareness of, the issues that face the community and nation in the area of social service issues and delivery.

One way of doing this is through independent study and research. The student will access the popular press, i.e., magazines and newspapers and gather a collection of pertinent articles dealing with the social condition and service delivery. This will require the student to be in touch with various media and be cognizant of the issues being presented.

**The Task**

Over the duration of 10 weeks, the student is to clip at least ten relevant newspaper or magazine articles. The articles are to be mounted in an appropriate form in a duo-tang. Each article is to be summarized in terms of the issues presented and the action taken or proposed. The articles can pertain to any relevant theme(s), i.e. Addictions, Child Welfare, Community Development, Corrections, Crisis/Emergency Services, Daycare for Children, Education, Employment/Training, Health, Housing, Legal Assistant, MR Services, Prevention Programs, Services to the Aged and Volunteerism.

**Summary**

It is a requirement that the student write a short 250-500 word paper *reflective* of the insight gained from this exercise.

**Caution**

Lurid accounts of seduction/abduction, children of alien life forms, etc. from supermarket tabloids are inappropriate.



**ASSIGNMENT #2****DUE:** \_\_\_\_\_

In that this is an introductory level course, the assumption is that the student needs to explore his/her own self in terms of the material being presented. In this instance, one of the areas is an examination of the qualities essential a to Human Services Provider.

This assignment requires the student to identify his/her personal qualities relative to the field, to define these in behavioural terms, seek validation for these, and to suggest ways that these can be enhanced or added to.

**The Task**

Working with other students, define the qualities that you as a small group perceive to be essential to the Human Service field. Record these in random order.

Using examples from your own experience, describe how you perceive yourself in terms of these qualities. It is your responsibility to seek supportive evidence from your group to validate that the quality you say you have is at least minimally evident, etc.

Examine the areas on which you and your group feel there is work to be done and develop some strategy and an implementation plan that would lead to the acquisition of these skills.

You are required to document the resulting data and submit it to the instructor in the appropriate format for evaluation.

**ASSIGNMENT #3****DUE:** \_\_\_\_\_

Students will conduct research on ONE Human Service agency or organization in their community that they have an interest in. This could involve consulting the Community Information Directory, attaining brochures and/or related information regarding the service, talking to persons who may have utilized the service in the past, asking staff there a few relevant questions about the service they provide or utilizing other research methods.

A research report of 1 to 2 double-spaced typewritten pages should be developed by the student. Students should include who is able to access this service, costs involved if any, nature of the service provided, education or credentials of workers, and any other relevant information regarding the service. Proper spelling and grammar are essential on all reports.