

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Introduction to Human Services  
**CODE NO. :** HSC101 **SEMESTER:** 2  
**PROGRAM:** Child and Youth Worker  
**AUTHOR:** Betty Brady, Hon BA, ICADC, MA Ed.  
**DATE:** June 2006 **PREVIOUS OUTLINE DATED:** Jan. 2006  
**APPROVED:**

\_\_\_\_\_  
**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** NONE

**HOURS/WEEK:** 2

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*For additional information, please contact the Dean*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 2603*

**I. COURSE DESCRIPTION:**

This course is designed to enable the student to explore issues 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:**

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

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Students are required to purchase the following text:

Schram & Mandell, An Introduction to Human Services. (5<sup>th</sup> ed.). Toronto: Allyn & Bacon.

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

Test #1	15%
Test #2	15%
Test #3	15%
Test #4	10%
Assignment #1	15%
Assignment #2	15%
Participation	<u>15%</u>
	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. 2564 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 semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	

S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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, or learning disabilities), visit the Special Needs office, Room E1101 or call extension 2703 as soon as possible so that support services can be arranged for you. Subsequently you are encouraged to discuss, with your professor, accommodations required to enable you to meet the course competencies.

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 acquiring advanced standing at other postsecondary institutions.

### Plagiarism:

Students should refer to the definition of "academic dishonesty" in the *Student Code of Conduct*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**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 CMM115.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

**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 needs to gain 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.



**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**CHILD & YOUTH WORKER PROGRAM**

**ADDITION TO C.Y.W. PROGRAM POLICIES**

**Student Agreement Form**

Regarding the Child and Youth Worker Course Outline:

I, \_\_\_\_\_, have read the C.Y.W.

Course Outline for the Course \_\_\_\_\_.

I understand its contents and agree to adhere to them.

Signed: \_\_\_\_\_

Dated \_\_\_\_\_