

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: INTRODUCTION TO HUMAN SERVICES

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CODE NO.: HSC101 SEMESTER: ONE

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PROGRAM CHILD & YOUTH WORKER

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INSTRUCTOR: KAREN DELUCO

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DATE: SEPTEMBER, 1996 PREVIOUS OUTLINE: SEPTEMBER, 1995

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APPROVED: *K. Delucio*  
Dean, School of Human  
Sciences and Teacher Education

Date *July 3/96*

TOTAL CREDITS: 3

LENGTH OF COURSE: 17WKS

PREREQUISITE: NONE

TOTAL CREDIT HOURS: 48 HRS

**\*\*NOTE:** Do not discard this course outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

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**I. PREREQUISITE**

Due to the introductory nature of this course, there is no prerequisite.

**II. 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 social service delivery system and will examine it as a response to the community needs. Participants will examine the roles of various Human Service providers. As assessment of self in relation to the demands of a worker in the Human Service field will be a major area of focus in this course.

**III. STUDENT PERFORMANCE OBJECTIVES**

Upon successful completion of this course, the student will be able to:

1. Describe the evolution of the social welfare system. Discuss government parties and relate to areas of jurisdiction.
2. State and discuss the concepts, principles and skills of effective networking within the community.
3. List and discuss the interpersonal skills and characteristics that are essential requirements of Human Service work.
4. Identify and explain the assessment process, problem solving and case management as they relate to Human Service Delivery.
5. Discuss programs and career opportunities in Human Services from a community perspective.
6. Describe the impact on the political climate on Human Service delivery.

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#### IV. TEACHING STRATEGIES

The course will be taught through a variety of teaching strategies. Among these are lecture, guest speaker, audio-visual material, independent/self-directed learning and assignments.

Presentation will vary with area being discussed.

#### V. TEXTS

Students are required to purchase the following texts:

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

#### VI. EVALUATION IN PROCESS/GRADING SYSTEM

Assignments are described in full - see attached.

There will be two (2) tests on material presented/assigned.

Test 1 Midterm	—	20	
Test 2 Final	—	20	Dates of tests T.B.A.
Assignment 1	—	15	Due dates for these assignments will
Assignment 2	—	10	be established in class in consultation
Assignment 3	—	15	with the group
Assignment 4	—	20	
Bonus Points	—	5	C.I.D. - Community Information Directory
Total	<u>—</u>	<u>100%</u>	

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 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 misses a test for a substantial (i.e. emergency) and substantiated reason, the student must notify this instructor ASAP of the reason. Furthermore, the student must make arrangements with this instructor for a time to write the test, if the instructor agrees. Any late writing of a test must be prior to the next class after the scheduled test date. Call 759-2554, ext. 545 and leave your name and message.

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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, while distracting or unclear communication will be recognized as interfering with clear communication. Student efforts to improve 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.
6. Do not discard this outline. It will be required by other educational institutions if your are attempting to obtain course credit.

**VII. GRADING POLICY**

90-100	A+
80-89	A
70-79	B
60-69	C
Below 60	R (Repeat Course)

**Note:** An "X" grade can be assigned under very specific circumstances. See student handbook for details

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 advisory. You need to take ownership for this

**VIII. SPECIAL NEEDS NOTE**

Students with special needs (eg. physical limitation, visual impairments, hearing impairments, learning exceptionalities) are encouraged to discuss required accommodations confidentially with the instructor.

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.

In that it may become necessary for the instructor to modify the course to meet the needs of the student group, the instructor reserves the right to do so.

**IX. 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.

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## X. 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 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 ie. 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) ie 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. Inclusion of these, in a student's project, will result in the public humiliation and ridicule of the offending student.

### 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 to a Human Service 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.

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**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: \_\_\_\_\_**

In order to become more aware of the gap in the Human Service delivery system, it is essential that the student become familiar with the services as they currently exist. It will become apparent that there are areas that have not been fully addressed or that are currently underserved given the present financial reality.

**The Task**

Working in a small group, you are charged with the following task:

You are a committee that has access to limited funding on a one-time basis. You are to assess the community needs and to present a proposal for a service that will meet community needs. Your proposal can be geared to a specific element in the community or be of a more general nature.

Your proposal is to be presented before the full class with a needs study, proposal and implementation plan. It is the groups responsibility to ensure that the proposal is in a form appropriate for review by the instructor.

The total funding level available to your group is \$150,000.00. This is to cover all costs incurred including the needs survey, etc. Your proposal is to describe the level of service, staff complement and area to be served.

All group members need to be actively involved in the proposal development and presentation. Each participant will be evaluated and this will be submitted with the proposal. The format will be given by the instructor.

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**ASSIGNMENT 4.** DUE: \_\_\_\_\_

There is an option. Students, depending on their total evaluation, will complete Part 1 or Part 1 and 2.

1. Working with a small group, students will orally present the designated Mehr chapter. The presentation will:
  - a) Identify the main concepts
  - b) Relate the focus to human services
  - c) define the pertinent terminology
  - d) report and locate resources and networking organizations within the community
  - e) a type-written report including the above criteria is due 48 hours prior to the presentation (worth 5%)
  - f) dates will be announced in class
  - g) if a student is unable to present on the assigned date without a valid reason according to the Human Sciences and Teacher Education policy, this will result in a "0" (zero) grade to the individual
  
2. Test 2—If a total evaluation of assignment 1-4 meets 80%, the student may have the option of writing test 2. In addition to this criteria, 80% of class participation and attendance must be met. A signed contract will be completed with the student's signature and instructor's approval prior to the exam. Test 2 must be written if the above criteria is not met.