

**DELAWARE TECHNICAL & COMMUNITY COLLEGE**  
**COLLEGE WIDE COURSE SYLLABUS**

**CAMPUS:** Terry

**DEPARTMENT:** Human Services

**COURSE:** HMS 121 Introduction to Human Services

**INSTRUCTOR NAME:** Telephone: Email:

**PREREQUISITES:** ENG 051, RDG 051

**CO-REQUISITES:** None

**COURSE HOURS and CREDITS:**3:0:3

**COURSE DESCRIPTION:**

The student is introduced to the field of Human Services. The course reviews client needs and services and identifies the skills and attitudes required of the effective human services worker. The course provides an overview of occupations available in Delaware and discusses the major functions of human service agencies.

**TEXT:** Burger, Human Services in Contemporary America, 7<sup>th</sup> edition, Brooks/Cole.

**MATERIALS:**

**METHOD of INSTRUCTION:** Campus Classroom

**MANUALS:** None

**DISCLAIMER:** None

### **CORE CURRICULUM COMPETENCIES (CCC)**

(Approved by President George and President's Council 8/25/98; Rev. 4/27/06)

The graduate will be able to:

1. Communicate clearly and effectively both orally and in writing.
2. Demonstrate effective problem solving and reasoning skills.
3. Work effectively in groups of people from diverse backgrounds.
4. Demonstrate ethical and professional understanding and conduct.
5. Apply appropriate information literacy skills to locate, evaluate and use information effectively.
6. Use computer technology appropriate to the field.
7. Use scientific and mathematical reasoning appropriate to the technology.

The Core Curriculum Competencies apply to all Associate Degree programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework. These competencies are incorporated into each program review employer survey.

### **HUMAN SERVICES TECHNOLOGY PROGRAM GRADUATE COMPETENCIES (PGC) 2-2004**

The graduate will be able to:

1. Create and maintain effective and professional documents relevant to Human Services agencies.
2. Interact ethically and professionally within the Human Services field.
3. Apply information to identify client's strengths, weaknesses, and resources to create a treatment plan.
4. Provide effective client services at an entry level by utilizing professional Human Services principles and practices.
5. Establish effective working relationships within the Human Services arena.
6. Apply basic management and leadership skills in Human Services environments, including time management, organization, and the ability to follow directions.
7. Utilize feedback to assess the effect of oneself on Human Services outcomes and make adjustments accordingly.

### **COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES: (CCPO)**

The student will be able to:

1. Examine one's motivation for entering the Human Services field. (PGC 2, 7 and CCC 2).
2. Identify the values, ethics, and characteristics of the effective human services professional (PGC 2, 6 and CCC 1, 2).
3. Discuss how personal values and attitudes affect the client and the helping relationship. (PGC 2, 5, 6 and CCC 1, 2, 8).
4. Identify the types of agencies and the range of services found within Delaware's Human Services system. (PGC 2, 3, 5, 6 and CCC 2, 5)
5. Describe the different types of clients to be served. (PGC 2, 4, 5 and CCC 1, 2, 5, 8)
6. Discuss contemporary problems and issues in the Human Services. (PGC 2, 3, 4, 5 and CCC 1, 2, 5, 8)
7. Explain significant historical and legislative developments within the field of Human Services. (PGC 3 and CCC 1, 2, 5)
8. Demonstrate the ability to prepare a resume or professional portfolio. (PGC 1 and CCC 1, 2, 5)
9. Demonstrate the ability to express one's self in descriptive written form by composing a brief autobiography or maintaining a personal journal. (PGC 1, 7 and (CCC 1, 2)

### **MEASURABLE PERFORMANCE OBJECTIVES: (MPO)**

The student will be able to:

1. Examine one's motivation for entering the Human Services field.
  - 1.1 *Complete journal entries throughout the course that are personal and professional reflections that relate to the field of Human Services as it is presented within the course format.*

2. Identify the values, ethics, and characteristics of the effective human services professional.
  - 2.1 *List and define characteristics of effective human services workers.*
  - 2.2 *Analyze these characteristics from 2.1 as they relate to you.*
  - 2.3 *Define “values”, and explain why they are important to becoming an effective human services worker.*
  - 2.4 *Analyze values that are important to you and how they will contribute to your effectiveness as a human services worker.*
  - 2.5 *List and describe skills that are important to the field of human services.*
  - 2.6 *Discuss why they are important and how they contribute to effective human services work.*
  - 2.7 *Given the Ethical Standards of Human Services Workers or a Code of Ethics from a professional association, identify ethically correct behaviors.*
  - 2.8 *Explain the importance of an understanding and adherence to a professional code of ethics.*
3. Discuss how personal values and attitudes affect the client and the helping relationship.
  - 3.1 *For each of the values identified in 2.3, and for each of the skills identified in 2.4, explain how the helper/client relationship would be jeopardized without that value/skill, and how it would be enhanced with that value/skill.*
4. Identify the types of agencies and the range of services found within Delaware’s Human Services systems.
  - 4.1 *List in writing the names and location of Human Services agencies in Delaware that provide services for client groups you identified in 5.1.*
  - 4.2 *Describe or summarize in writing the services available within the agencies that you identified in 4.1*
  - 4.3 *List in writing career options that are relevant to the field of Human Services and create a chart that names and describes each career by its required level of education, the roles & responsibilities of the worker, and the clientele it helps.*
  - 4.4 *Identify agencies in Delaware that would hire someone in the career fields you have identified.*
5. Describe the different types of clients to be served.
  - 5.1 *List different groups of client populations that human service workers may help.*
  - 5.2 *Summarize the major needs and/or issues of the client populations you have identified in 5.1.*

- 5.3 *Develop an empathic awareness of clients that attempt to navigate agencies that may provide assistance.*
6. Discuss contemporary problems and issues in the Human Services.
  - 6.1 *Identify current problems or issues that are impacting the field of human services.*
  - 6.2 *Explain the impact of the problems/issues identified in 6.1 upon the client and the delivery of services.*
7. Explain significant historical and legislative developments within the field of Human Services.
  - 7.1 *Create a historical timeline from prehistoric civilization through the present. On this timeline identify significant persons, events, and legislation that have influenced the helping professions.*
  - 7.2 *Summarize legislation in the mental-health movement from the WW II era to the present.*
  - 7.3 *Explain the need for and creation of the Human Service Associate Degree program.*
  - 7.4 *Describe the NOHSE and explain its importance to the field of Human Services and to the Human Services student.*
8. Demonstrate the ability to prepare a resume or professional portfolio.
  - 8.1 *Identify the components of a professional portfolio and explain the importance of each component.*
  - 8.2 *Construct the physical framework for a professional portfolio, including section divisions for each component identified in 8.1.*
  - 8.3 *Develop and enter relevant material for sections of the professional portfolio.*
9. Demonstrate the ability to express one's self in descriptive written form by composing a brief autobiography or maintaining a personal journal.
  - 9.1 *Using acceptable English and grammar, complete journal entries throughout the course that are personal and professional reflections that relate to the field of Human Services as it is presented within the course format.*

**EVALUATION CRITERIA:**

Students will demonstrate proficiency on all Measurable Performance Objectives at least to the 75% proficiency level. The final course grade will be derived from:

**Examinations:****60%**

There will be three examinations in the course that will average to 60% of the final grade. The exams may contain a variety of question types including multiple choice, matching, true/false, short answer, and essay. The questions will reflect the competencies within this course syllabus. You are expected to make up any missed exams within one week of your return to class, and to complete retests within the time parameters and guidelines of your instructor. Make-up exams may not be in the same format as the scheduled exam. You must contact the instructor for details as to where and when to complete the make-up exam.

**Homework, quizzes and/or group work:****5%**

You will be expected to complete homework assignments and/or in-class activities. These will be assigned by your instructor and must be completed per his/her instructions and timelines. The homework and activities may include but not be limited to text-based activities, instructor provided handouts, quizzes, small group work, and web-based activities. No missed in-class activities may be made up due to the nature of the activity. All homework and activity grades will be averaged together to comprise 5% of your final course grade.

**Projects:****1. Personal Journals****10%**

You will write and submit bi-weekly a personal journal of 2-4 pages. The journal must consist of, but not be limited to your personal reflections and reactions to the text, lectures, and class discussions during the two weeks preceding your journal entry. You will refer to the subject and/or material you have learned, the way(s) it has impacted your experiences, your personal opinions about it, a rationale for your response, any

insights you have come to, and any ways in which you may wish to grow or change as a result. Alternate or additional instructions may be provided by your instructor.

**2. Historical Timeline 5%**

Based on the text and class presentations, and guidelines from your instructor, you will identify major events throughout history that have impacted the ways in which people have been helped and/or how others have responded to their need for help. You will list in chronological order, the event, date(s), and a brief description for each event listed.

**3. Personal Skills & Characteristics Summation 5%**

You will create a typed document that lists and describes skills and characteristics that are important for an effective helping professional to possess. For each of the skills and characteristics listed, you will rate your personal level of strength, state why it is important to the helping profession, how you demonstrate it when working with others, and ways in which you plan to improve it.

**4. Career Chart 5%**

You will create a typed chart that identifies the major professions within the helping field. For each profession you have identified, you will include a description of the profession, level of education, types of clients served, and types of work settings for that professional.

**5. Agency Resource File 5%**

You will begin a professional agency resource file for your professional portfolio. This file will include any business cards you may have acquired before and/or during this course. In addition, you will identify a specific target population in need of help and services, and identify in writing the agencies within your county that are available to help that population. You will identify the agencies by name, location, telephone, address, and a brief description of the services provided. You may also include literature from those agencies.

**6. Professional Portfolio 5%**

Following the guidelines of your instructor, you will develop the foundation of a “Professional Portfolio” which will also serve as an organizational tool for significant academic documents. This may include a three ring binder that contains specific section markers (tabs) for required documents (determined by your instructor) which may include copies of current transcripts, all course syllabi, resume, current course sequence sheet for your degree, training certificates, awards, significant assignments, etc.

See Measurable Performance Objectives for detailed expectations and requirements.

Grades will be computed using the following scale:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

**Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.**