
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, and an ethic of service, student empowerment, opportunity, and lifelong learning.

SYLLABUS

Fall 2017**Course: HSV 496A TOPICS IN HUMAN SERVICES**

Instructor Information:	
Instructor Name	Elizabeth Guzman-Arredondo
Office Number:	517
Phone Number:	Feel free to call me with questions, comments or concerns; it is ok to leave a message, you can also text my cell phone, feel free to do so between the hours of 10 am and 9pm Monday through Saturday. Be sure to include an appropriate greeting, identify yourself, the course you are in and then state your question, comment or concern. 219-473-4260 Office 219-928-3325 Cell
Email:	eguzman@ccsj.edu
Hours Available:	M-TH 1:00PM to 5:00 PM; morning hours by appointment. Feel free to drop in my office the door is always open!
Instructor Background: We need great Human Service Professionals in our field! I am here to encourage that spark you have in caring about others to help you develop that interest, to explore your place in the world of the helping profession. My earliest recollection of wanting to be a helping professional was when I was a pre-teen. A family member was in need of social services and I watched as a home based worker interacted with her. She provided the information and encouragement my family member needed, she felt relieved after that visit. I just knew I wanted to be like that caseworker. In 1986, I received my Bachelor Degree in Sociology from Calumet College of St. Joseph, completed a one and a half year stint on a full-ride scholarship to Law School at Valparaiso University and absolutely hated it! I was accepted at Loyola University of Chicago and in 1991 received my Master of Social Work Degree. I began teaching as an adjunct faculty member here at CCSJ in 1991 and in July 2015 became the Director and Assistant Professor of the Human Services Program. I am a licensed Social Worker and Court Appointed Special Advocate for children with a history of experiencing abuse and or neglect. My work over the last 31 years has included medical social work, adult and adolescent behavioral health, community health, child welfare, school social work, group home and program development and design along with grant writing experience. I	

have served on numerous community boards and planning committees most that have a strong advocacy component. I currently serve on the following CCSJ Faculty Senate Committees; Academic Senate Executive Committee, Curriculum and Assessment Committee, Faculty Handbook Committee and serve on the Senior Staff Committee. I am married to Joseph, my soon to be husband of 25 years. We reside in Valparaiso along with our three cats, Thomas, Twinkle and Bailey. I encourage you to come by my office to share your story and aspirations, to ask questions or to just get a way for minute.- You are always Welcome!

Course Information:	
Course Time:	Tuesday 5:30 to 7:30 PM
Classroom:	264
Prerequisites:	HSV 100
Required Books and Materials:	<i>Custom Text by Cengage Learning</i> ISBN 978-1-337-44892-5
Learning Outcomes/ Competencies:	
Students in this course will:	
<ul style="list-style-type: none"> • Understand the importance of cultural competence in work with social service clients. • Examine their own beliefs and understanding of diversity and how it may influence work with clients • Identify the stages of grief and apply that knowledge to an assessment of a client case. • Apply their knowledge of treatment planning to a simulated case. • Become familiar with role of a professional helper as it relates to bereavement work, and treatment planning. • Analyze a client’s case and formulate a treatment plan for the client. • 	
The following General Education Skills will be reinforced:	
<ul style="list-style-type: none"> • Students will read simulated case analytically, to formulate a response and treatment plan for the clients. • Students will write a reflections paper using valid logic, and correct grammar, usage, and punctuation. • Students will be able to orally deliver a presentation of a simulated case and treatment plan with a clear central idea that is logically developed, supported by convincing evidence and valid reasoning, and expressed using language and delivery choices thoughtfully adapted to the audience. • Students will appreciate, create, and analyze the persuasive power of art and media as it relates to diversity, death and bereavement. • Students will be able to apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs. 	
This course will assist with exploring the following Program outcomes:	
1. <i>Origins and Theoretical Orientations of the Helping Professions:</i> All students will be able to explain the origins of the human service profession, the value base of the profession and discuss issues that will impact its growth.	

2. *Theories, Techniques of Human Service Social, and Clinical Interventions:* All students will be able to identify and critically evaluate the major theories and techniques of social and clinical intervention and their relevance to the helping profession.
3. *Social and Developmental Theory:* All students will be able to apply medical, social and Psychological models of human behavior to identify the conditions that promote and impede attainment of optimal human functioning.
4. *Basic Communication and Technology Literacy:* All students will demonstrate competencies in literacy and technical writing, methods of research and measurement, and computer literacy.
5. *Knowledge of and Respect for Cultural Diversity:* All students will demonstrate cultural sensitivity and multi-cultural awareness.
6. *Treatment Planning:* All students will demonstrate proficiency in the strategies for planning and implementing social and clinical interventions.
7. *Personal Growth and Commitment to Good Mental Health:* All students will demonstrate a high level of personal self-awareness, an enhanced understanding of the mechanisms of social communication, increased awareness of inevitable sources of interpersonal conflict, and become more goal-oriented and strategic in their interactive behavior.
8. *Working with Special Populations:* Through completion of the various concentrations and specialties offered in the program students will demonstrate effective intervention skills with special populations: the bereaved, the chemically dependent, children, etc.
9. *Critical Thinking and Analytical Skills:* All students will demonstrate the full range of competencies in critical thinking and higher order analysis necessary for the Human Services profession.
10. *Ethical Competence:* Students will be familiar with the Codes of Ethics of the major professional organizations that regulate the helping professions and demonstrate consistent growth in their ability to comply with these standards.

Course Description: This course will examine the diverse populations dealt with by human service professionals. There will be an emphasis on loss and bereavement. Students will learn of the stages of death and dying, and gain an understanding of the psychological consequences of dying. The students will learn to assess for stages and coping skills along with the development of a treatment plan for individuals and families in the process of loss.

Learning Strategies: Include, lecture, group discussion, and an in-class visit and talk from a professional in the field.

Experiential Learning Opportunities:

Includes hand-on case review, assessment and treatment planning, opportunity to listen to a speaker that works in the field of loss and grief, students will be given the opportunity to develop their own treatment plan following the assessment of a case study.

Assessments:

Formative Assessments

The goal of the formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

In-class case review and discussions 20%

Summative Assessments

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark.

Section Exam Chapters 1-5 20%

Reflection Paper	20%	
In-class exercises	20%	
Final Exam	20%	
Major Assignments:	<p>9 Discussion Board Questions @ 20 pts. 1 Diversity Section Exam @ 100 pts. 1 Bereavement Reflection Paper @ 50 pts. 5 In-class Case Review and Treatment Planning Activities @ 20 pts. 1 Final Exam –Analyze, assess and formulate a treatment plan @ 100 pts.</p>	
Class Participation:	<p>Attendance and participation is expected and part of your professional development. Find ways to participate in the classroom that work best for you understand that over time as you participate it allows for your professors to get to know you and make that much easier to provide a reference letter for graduate school and or employment .</p>	
Grading Scale:		
<p>100 – 92: A 91 – 90: A- 89 – 88: B+ 87 – 82: B 81 – 80: B- 79 – 78: C+ 77 – 72: C 71 – 70: C- 69 – 68: D+ 67 – 62: D 61 – 60: D- 59 and below F</p>		
Course Schedule:		
Class Date	Assignments	Class Discussion/Activities
9/5	Introduction to the Course & Introduction to Cultural Diversity	Complete Self- Inventory and Discuss in class.
9/12	Read Ch.1 and Ch.2 Complete DB question #1	Review of Ch.1 and Ch.2
9/19	Read Ch. 3 Complete DB questions #2	Review Ch. 3
9/26	Read Ch. 4 Complete DB question #4	Review Ch. 4
10/3	Read Ch. 5 Complete DB question #5 Prepare questions for section review.	Review Ch. 5 , complete Section Review in Preparation for Section Exam via BB Due 10-8-17 by 10PM.
10/10	Read Ch.6 and Ch.7 Complete DB Questions #6 and #7	Review Ch.6 and Ch.7
10/17	Read Ch. 8 and Ch.9 Complete DB questions #8 and #9	Review Ch. 8 and Ch. 9 Review and Discuss Reflection Paper Due via BB on 10-22-17 by 10 PM

10/24	Read Ch. 10 and Ch. 11	Review Ch. 10 and Ch. 11
10/31	Read Ch. 12	Review Ch. 12 Case review activity and discussion.
11/7	Read Ch. 13	Review Ch. 13 Case review activity and discussion,
11/14	Read Ch. 14	Review Ch. 14 Case review activity and discussion
11/21	Read Ch. 15	Review Ch. 15 Case review activity and discussion
11/28	Read Ch. 16	Review Ch. 16 Case review activity and discussion
12/5	Read Simulated Case Handout prepare questions for in-class discussion.	Review of Simulated case and practice treatment planning. Review of requirements for FINAL Exam.
12/12	FINAL EXAM	Complete FINAL via BB

I reserve the right to change this schedule to meet the needs of the class.

Responsibilities	
Attending Class	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent does not excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work on the day it is due late papers and or assignments are not accepted. Assignments are due via Blackboard, APA style is required for all typed written assignments.
CCSJ Student Honor Code	This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to: <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;

	<ul style="list-style-type: none"> Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Using Electronic Devices	Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.
Participating in Class	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent.
Doing Your Own Work	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Tracking Your Progress	Your midterm grade will be available on MyCCSJ between Weeks 6 and 8. Be sure to see how you are doing and follow up with me as needed. Feel free to drop by office or make an appointment as needed. I want that you succeed in my course, and I am here to support your efforts.
Sharing Your Class Experience	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

Resources	
Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	Through a partnership with Methodist Hospital, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current

	students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at their Employee Assistance Program (EAP) office in Merrillville or Gary. For more information, contact the SAP Counselor, at 219-736-4067.
CCSJ Alerts:	Calumet College of St. Joseph's emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College's website at: http://www.ccsj.edu/alerts/index.html .

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION
<ol style="list-style-type: none"> 1. Call 911 and report incident. 2. Do not move the patient unless safety dictates. 3. Have someone direct emergency personnel to patient. 4. If trained: Use pressure to stop bleeding. 5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION
<ol style="list-style-type: none"> 1. Pull alarm (located by EXIT doors).

2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Don't touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything, you can use as a weapon.
8. **Forget about being shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.