
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, an ethic of service, student empowerment, opportunity, and lifelong learning.

We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.

COURSE SYLLABUS, Fall 2020

Course: HSV 100 Introduction to Human Services

Instructor Information:	
Instructor Name	Elizabeth Guzman-Arredondo
Office Number:	517
Phone Number:	219-473-4260 or 219-928-3325
Email:	eguzman ccsj.edu
Office Hours:	Mon, Wed, Thu 1pm- 4pm In-person. I can be reached via email, or text Monday through Saturday 10 am to 10pm.
Instructor Background:	
I am an Assistant Professor and Program Director of the Human Services Program. Prior to this appointment, I was an adjunct faculty member for 25 years. In 1991, I earned a Master of Social Work degree from Loyola University –Chicago and in 1986 earned a Bachelor of Arts in Sociology from Calumet College of St. Joseph. My Social Work experience includes practice with children, adults and families, in a variety of settings that include In-patient psychiatric and behavioral health, residential and group home settings, healthcare settings; inpatient and outpatient settings, medical surgical units, oncology, physical rehabilitation, and a bone marrow transplant unit, maternal and child health in an in-patient hospital setting and a clinic in a local high school. My experience also includes, grant writing and managing grant funds, program management, staff management, policy writing and program design. Child Welfare, advocacy, and the effects of childhood trauma are important to me. I am an active member and presenter of the planning committee for the Child Abuse and Neglect Prevention Forum now in its 26 th year. I worked collaboratively with others to develop a mentoring curriculum for those working with at-risk youth and provided training for the Center for Mentors of the Legacy Foundation. In 2015, I completed training to become a Court Appointed Special Advocate (CASA). I take on ward ship cases for the Lake County Juvenile Court as an advocate for children that have experienced abuse and neglect.	

Course Information:

Course Delivery Method:	This course will meet once per week in person on Mondays from 5:30-7:30pm. You will also have assignments to complete on Blackboard.
Course Time:	IN-PERSON 5:30-7:30 PM on MONDAY
Classroom:	305
Prerequisites:	None
Required Books and Materials:	

Learning Outcomes/ Competencies:

Students in this course will:

- Students will apply theoretical frameworks foundational to the human services profession and an array of human service delivery systems, social problems and affected populations.
- Students will examine how the history of social welfare in the United States influenced contemporary human services practice.
- Students will identify ways in which social welfare policy affects human services practice.
- Students will describe primary roles and functions of a human services professional working within a range of key practice settings focusing on relevant social problems, on a micro, mezzo and macro level.
- Students will identify strategies used by human service professionals to advocate on behalf of at-risk populations within society most vulnerable to social inequality and injustice due to their unique expression of diversity.

This course meets the following learning objectives for the Human Services Program:

- **Origins and Theoretical Orientations of the Helping Professions:** 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.
- **Basic Communication and Technology Literacy:** All students will demonstrate competencies in literacy and technical writing, methods of research and measurement, and computer literacy.
- **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.
- **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.
- **Professional Identity and Commitment to Life-Long Learning:** Students will be able to articulate their identity as human service professionals and formulate a plan for on-going professional development

<p>Course Description: Students will be provided with an overview of the Human Services field and the various concentrations offered at Calumet College of St. Joseph. This course serves as the foundational course for the Counseling and Social Service concentrations.</p>
<p>Learning Strategies Learning strategies include, lecture, discussion, group projects and student presentations.</p>
<p>Experiential Learning Opportunities: The opportunity to review client cases, students will research local social service agencies and interview key human service professionals in the community. A literature review of specific service populations is required along with a group project and development of a slide presentation.</p>

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.		
Summative Assessments		
The goal of the summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark.		
Major Assignments:	15 Chapter Quizzes 13 Discussion Board Questions 1 Human Service Professional Interview And Oral Presentation 1 Type Written Social Media Resource Exercise 1 Type Written At-Risk Population Research Paper 1 Group Project- International Human Rights Research and Advocacy Presentation	
Assessments:	<ul style="list-style-type: none"> • 15 Quizzes @ 15 pts. each • 13 Discussion Board Questions @ 10 pts. each • 1 Professional Interview & Presentation @ 100 pts. • 1 Social Media Exercise @ 50 pts. • 1 Research Paper @ 100 pts. • 1 Group Project & Presentation @ 100 pts. • _____ Total Points Possible	225 130 100 50 100 100 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 705

Class Participation:	Weekly attendance, on time, participate in discussions and remain in class for the entire period.	5 bonus points
Total		705 Points Possible

Description of Student Assignments

1. Chapter Quiz via Blackboard-Weekly

A quiz is assigned each week via blackboard and is due prior to attending class. By attaining, a score of 80% or better on chapter quizzes students will demonstrate the ability to accurately read assigned material. The quizzes cannot be made up as they will be corrected prior to class and serve as a guide for discussion of assigned material.

2. Discussion Question via Blackboard-Weekly

A chapter question via blackboard will be assigned each week following the in-class discussion of each chapter. By responding to the questions students will be explain the main idea of each chapter and identify the challenges these ideas will entail for the development of their own professional values.

3. Social Media Resource Exercise- Due: _____

Being aware of resources and how to find them in order to make referrals for clients is a very important aspect of Human Services work. Use of the internet is a wonderful way of finding resources. Students will select a social problem and or a psychosocial dynamic common in the human services field, such as domestic violence, substance abuse, homelessness, child welfare abuse and neglect, grief/lost, etc. and locate five resources on social media, websites with interactive capabilities (e.g., with chat room, etc.) social media is defined as websites and application platforms with interactive content sharing and social networking capabilities. Students will prepare a one -page summary for each resource with the following information.

1. Social Media Platform
2. Name of Page
3. Social Problem
4. Mission Statement (see “about” section)
5. Target Audience
6. Interactive Capability
7. Rules of Participation

Students are to be mindful of confidentiality, and terms of service of the social media platform.

4. Human Service Professional Interview and Oral Presentation Due: _____

Each student will locate a human service professional working in a human service agency setting and interview this person obtaining the following information:

1. Name and title of the Human Service Professional
2. Name and address of the agency
3. Nature of work
4. Job Qualifications
5. Client Populations and Target Population
6. Methods of service delivery (home visits, group therapy, office visits, etc.)
7. Funding Source
8. Any other relevant information

4. (a) Oral Presentation –Due: _____

Each student will give a brief, informal oral presentation, sharing the information gained during the Agency visit and interview. The oral presentation should give a concise overview of the services

provided by the agency as well as the student’s impressions and insights gained in conducting the Interview.

5. At-Risk Populations Paper – Due: _____

Students will write a 5-7-page paper in APA style on a social problem, target population or practice setting from a micro practice perspective. Students will research the social problem in terms of its history, current scope of the problem and issues involved in providing human services to the target population, describing how human service professionals are involved in working within this population or in the practice setting. Students will also describe current human service delivery systems that are available (locally) to address the issue. Students may choose any of the client populations/social problems discussed in class.

Child Abuse Mental Illness Domestic Violence/Interfamily Violence Substance Abuse
 AIDS/HIV Foster Care/Child Welfare Adoptions Victim Advocacy
 Homelessness Older Adults Refugees (UNHCR) Mentally Ill Prisoners
 Persons with Disabilities Immigrant Populations Hospice Ethnic Minority Populations

6. Human Rights Group Project – Due: _____

This project will assist student in understanding human services from a macro international perspective, including engaging in social justice and advocacy to confront human rights violations on a global scale. Students will work in groups and select an international human rights violation (consider visiting one of these websites: United Nations at www.UN.org, Human Rights Watch at www.hrw.org, the Institute for Global Labor and Human Rights at www.globallabourrights.org/, Amnesty International at www.amnesty.org). As a group , students will explore the human right violation conducting a literature review, and then explore international human rights legislation (such as UN human rights treaty or international humanitarian law), related policy and the effect the policy has had on the human rights violation. Groups will then explore the role of the human service professional in advocating for change. Students will prepare a 15-20 slide presentation and a brief (5-page) “executive summary” summarizing finds, resources and sources.

Grading Scale:

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	

**Course Schedule:
 HSV 100**

CLASS DATE	ASSIGNMENT DUE TODAY	IN-CLASS ACTIVITY	HOMEWORK ASSIGNMENT
WEEK 1 August 24, 2020	Attend class on-time, bring your textbook	Review the syllabus , Q & A, time	Read Chapter 1 and answer DB question
WEEK 2 August 31, 2020	Chapter 1 bring your questions and comments about the chapter.	Review of Ch. 1 and discussion	Read Chapter 2 &3, complete quiz on Ch. 1. Respond to DB question.
WEEK 3 September 7, 2020			

NO- CLASS LABOR DAY			
WEEK 4 September 14, 2020	Ch. 2 &3 bring your questions and comments about the chapter.	Review of Ch. 2 & 3 and discussion.	Read Ch. 4, complete quiz on Ch. 2 & 3 Respond to DB questions.
	Ch.4 bring your questions and comments about the chapter	Review of Ch.4 and discussion	Read Ch.5 , complete quiz on Ch.4 Respond to DB question
WEEK 6 September 28, 2020	Ch.5 bring your questions and comments about the chapter	Review of Ch. 5 and discussion	Read Ch. 6 , complete quiz on Ch. 5 Respond to DB question
WEEK 7 October 5, 2020 MID-TERM WEEK	Ch.6 bring your questions and comments about the chapter	Review of Ch.6 and discussion	Read Ch.7, complete quiz on Ch.6 Respond to DB question
WEEK 8 October 12, 2020	Ch.7 bring your questions and comments about the chapter	Review of Ch. 7 and discussion	Read Ch.8 , complete quiz on Ch.7 Respond to DB question
WEEK 9 October 19, 2020	Ch.8 bring your questions and comments about the chapter	Review of Ch. 8 and discussion	Read Ch. 9 , complete quiz on Ch.8 Respond to DB question
WEEK 10 October 26, 2020	Ch.9 bring your questions and comments about the chapter	Review of Ch. 9 and discussion	Read Ch. 10 , complete quiz on Ch. 9 Respond to DB question
WEEK 11 November 2, 2020	Ch.10 bring your questions and comments about the chapter	Review of Ch. 10 and discussion	Read Ch. 11 , complete quiz on Ch.10 Respond to DB question
WEEK 12 November 9, 2020	Ch.11 bring your questions and comments about the chapter	Review of Ch. 11 and discussion	Read Ch. 12&13 , complete quiz on Ch. 11 Respond to DB question
WEEK 13 November 16, 2020	Ch.12 & 13 bring your questions and comments about the chapter	Review of Ch.12 & 13 and discussion	Read Ch. 14, complete quiz on Ch.12&13 Respond to DB question
WEEK 14 November 23, 2020 FALL BREAK HAPPY THANKSGIVING	NO ASSIGNMENTS	USE THIS TIME TO GIVE THANKS AND SPEND WITH LOVED ONES	CATCH UP ON ASSIGNMENTS
WEEK 15 November 30, 2020	Ch.14 bring your questions and	Review of Ch.14 and discussion	Read Ch.15, complete quiz on Ch.

	comments about the chapter		14 Respond to DB question
WEEK 16 December 7, 2020	Ch.15 bring your questions and comments about the chapter	Review of Ch. 15 and discussion	Complete quiz on Ch.15 Prepare for your presentation.
WEEK 17 December 14, 2020 LAST CLASS	Presentations are due this week.		

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

Student Responsibilities	
Safety Measures	<p>The safety of our College Family in this unprecedented time is our primary concern. Following guidelines presented by the Centers of Disease Control (CDC), the Indiana Health Department, and best practices among other institutions of higher education, we are requiring the following:</p> <ul style="list-style-type: none"> • Face coverings in all indoor public spaces, including classrooms, the library, the Tutoring Center, and faculty offices. • Daily self-monitoring. If you have a temperature of 100.4 or higher, or any symptoms of COVID-19 – fever or chills, a cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, or nausea or vomiting – stay home and consult the class policy for staying on track. • Disinfect your personal space using the materials provided when you enter the classroom. • Maintain physical distancing of at least six feet within classrooms and other common spaces.
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. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course. Please sign in at the start of every class. Indicate whether you were on-time or late. I will use the sheets to keep attendance in the EMPOWER system.
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work when due. Late work will only be considered under unforeseen circumstances that are medical in nature. Please communicate with me as soon as possible regarding your assignment.
Meeting Standards for Classroom Behavior	<ul style="list-style-type: none"> • Use all the class time. Come to class on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others. • Come prepared. Bring your texts, be prepared to take notes, and be able to demonstrate that you have completed the assignments for the day through your participation in class. • Respect others. Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately.

	<ul style="list-style-type: none"> • Use electronic devices only for class purposes. Engage with your classmates and the instructor without technological distractions. NO PHONES OR LAPTOPS ARE TO BE USED WHILE IN CLASS. •
CCSJ Student Honor Code	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>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:</p> <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; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Doing Your Own Work	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Sharing Your Class Experience	<p>Your voice matters! 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!</p>
Withdrawing from Class	<p>After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.</p>

Resources	
CCSJ Book Rental Program	<p>The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore. All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.</p>

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. In addition, you can access online tutoring at Tutor.com. See the link within the Blackboard course.
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 Crown Counseling , 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 the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor , at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .
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 .