

Columbia College

Role and Competencies of the Human Service Worker (HSPD110)

Lecture 1

Course Outline

Semester Dates: June 26, 2017 - July 29, 2017

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Crystal Smith, *MSW, RSW*.

Email: crystals@columbia.ab.ca

Class Time: 8:30 AM - 5:00 PM (Sat.)

Room: 805-121

Credit: 3

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

This course focuses on developing knowledge of the roles, responsibilities and competencies required of a Human Services Worker. Depending on the employment setting and the kinds of clients being served there, job titles and duties may vary. This is an opportunity for each student to investigate their area of specialization.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Understand and appreciate the fundamental knowledge, skills and attitudes necessary for students preparing for careers in the field of Human Services Workers
- Explain and give multiple examples of how basic practice skills are used when working with individuals, families, different types of groups, and organizations
- Discuss the general principles governing the assessment and planning process.
- Explain the core functions of case management and the different case management models.
- Demonstrate their competency in the use of the basic practice skills necessary to work effectively with clients
- Students will demonstrate personal growth and insight in Human Services profession
- Critically assess the issues, roles, and challenges faced by Human Services workers in various practice settings

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Chang, V., Scott, S. & Decker, Carol. (2017). *Developing Helping Skills: A Step-by-Step Approach to Competency (3rd ed.)*. Belmont, CA: Brooks/Cole Cengage Learning.

Haig, J., MacMillan, V., Raikes, G., (2014). *Cites & Sources – An APA Documentation Guide, Fourth Edition*. Toronto, ON: Nelson Education Ltd

Recommended Readings and Resources:

Students may access these sources from the College and from home.

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand

- <http://proquest.umi.com/login>
Username: cc-library
Password: welcome

GALE InfoTrac Custom Journals

- <http://infotrac.galegroup.com/itweb/calg145?db=SP00>
Password: cclibrary09

Further Recommended Readings and Resources:

N/A

Homework Assignment Due for the First Class:

1. Read chapters one and two of your textbook
2. As a result of your reading assignment, write down three (3) questions that you would find beneficial to discuss in class.
3. Prepare for a test on the assigned readings.
4. Read this course outline and be prepared to discuss in class.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Journal assignment	Class 1 - 8	30%
Quizzes	Class 1 - 8	20%
Presentation	Class 8 or 9	20%
Final exam	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia College's Commitment to Human Rights and Diversity Policy (ADM-079)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as, online at www.columbia.ab.ca/exams . <u>It is the student's responsibility to check this exam posting.</u>

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities or Medical Condition:

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing accessibilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Accommodation Policy and Handbook (ADM-P188)*.

Student Support:

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none">• Importance of self-understanding• Ways of understanding and perceiving self and others	<ul style="list-style-type: none">• Chapters 1, 2
2	<ul style="list-style-type: none">• Values, ethics, and legal obligations• Professionalism and professional relationships	<ul style="list-style-type: none">• Chapters 3, 4
3	<ul style="list-style-type: none">• Developing working relationships• Foundational interpersonal skills	<ul style="list-style-type: none">• Chapters 5, 6
4	<ul style="list-style-type: none">• Beginning and ending a meeting• Demonstrating active listening	<ul style="list-style-type: none">• Chapters 7, 8
5	<ul style="list-style-type: none">• Using questions• Exploring and discovering• Research Assignment Due	<ul style="list-style-type: none">• Chapters 9, 10
6	<ul style="list-style-type: none">• Assessing readiness and motivation• Identifying key problems or challenges	<ul style="list-style-type: none">• Chapters 11, 12
7	<ul style="list-style-type: none">• Establishing goals• Taking action	<ul style="list-style-type: none">• Chapters 13, 14
8	<ul style="list-style-type: none">• Evaluating and ending professional relationships• Presentations Begin	<ul style="list-style-type: none">• Chapter 15
9	<ul style="list-style-type: none">• Presentations Conclude• <i>Review</i>	
10	<i>Final Exam</i>	

Appendix 1 Assignment Outlines

Journal Assignment

Due Date: Class 1 – 8

Weight: 30% (3.75% per Moodle entry)

Evaluation: Discussion Rubric

How you develop as a professional in large part begins with an ongoing reflection and analysis of who we are as individuals and this should occur at regular intervals throughout our careers. Consider the various areas that influence who you are from Chapter 1. Class facilitator will use Moodle and post one area of influence to focus on per class. Areas of influence include (gender, religion, ability, socioeconomic status, sexual orientation, etc.)

Reflection Questions:

1. What are the strengths you have in this area?
2. How did you develop this skill?
3. What are the challenges or areas you need to improve in this area?
4. What do I need to develop?
 - Each student posting will have a word count of 150 words to receive credit and will answer the following questions for each posting to receive full credit
 - Students will respond to at least one classmate's posting to receive full credit
 - Students will post one new topic for other students to reflect on to receive full credit

This course will use Moodle for public sharing of journal reflections. Be mindful that your responses will be seen by other classmates. Share what you are comfortable. Facilitator can arrange for alternative assignment in special circumstances.

Quizzes

Due Date: Each class from classes 1 through 8.

Weight: 20%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded quiz based on these reading assignments.

Presentation

Due date: Class 8 or 9

Weight: 20%

Evaluation: Oral Presentation Rubric

Each student will make a 10- to 15-minute PowerPoint presentation and be prepared to respond to questions from class members. Students will be evaluated according to the attached rubric.

Instructions: For this assignment please watch one of the movies listed on your textbook located on pages 94 – 96 of Chang, Scott & Decker (2013) (Instructor may have some of these movies or use Netflix or iTunes etc or any other ethical manner to view the movies.) You are required to present your finding with the class in a **PowerPoint** format in Class 8, 9.

As you watch the movie choose **one character** to focus on. The purpose of this exercise is to empathize with someone who is different than you and critically analyzing the experience of this person by answering the following questions:

1. What challenges does the character face? Why?
2. Do you identify with this character? Why or why not?
3. What feelings is this character experiencing?
4. Which areas would you have a hard time empathizing with? Why?
5. Which areas would you have an easier time empathizing with? Why?
6. Does watching this movie challenge your assumptions about this person characterized?
7. What are some of the assumptions that the group this character is part of faces? Why?

Final Exam – Case Study

Due Date: Class 10

Weight: 30%

Evaluation: General Essay Rubric

Your final exam is a case study that will demonstrate your understanding of your area of role and application of case management.

**Appendix 2
Assignment Rubrics**

**Columbia College
Case Study Analysis
Last Revised: September 2011**

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Area	A 10.0 – 7.0 5	B 6.9 – 5.0 4-3	C 4.9 – 3.5 2	F 3.4 - 0 1-0	Score
Identification of Main Issue / Problem	<ul style="list-style-type: none"> Clearly identifies the main issue/problem. Introduces all of the key ideas to be discussed. Ends with a clear identification of the main questions raised in the case study. 	<ul style="list-style-type: none"> Clearly identifies the main issue/problem. Introduces most of the key ideas to be discussed. Ends with some of the main questions raised by the case study. 	<ul style="list-style-type: none"> Identifies the main/problem, but the statements are not clear. Introduces a few ideas to be discussed. Ends with a few questions raised, but they are not all relevant. Many main questions not identified. 	<ul style="list-style-type: none"> Unable to identify the main issue/problem. Identifies some irrelevant ideas. Unable to identify any main questions or presents irrelevant questions. 	
Quality of Analysis and Interpretation	<ul style="list-style-type: none"> Provides a comprehensive, insightful analysis, synthesis and interpretation of the issue. Provides a clear summary of the case facts.. Provides logical and highly convincing argumentation tied to the facts. Draws clear conclusions and identifies implications. 	<ul style="list-style-type: none"> Provides very good analysis, synthesis and interpretation of the issue. Provides a relatively clear summary of the case facts. Provides logical and convincing argumentation that mainly ties to the facts of the case. Draws most conclusions and identifies most implications. 	<ul style="list-style-type: none"> Provides partial analysis and interpretation. Issue needs further exploration. Provides an incomplete summary of the case facts. Provides weak, illogical argumentation that does not tie in well with the case. Draws a few conclusions and identifies some implications. 	<ul style="list-style-type: none"> Analysis and interpretation is limited. Provides a limited summary of the case facts. Provides limited, often irrelevant argumentation. Discussion is inadequate and limited. Conclusions and implications of the issue are missing. 	

Area	A 10.0 – 7.0	B 6.9 – 5.0	C 4.9 – 3.5	F 3.4 - 0	Score
Quality of Solution / Strategies	5 <ul style="list-style-type: none"> Identifies innovative and comprehensive solution/strategies, demonstrating outstanding problem solving skills. Provides extensive information to support solution/strategies. Clearly supports statements made with evidence and examples. 	4-3 <ul style="list-style-type: none"> Identifies original and well developed solution/strategies, demonstrating effective problem solving skills. Provides sufficient information to support solution/strategies. Clearly supports most statements with evidence and examples. 	2 <ul style="list-style-type: none"> Provides some solution/strategies, showing limited problem solving skills. Provides limited use of information to support solution/strategies. Most statements are unsupported with evidence and examples. 	1-0 <ul style="list-style-type: none"> Unable to provide solution/strategies. Lacks problem solving skills. No information provided to support ideas. No support for statements made. 	
Writing Skills	<ul style="list-style-type: none"> Writes carefully crafted paragraphs, and transitions between sections. Shows excellent organization. Shows smooth integration of quoted material into sentences and overall paper. 	<ul style="list-style-type: none"> Writes well developed paragraphs with transitions between sections. Shows good organization. Quotes and evidence integrated well into sentences and overall paper. 	<ul style="list-style-type: none"> Writes paragraphs that are often poorly developed with few transitions between sections. Lacks continuity and organization. Quotes and evidence poorly integrated into sentences and overall paper. 	<ul style="list-style-type: none"> Writes paragraphs that are poorly written, with no transition between sections, creating confusion and lack of continuity in the response. 	
Mechanics, Grammar, Professional Format	5 <ul style="list-style-type: none"> Mainly error free. Uses APA citation correctly. Meets all requirements for an excellent academic response. Meets all case study written requirements. 	4 <ul style="list-style-type: none"> A few minor errors in usage, grammar, or mechanics. Generally uses APA citation correctly. Meets most requirements for a well written academic response. Meets most case study written requirements. 	3-2 <ul style="list-style-type: none"> Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. Uses APA citation inconsistently and with errors. Meets a few requirements for an academic response. Meets a few case study written requirements. 	1-0 <ul style="list-style-type: none"> Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. Many errors in APA citation, demonstrating lack of citation knowledge. Does not meet requirements for an academic response. Does not adequately meet any case study written requirements. 	

Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.

Total Score out of 30:

Facilitator/Evaluator's Comments:

Columbia College
Reflective Writing Rubric
 Last Revised: March 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Skills	5	4	3	2	1
Depth of Reflection	<ul style="list-style-type: none"> Reflection reveals a thorough insight of the subject matter with the student digging deeply to present well thought-out reflections. 	<ul style="list-style-type: none"> Reflection reveals insight into the subject matter. Often there are thoughtful statements. 	<ul style="list-style-type: none"> Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, reflective statements are evident. 	<ul style="list-style-type: none"> Reflection is limited. The writer produces some basic understanding of the subject matter. 	<ul style="list-style-type: none"> Little to no reflection is present.
Use of Examples / Evidence	<ul style="list-style-type: none"> Uses specific and convincing examples to support reflective statements. 	<ul style="list-style-type: none"> Uses well-chosen examples to support reflective statements. A more convincing presentation would strengthen the response. 	<ul style="list-style-type: none"> Uses some examples to support understanding of the subject matter and reflections. 	<ul style="list-style-type: none"> Uses limited number of examples to support understanding of the subject matter. This seriously affects the integrity of the reflection process. 	<ul style="list-style-type: none"> Uses little to no examples.
Cohesiveness of Response	<ul style="list-style-type: none"> This reflection provides a clear picture of the student's thinking on this subject matter. Thoughts are presented in a good logical, convincing order. 	<ul style="list-style-type: none"> This reflection gives a good understanding of the student's thinking on this subject matter. Thoughts are usually presented in a clear and logical way. 	<ul style="list-style-type: none"> Most of the time this reflection provides an acceptable indication of the student's thinking on this subject matter. Most of the time thoughts are presented in a sequential manner. 	<ul style="list-style-type: none"> This attempted reflection does not provide a clear picture of the student's thinking on this subject matter. Thoughts are often presented in an inconsistent and illogical order. 	<ul style="list-style-type: none"> This response is confusing and ideas do not tie together.

Skills	5	4	3	2	1
Conventions	<ul style="list-style-type: none"> • Demonstrates control of the writing conventions with essentially no errors. 	<ul style="list-style-type: none"> • Demonstrates control of the writing conventions with occasional errors. 	<ul style="list-style-type: none"> • Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding. 	<ul style="list-style-type: none"> • Demonstrates limited control of the writing conventions with frequent errors that make understanding difficult. 	<ul style="list-style-type: none"> • Demonstrates little or no control of the writing conventions with errors that make understanding almost impossible.

Total out of 20:

Comments:

Columbia College
Oral Presentation Rubric
Last Revised: January 23, 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Organization	<ul style="list-style-type: none"> • Creates introduction that is unique, clearly focused and engages the audience. • Organizes content logically, making entire presentation easy to follow. • Builds main points through carefully selected and original examples/ references. • Has effective transition between sections. • Summarizes all key points and stimulates thought at the end. 	<ul style="list-style-type: none"> • Creates introduction that is original, clearly focused and gets the attention of the audience. • Organizes content logically, making most of the presentation easy to follow. • Builds main points through carefully selected examples/ references. • Has a transition between most sections. • Summarizes most key points and stimulates some thought at the end. 	<ul style="list-style-type: none"> • Creates an introduction that tends to be unfocused. • Doesn't engage the audience's interest. • Content appears disorganized, without logic and consistency. • Builds a few main points with details, but most ideas are unsupported. • Few to no transitions are evident. • Little to no summarizing evident. Ending does not stimulate much thought. 	<ul style="list-style-type: none"> • Presentation shows little to no logical organization. • Content is difficult to follow. • Not a thoughtful presentation. 	
Content	<ul style="list-style-type: none"> • Provides evidence of supporting research to back all main points. • Gives a complete explanation of all key points. • Uses relevant examples/ references. 	<ul style="list-style-type: none"> • Provides evidence of supporting research. To back most points. • Gives an explanation of most key points. • Uses some relevant examples/ references. 	<ul style="list-style-type: none"> • Provides evidence that not enough research has been done to support the content. • Gives an incomplete explanation of key points. • Uses a few relevant examples/ references. 	<ul style="list-style-type: none"> • Indicates little to no research. • Gives a limited explanation of a few points. • Uses little to no examples/ references. 	

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
Delivery Style: Nonverbal Effectiveness	<ul style="list-style-type: none"> • Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. • Uses continual eye contact. 	<ul style="list-style-type: none"> • Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. • Uses fairly consistent eye contact. 	<ul style="list-style-type: none"> • At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. • Uses eye contact inconsistently. 	<ul style="list-style-type: none"> • Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression. • Uses poor to no eye contact. 	
Delivery Style: Verbal Effectiveness	<ul style="list-style-type: none"> • Conveys passionate interest for the topic. • Speaks naturally at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses “ums”. • Makes no obvious grammatical errors. • Uses cue cards or other supports effectively and does not read the presentation. • Uses rich, precise, and varied vocabulary. • Well-rehearsed and prepared. 	<ul style="list-style-type: none"> • Conveys enthusiasm for the topic. • Most of the time speaks clearly at a moderate rate with correct pronunciation, enunciation and volume. • Uses few unnecessary pauses “ums”. • Makes few grammatical errors. • Most of the time uses cue cards or other supports appropriately, without reading the presentation. • Uses well-chosen and varied vocabulary. 	<ul style="list-style-type: none"> • Demonstrates minimal enthusiasm for the topic. • Speaks with some lack of clarity in pronunciation and enunciation with varying volume and rate of speech. • Uses too many unnecessary pauses (“ums”), distracting from the presentation. • Makes some grammatical errors. • Tends to not use cue cards effectively and mostly relies on reading the presentation. • Uses ineffective vocabulary. 	<ul style="list-style-type: none"> • No enthusiasm is conveyed for the topic Speech is unclear with poor enunciation and incorrect pronunciation. • Volume and rate of speech are often inappropriate, making comprehension difficult. • Uses too many unnecessary pauses “ums”, making comprehension difficult. • Makes frequent grammatical errors. • Reads presentation. • Uses inappropriate or simplistic vocabulary. 	

Total Score out of 40:

Facilitator/Evaluator’s Comments: