Columbia College

Role and Competencies of the Human Service Worker (HSPD 110)

Lecture 1

Course Outline

Semester Dates: October 13, 2014 – November 15, 2014

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: Mary-Ann Mitchell-Pellett, PhD	Email: smpellet@telus.net
Class Time: 8:30 a.m. – 5:00 p.m. (Saturdays	Room: 805-109
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. Students will learn the overarching skills, knowledge and processes that are essential to work with specific systems such as individuals, organizations, families and/or groups. Competency in the use of self and basic professional tasks and skills are essential before moving to advanced approaches or system-specific knowledge and skills. This course focuses on practice behaviours and competencies that have been identified as important in the major helping professions. Various types of careers within the Human Services profession will also be investigated as well as ways to entering the field of Human Services. 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. Prerequisite: None

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. (2013). Developing Helping Skills: A Step-by-Step Approach to Competency (2nd ed.). Belmont, CA: Brooks/Cole Cengage Learning.

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

GALE InfoTrac Custom Journals
- o http://infotrac.galegroup.com/itweb/calg145?db=SP00
     Password: cclibrary09

Further Recommended Readings and Resources:

N/A

Homework Assignment Due for the First Class:

- Read chapters one and two of your text, V.Chang, S.Scott, and C.Decker, *Developing Helping Skills A Step-by-Step Approach to Competency (2nd edition)*.

- As a result of your reading assignment, write down at least three (3) questions that you would find beneficial to discuss in class.

- Prepare for a quiz on the assigned readings.

- Read this syllabus 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
Research assignment	Class 8	20%
In-class learning activities	Daily	15%
Participation and Engagement	Daily	5%
Quizzes	Daily	20%
Presentation	Class 9	10%
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%. 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 student 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)* 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 dates, times, and location are posted by the main office Bldg. 802 and by the library in Bldg. 4. <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:

Students with temporary or permanent disabilities may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Disability Services by making an appointment with a Disability Services Advisor – Main Office – Bldg. 802 or emailing disabililtyservices@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 Disability 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	• Importance of self-understanding • Ways of understanding and perceiving self and others	• Chapters 1, 2
2	• Values, ethics, and legal obligations • Professionalism and professional relationships	• Chapters 3, 4
3	• Developing working relationships • Basic interpersonal skills	• Chapters 5, 6
4	• Opening and closing a meeting • Expressing understanding	• Chapters 7, 8
5	• Gaining further understanding • Developing deeper understanding	• Chapters 9, 10
6	• Assessing readiness and motivation • Identifying key problems or challenges	• Chapters 11, 12
7	• Establishing goals • Taking action	• Chapters 13, 14
8	• Evaluating and ending professional relationships	• Chapter 15 • Research assignment due
9	• Research assignment presentation • Review	• Presentation due
10	*Final Exam – 3 hrs.*	• N/A

Assessment Information

Research Assignment

Due Date: Class 8

Weight: 20%

Students will investigate and prepare a report on his or her potential career choice in Human Services. The report will have a title page, body, and reference page. The body of the paper will have 1500 words minimum. The paper will have at least 5 references. Students are required to interview 2-3 people in the field. This paper will be APA structured. Students will be evaluated according to the attached rubric. Please refer to below additional guidelines for this assignment.

I - Introduction – about my chosen career

II - Positives of this career choice

III - Negatives or drawbacks to this career choice

IV - Daily activities that a person does on a typical day in this occupation

V - Special qualities/strengths/talents you have that make you suitable for your career

VI - Code of Ethics for this occupation – discuss; attach a copy if possible to your assignment

VII – Continuous Learning in your chosen profession – provide examples

VIII - My interviews – who, when, where, what - be sure to explain what you learned through this exercise.

VIII – Conclusion

In-Class Learning Activities

Due Date: Daily

Weight: 15%

Students will be engaged in-class experiential learning activities designed to develop their Human Services skills and competencies in a safe environment. Activities will include, but are not limited to the following: small and large group discussion, small group presentation, role-plays, and case evaluation and discussion. Students will be evaluated according to the attached rubric.

Participation and Engagement

Due Date: Daily

Weight: 5%

Students will be required to participate actively in the classes, asking questions and critically reflect on class material and discussions, as well as work collaboratively and respectfully with one another in the classroom. Please see attached rubric for final assessment of this.

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 9

Weight: 10%

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

Final Exam

Due Date: Class 10

Weight: 30%

Students will be required to write a final exam. The exam will be a written reflective paper, and its topic will be provided at the test session.

Columbia College
Research Rubric
Last Revised: February 2014

Student's Name	Course Code	Date	Facilitator/Evaluator's Name

Area	A 10-8	B 7	C-D 6-5	F 4-0	Score
Content, Ideas & Analysis	• Clear research focus. • Displays extensive in-depth knowledge of the topic. • Critically synthesizes and evaluates information. • Clearly supports statements made with evidence and examples. • Quality of research is excellent	• Reasonably clear research focus. • Displays good knowledge of the topic. • Demonstrates careful analysis, synthesis and evaluation of information. • Clearly supports most statements with evidence and examples. • Quality of research is good.	• Research focus is not totally clear. • Displays limited basic knowledge of the topic. • .Displays limited critical analysis, synthesis, and evaluation of information. • Most statements are unsupported with evidence and examples. • Quality of research could be improved.	• Research focus is unclear. • Unable to display relevant understanding of the topic. • Critical thinking not evident. • Assertions are unsupported. • No evidence of new knowledge. • No support for statements made. • Quality of research is poor.	
StyleExpression of Ideas	• Uses highly effective, clearly focused, varied sentences, addressing audience and purpose. • Conveys all ideas with originality and clarity. • Uses rich, accurate and effective word choice.	• Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose. • Conveys most ideas with originality and clarity. • Uses accurate and effective word choice.	• Demonstrates limited attempts at creating varied sentences to address audience and purpose. Often sentences are somewhat awkward. • Conveys some ideas clearly. • Uses vague, ineffective word choice.	• Uses simplistic sentence structures that are awkward and do not address audience and purpose. • Most ideas are not conveyed clearly. • Inadequate word choice.	

Area	A 10-8	B 7	C-D 6-5	F 4-0	Score
Use of Supporting Information	- Uses relevant, timely, extensive and varied sources to convince. - Uses paraphrasing and summarizing expertly. - Shows smooth integration of quoted material into sentences and overall paper.	- Uses relevant, timely and varied sources to convince. - In most cases paraphrasing and summarizing is well done. - Quotes and evidence are integrated well into sentences and overall paper.	- Uses limited resources that are not well selected to support the response. - Uses limited paraphrasing and summarizing. - Quotes and evidence poorly integrated into sentences and overall paper.	- Lacks fundamental resources to write an effective response. - Inadequate reference support. - Inadequate use of paraphrasing and summarizing. - Quotes and evidence not integrated into sentences and overall paper.	
Organization and Structure	- Presents information is in a consistently logical structure. - Shows sophisticated development of paragraph and sentence structure, with effective transitions. - Shapes introduction and conclusion skillfully. - Carefully structures body of paper to support argumentation, including counter arguments.	- Presents information in a logical structure. - Shows well developed paragraph and sentence structure with effective transitions. - Shapes introduction and conclusion carefully. - Carefully structures body of paper to support argumentation with some reference to counter arguments.	- Presents information in a random manner, lacking in logical structure. - Paragraph and sentence structure is often faulty, using a few simple transitions. - Introduction and conclusion are vague and unfocused. - Body of paper does not reveal good argumentation with little to no reference to counter arguments.	- Presents poor overall organization, lacking logical structure. - Paragraphs lack focus and appropriate structure; sentence structures are simplistic, lacking development and transition. - Lacks introduction and/or conclusion and body of paper poorly developed. - Lacks argumentation and reference to counter arguments.	
Mechanics, Grammar, Professional Format	- Mainly error free. - Uses APA citation correctly.	- A few minor errors in usage, grammar, or mechanics. - Generally uses APA citation correctly.	- Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. - Uses APA citation inconsistently and has errors.	- 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.	

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 50:
Facilitator/Evaluator's 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	• 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.	• 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.	• 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.	• Presentation shows little to no logical organization. • Content is difficult to follow. • Not a thoughtful presentation.	
Content	• Provides evidence of supporting research to back all main points. • Gives a complete explanation of all key points. • Uses relevant examples/ references.	• Provides evidence of supporting research. To back most points. • Gives an explanation of most key points. • Uses some relevant examples/ references.	• 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.	• Indicates little to no research. • Gives a limited explanation of a few points. • Uses little to no examples/ references.	
Delivery Style: **Nonverbal Effectiveness**	• Demonstrates ease and confidence through carefully maintained posture, poise, and facial expression. • Uses continual eye contact.	• Demonstrates confidence through most of the presentation with careful posture, poise, and facial expression. • Uses fairly consistent eye contact.	• At times demonstrates developing confidence in presenting content. At times uses posture, poise, and facial expression to support presentation. • Uses eye contact inconsistently.	• Shows lack of ease in presenting through poor posture, lack of poise, and lack of facial expression. • Uses poor to no eye contact.	

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: **Verbal Effectiveness**	• 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.	• 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.	• 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.	• 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.	

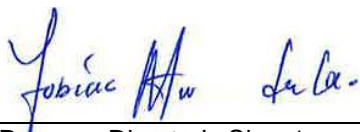**Total Score out of 40:**

Facilitator/Evaluator's Comments:

Columbia College
Student Engagement Rubric
Last Revised: December 2011

Student's Name | Course Code | Date | Facilitator/Evaluator's Name

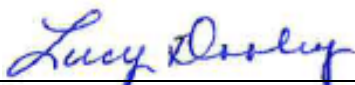| Pts	Preparation for Class	Quality of Participation	Involvement in Process	Frequency of Participation
5	• Demonstrates completion of readings or assignment and awareness of all key concepts contained in readings or assignment on a daily basis.	• Comments significantly add to the learning process; consistently demonstrates high order thinking, analysis, synthesis, and evaluation; demonstrates ability to appropriately apply concepts to real-life situations; always participates constructively in discussion on a daily basis	• Comments build on contribution of others, enabling group to integrate experiences and insights (linking theory and real-life experiences); supportive and encouraging to other class members; comments are focused and concise.	• Contributes actively and consistently to group process on a daily basis.
4	• Demonstrates completion of readings or assignment and awareness of most of the key concepts on a daily basis.	• Comments contribute to learning process; shows evidence of ability to apply concepts to real-life situations; mostly demonstrates higher order thinking skills; generally participates constructively in discussion on a daily basis.	• Comments do not always build on the contribution of others; most times shows support of other classmates.	• Contributes actively and somewhat inconsistently to group process on a daily basis.
3	• Demonstrates awareness of some key concepts or ideas contained in readings or assignment on a daily basis.	• Comments show evidence of awareness and understanding of concepts covered in the reading or assignment; inconsistently demonstrates high-order thinking; inconsistently participates in a constructive manner.	• Speaks up when asked with comments that add to understanding; inconsistently shows support of other classmates; comments tend to be at times off focus.	• Contributes inconsistently to group process.
2	• Inconsistently demonstrates awareness of concepts or ideas contained in readings or assignment; inconsistent daily preparation.	• Comments show background knowledge of basic concepts covered in the readings or assignment; little demonstration of higher-order thinking; generally, participation is not constructive	• Contributes little to group understanding; little evidence of being encouraging to others.	• Does not contribute to group except when asked.
1	• Demonstrates little or no awareness of key concepts or ideas contained in readings or assignment; little to no daily preparation.	• Comments show no evidence of awareness of concepts covered in the readings or assignment; shows no evidence of higher-order thinking; shows general lack of interest.	• Does not contribute to the group process.	• Does not contribute.

Total Score out of 40:

Facilitator/Evaluator's Comments:

Approval:

Tobias Afw fu la.   October 8, 2014
_____   _____
Program Director's Signature   Date

Lucy Dooley   October 8, 2014
_____   _____
Vice-President's, Academic Signature   Date

[signature]   October 8, 2014
_____   _____
Registrar's Signature   Date