![Columbia College Calgary logo]

Columbia College
Theory and Methods in Human Services (HSPD114)
Course Outline
Semester Dates: May 27, 2024 to June 29, 2024

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 plan to be present at the rescheduled class.

Facilitator: Tiara Fernando & Kris McNab	Email: tiara.fernando@columbia.ca Kris.mcnab@columbia.ca
Class Time: Thursday 5:30PM to 9:30PM and Saturdays 12:30PM to 4:30PM	Room: HSPD114 Microsoft Teams Site and HSPD114 Moodle Page
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 introduces theories, methods and concepts generally utilized in human services professions. The course examines various theories and methods in these professions, as well as their practical use. Major practice theories and evidence-based theoretical methodologies are explored. The course addresses its main objective: to expand essential theoretical and methodological skills and knowledge in human services professions.

Learning Outcomes:

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

- Understand, identify, and apply basic concepts of Social Services profession.

- Identify and describe main interventions in Social Services profession.

- Understand the role of a social service worker.

- Analyze various processes involved in applying Social Services methodologies.

- Critically reflect on basic values of social services profession

- Increase self-awareness in your practice as a social service worker.

- Explain reasons of applying various theories and methodologies in your practice as a social service worker.

Course Format:

This 45-Hour online 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 an online synchronous and asynchronous learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The online delivery 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 online classes will largely mirror your conduct in society and your future work site. For example, if you tend 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:

Woodside, M. & McClam, T. (2019). *An introduction to human services ninth edition.* Boston, Massachusetts: Cengage Learning

Article of choice for Assignment #2

Recommended Readings and Resources:

Students may access Google Scholar.

Further Recommended Readings and Resources:

N/A

Homework Assignment Due for the First Class:

- Read Chapter 1 of your text, *An introduction to human services ninth edition.*
- As a result of your reading assignment write down at least three (3) questions that you would find beneficial to discuss in class. These can be entered into the class Teams chat.
- Prepare for a test on the assigned readings.
- 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/Assessment	Due Date	Weight
Daily Tests	Class 1-10	20%
Asynchronous Activities	Classes 2, 4, 6 & 8	20%
Assignment #1 Case Study	Class 5	15%
Assignment #2 Article Review	Classes 4 through 9	10%
Assignment #3 Peer Interview Case Study	Class 10	25%
Assignment #4 Reflection on Final Project	Class 10	10%

Please note that all homework and assignments are due at 11:59PM on the day of the class unless otherwise noted on Teams/Moodle.

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 "C+" (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 the Microsoft Teams site and will be emailed to your Program Chair once completed.

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's Commitment to Human Rights and Diversity Policy (ADM-P204),* 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 regarding their communication with others and their behavior in class.
- conduct themselves with academic integrity in all 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

Appeals:

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

Students with Temporary or Permanent Disabilities or Medical Conditions:

Students with temporary or permanent disabilities or medical conditions 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 accessibilityservices@columbia.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 Student Accommodation Policy (ADM-P188) and Student Guide to Accessibility Services (SSCM-001).*

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 your Columbia College email address daily for any messages from the Program 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	Topics	Pre-Class Readings
1 **Tiara**	• Outline review and Introductions • An Introduction to Human Services	• Course Outline • Chapter 1
2 **Asynchronous**	• The Human Service Professional	• Chapter 2 • **Asynchronous Activity #1**
3 **Tiara**	• Human Services and Ethical Practices	• Chapter 3 • Chapter 4 • **Article Review Presentations**
4 **Asynchronous**	• The History of Advocacy in Human Service	• Chapter 3 • **Asynchronous Activity #2**
5 **Tiara**	• Models of Service Delivery	• Chapter 6 • **Article Review Presentations** • **Assignment #1 Due**
6 **Kris**	• Multicultural Dimensions of Helping	• Chapter 5 • **Asynchronous Activity #3**
7 **Tiara**	• The Helping Process	• Chapter 7 • **Article Review Presentations**
8 **Tiara**	• The Client	• Chapter 8 • **Article Review Presentations**
9 **Kris**	• Working within the system	• Chapter 9 • **Article Review Presentations**
10 **Tiara/Kris**	• Chapter 10 • Program Surveys	• Chapter 10 • **Assignment #3 Due** • **Assignment #4 Due**

Appendix 1
Assignment Outlines
Please note: Students must complete all assignments, tests, and final projects to pass this course.

Daily Tests
Due Date: Each class from classes 1 through 10
Weight: 20%

Students are expected to read the assigned readings and be prepared to write a graded test based on this material.

Note:

- All tests are available on Moodle from 8:30 AM on the day of the class to 11:59 PM the following day.
- There will only be **one attempt** on all Daily Tests
- There will be a 30-minute time limit on each Daily Test (unless otherwise noted)

Asynchronous Activities
Due Date: Classes 4, 6, & 8
Weight: 15%

Asynchronous activities are those that take place outside of the live lecture/class time. They are intended to build upon critical thinking skills based on material connect to or assigned for that day. Activities are assigned at the conclusion of a live lecture with explicit directions and completion dates. Facilitator support is available should there be any queries.

Asynchronous activities may include but are not limited to:
- Completion of Worksheet/problems- independent and/or collaborative
- Case study review and assessment
- Video responses
- Microsoft Forms
- Microsoft Padlet

Assignment #1: Case Study Analysis
Due Date: Class 5
Weight: 20%

Using the case study from Chapter 6, *Susan, and Ted*, answer the questions using a human services perspective/model.

- Use p. 151 and answer the questions in a professional manner.
- Reflect on a minimum *three strategies* to improve a few areas of concern for all involved.

Writing Assignment Expectations:

- **Objective:** The objectives of the writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate depth of knowledge related to the course content.

- **Focus:** Each assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** All assignments will be double-spaced. Do not include title pages. A minimum of one-inch margins on each side. 12-point Calibri font is preferred. Each assignment should have a minimum length of 500 words but is not to exceed 750 words. Students will be evaluated according to **Case Study Analysis** rubric.

How to avoid plagiarism?

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA referencing formats outlined in your ENGL110-1 texts (Maimon & Yancey Tab 7).

Assignment #2 Article Review
Due: Classes 4 through 9
Weight 10%

Review an article provided to you by the facilitator and present a synopsis of the article to the class. Articles will be provided by facilitator during the first class and posted on Moodle. The oral presentations about the article are expected to be 3-4 minutes long. Presentation days will be assigned on the first day of class, presentations will be classes 2-9.

The following questions should be considered in your presentation:

1. What was the article about? (summarize)
2. Why is this article important to social service workers?
3. What specific strategies does the article say about supporting clients?
4. What do you feel learned while reading the article?
5. Did anything surprise you about the article?
6. Anything else important that you would like to share with the class.

Assignment #3 - Case Study: Assessment Interview Video (5 min)
Due Date: Class 10
Weight: 25%

OFF CAMERA

1. *Practice* an assessment interview on a friend/family member with their permission about a common problem.
2. *Develop* a hypothetical service plan for a make-believe client.
3. *Identify* the formal human services resources in your community (hotlines, mental health clinics, and employment offices) by name and address.

USING Flipgrid App on Class 10 Channel, respond to your facilitator's prompt.

Questions and Suggestions for plan:

1. Identity the issue(s) for this client.
2. What type of information do you need from your client to help them?
3. Why is this an issue for this client?

4. What are the societal barriers for this client? (access to resources, education, discrimination, poverty, etc.)
5. How would a human services professional assess this problem?
6. Why is it important to assess problems accurately?
7. Name three things you learned about using resources in the community.

Assignment Expectations:

- **Objective:** The objectives of the verbal/visual assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignment is designed so students can demonstrate depth of knowledge related to the course content.
- **Focus:** Each assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** Assignments are expected to be in Microsoft Teams format and shared with facilitator. **You will be marked using the Peer Interview Rubric attached.**

Assignment #4 Final Reflection on Project
Due: Class 10
Weight: 10%

This final project will enable you to deeply reflect on your presentation experience, how it aided you in the development of professional communication skills and how it contributed to increased self-awareness of supports available to potential clients.

You may guide your reflection using the points below:

Personal	Interview
• Your expectations at the start of the presentation • Your contributions and experiences during the presentation • The importance of this type of presentation in your field	• The process of interviewing a client in crisis • Do you feel trauma informed protocols adhered to? • How valuable is it to practice your skills as an interviewee?

Writing Assignment Expectations:
- **Objective:** The objectives of the writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignment is designed so students can demonstrate depth of knowledge related to the course content.
- **Focus:** Each assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** All assignments will be double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one-inch margins on each side. 12-point Calibri font is preferred. Each assignment should have a minimum length of 300 words but is not to exceed 500 words. Students will be evaluated according to the attached rubric: **Reflective Writing Response Marking Rubric.**

How to avoid plagiarism

The simplest way to avoid plagiarism is to reference any sources properly (using both in-text, parenthetical citations in the body of your assignment and a 'References' page at the end). While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA style outlined in your ENGL110-1 textbook.

Columbia College
Case Study Rubric
Last Revised: July 2020

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

Area	10-9	8-7	6-5	4-3	2-0	Score
Clear explanation of key strategic issues	• Shows superior knowledge of the issues, key problems	• Shows adequate knowledge of the issues, key problems	• Shows some understanding of the issues, key problems	•Shows little understanding of the issues, key problems	•Shows no understanding of the issues, key problems	
Valid arguments with relevant supportive detail	• Critical issues and key problems that supported the Case Analysis were clearly identified, analyzed, and supported.	• Critical issues and key problems that supported the Case Analysis were partially identified, analyzed, and supported.	• Critical issues and key problems that supported the Case Analysis were not clearly identified, analyzed, and supported.	•Critical issues and key problems that supported the Case Analysis were poorly identified, analyzed, and supported.	•Critical issues and key problems that supported the Case Analysis were not identified, analyzed, and supported.	
Conclusions and recommendations are congruent with strategic analysis	• Effective recommendations, solutions, and/or plans of action were provided. • Specific data or facts were referred when necessary to support the analysis and conclusions.	• Effective recommendations and/or plans of action were partially provided. • Specific data or facts were occasionally referred when necessary to support the analysis and conclusions	• Effective recommendations and/or plans of action inadequate. • Specific data or facts were not referred when necessary to support the analysis and conclusions.	•Effective recommendations and/or plans of action not provided. •Specific data or facts necessary to support the analysis and conclusions was not provided.	•Recommendations and/or plans of action not provided. • Specific data or facts necessary to support the analysis and conclusions were not provided.	

| **Proper organization, professional writing, and logical flow of analysis. APA formatting** | • Key points were clearly identified and supported with a well thought out rationale based on applying specific concepts
• Excellent grammar, spelling, punctuation, professional writing, and syntax | • Key points were partially identified and supported with a well thought out rationale based on applying specific concepts
• Adequate grammar, spelling, punctuation, professional writing, and syntax | • Key points were not identified and supported with a well thought out rationale based on applying specific concepts
• Grammar, spelling, punctuation, professional writing, and syntax needs improvement | • Key points were poorly identified and supported with a well thought out rationale based on applying specific concepts
• Grammar, spelling, punctuation, professional writing, and syntax needs significant improvement | • Key points were not identified and supported with a well thought out rationale based on applying specific concepts
• Grammar, spelling, punctuation, professional writing is absent | |

Total Score out of 40:

Comments:

Columbia College
Reflective Writing Rubric

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

Skills	5	4	3	2	1
Depth of Reflection	• Reflection reveals a thorough insight of the subject matter with the student digging deeply to present well though-out reflections.	• Reflection reveals insight into the subject matter. Often there are thoughtful statements.	• Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, reflective statements are evident.	• Reflection is limited. The writer produces some basic understanding of the subject matter.	• Little to no reflection is present.
Use of Examples / Evidence	• Uses specific and convincing examples to support reflective statements.	• Uses well-chosen examples to support reflective statements. A more convincing presentation would strengthen the response.	• Uses some examples to support understanding of the subject matter and reflections.	• Uses limited number of examples to support understanding of the subject matter. This seriously affects the integrity of the reflection process.	• Uses little to no examples.
Cohesiveness of Response	• Reflection provides a clear picture of the student's thinking on this subject matter. Thoughts are presented in a good logical, convincing order.	• 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.	• 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.	• 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.	• This response is confusing and ideas do not tie together.

Skills	5	4	3	2	1
Conventions	• Demonstrates control of the writing conventions with essentially no errors.	• Demonstrates control of the writing conventions with occasional errors.	• Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding.	• Demonstrates limited control of the writing conventions with frequent errors that make understanding difficult.	• Demonstrates little or no control of the writing conventions with errors that make understanding almost impossible.

Total out of 20:
Comments: