Columbia College

Theory and Methods in Human Services (**HSPD114)**

Lecture 1

Course Outline

Semester Dates: March 16, 2020 to April 18, 2020

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: Kris McNab	Email: kris.mcnab@columbia.ca
Class Time: 8:30 AM to 12:30 PM (Mon./Wed.)	Room: Building 801 Room 200
Mastery Learning (if required) **1:00PM to 3:00 PM**	
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 Human Services profession
- Identify and describe main interventions in Human Services profession
- Understand the role of a human service worker
- Analyze various processes involved in applying Human Services methodologies
- Critically reflect on basic values of Human Services profession
- Increase self-awareness in your practice as a human service worker
- Explain reasons of applying various theories and methodologies in your practice as a human service worker.

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:

Mehr, J., & Kanwischer, R. (2014). *Human Services: Concepts and Intervention Strategies (11th ed).* Toronto, ON: Pearson Canada Inc.

Recommended Readings and Resources:

Students may access Google Scholar.

Further Recommended Readings and Resources:
N/A

Homework Assignment Due for the Third Class:

- Read Chapters 1 and 2 of your text, *Human Services: Concepts and Intervention Strategies*
- 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 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/Examination	Due Date	Weight
Daily Tests	Class 3-10	25%
Assignment #1 Self-Reflection	Class 6	30%
Assignment #2 Article Review	Classes 4 through 9	15%
Assignment #3 Case Study	Class 10	30%

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 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'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 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

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.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 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 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
Classes 1 &2	• Crisis Prevention Institute Training	• Hosted by Caroline Hay, Certified CPI Instructor
Class 3	• Human Services: A New Direction • A History of Helping	• Chapter 1 • Chapter 2
Class 4	• Human Service Workers: Agents of Change • Human Services: Identifying Problems and Causes	• Chapter 3 • Chapter 4
Class 5	• Human Services Boundaries: Special Populations, Special Systems • Medical and Psychiatric Approaches and the Person in Need •	• Chapter 5 • Chapter 6 • **Article Review Presentations**
Class 6	• Behavioral Approaches and the Person in Need • Psychotherapeutic Approaches and the Person in Need •	• Chapter 7 • Chapter 8 • **Assignment #1 Due** • **Article Review Presentations**
Class 7	• Integrating Contemporary Strategies • Personal Relationship Skills, and the Supervisory Process	• Chapter 9 • Chapter 10 • **Article Review Presentations**
Class 10	• Case Management: The Cornerstone for Human Services • Inspiring Change in Human Services Clients	• Chapter 11 • Chapter 12 • **Article Review Presentations**
Class 9	• Crisis Intervention • Social Intervention: Prevention through Environmental Change	• Chapter 13 • Chapter 14 • **Article Review Presentations**
Class 10	• Social Control, Human Rights, Ethics, and the Law Class Reviews • Program Surveys	• Chapter 15 • **Assignment #3 Due**

Appendix 1
Assignment Outlines

Please note: Students must complete all assignments, tests, and final projects in order to pass this course.

Daily Tests
Due Date: Each class from classes 3 through 10
Weight: 25%

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

Assignment #1 – Self Reflection
Due Date: Class 6
Weight: 30%

Human Behaviour can best be viewed from an integrated perspective using the Ecological Life Matrix (see p. 69 of your Mehr & Kanwischer textbook). Four major current approaches exist in the conceptualization of casual of problem behaviour or deviance. Three fall within the **interpersonal** perspective the organic, the psychodynamic, and the psychological. The fourth, falls within the **extrapersonal** perspective, is the cultural/societal conception of causality.

Your writing assignment must be a minimum of 750 words (maximum 1000 words). No references are required for this assignment. However, if you do use references, you must use APA standards. You may also use an academic site as reference for APA (Purdue OWL). You will be evaluated according to the Written Activity Rubric attached.

Questions

1. What is your personal viewpoint on causality of clients who present negative behaviour?

2. Name three ways this viewpoint affects your professional work.

3. How would you define normality?

4. Give two reasons why Human Services workers need to understand the ecological life matrix and its effects on clients.

5. Name three ways that Human Services workers differ from psychologists.

6. Name three ways they similar.

7. Give two examples of how organic conditions could be relevant to human service workers

8. What course of treatment should be used for clients who are in a state of crisis?

Assignment #2 Article Review
Due: Classes 5 through 9
Weight 15%

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. 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 4-9.

The following questions should be considered in your presentation:

1. What was the article about? (Summary)
2. Why is this article important to Human Service Workers?
3. What does the article say about supporting clients?
4. What did you learn 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 (10 min)
Due Date: Class 10
Weight: 30%

1. Practice an assessment interview on a friend with his or her permission about a common problem.

2. Develop a hypothetical service plan for a make-believe client (or a real client if you have access to someone and permission to do it).

3. Identify the formal human services resources in your community (hotlines, mental health clinics, and employment offices) by name and address

Your writing assignment must be a minimum of 750 words (maximum 1000 words). No references are required for this assignment. However, if you do use references, you must use APA standards. You may also use an academic site as reference for APA (Purdue OWL. You will be evaluated according to the Written Activity Rubric attached.

Questions and Suggestions:

1. Identity the issue 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 behaviorist assess this problem?

6. How would a psychologist assess this problem?

7. Why is it important to assess problems accurately?

8. Name three things you learned about using resources in the community?

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

LEVEL OF PERFORMANCE (Criteria)	A (excellent) 100%-85%	B (good) 84%-70%	C+ (satisfactory) 69%-65%	C-F (poor-fail) 64%-0%	Score
Demonstrated Knowledge	• *Consistently* incorporates principles of previously learned knowledge. • *Consistently* demonstrates knowledge of topic and ability to relate it to course material.	• *Adequately* incorporates principles of previously learned knowledge. • Demonstrates *adequate* knowledge of topic and ability to relate it to course material.	• Incorporates *limited* number of principles from previously learned knowledge. • Demonstrates *limited* knowledge of topic and/or ability to relate it to course material.	• *Fails* to incorporate principles of previously learned knowledge. • No evidence demonstrating knowledge of topic or ability to relate it to course material.	___/20
Critical Thinking	• Ideas show *clear* evidence of critical thinking in application of course material. • *Consistently* able to draw valid conclusions with supporting evidence. • *Consistently* demonstrates the application of multiple solutions to a single problem. • *Consistently* recognizes ethical dilemmas and demonstrates the use of sound clinical judgment.	• Ideas show *adequate* evidence of critical thinking in application of course material. • *Adequately* able to draw valid conclusions with supporting evidence. • *Adequately* demonstrates the application of multiple solutions to a single problem. • *Adequately* recognizes ethical dilemmas and demonstrates the use of sound clinical judgment.	• Ideas show *limited* evidence of critical thinking in application of course material. • *Limited* ability to draw valid conclusions with supporting evidence. • Demonstrates *limited* ability to apply multiple solutions to a single problem. • *Limited* ability to recognize ethical dilemmas and demonstrate use of sound clinical judgment.	• *No* evidence of critical thinking in application of course material. • *No* ability to draw valid conclusions with supporting evidence. • *Does not* demonstrate the application of multiple solutions to a single problem. • *Unable to* recognize ethical dilemmas or demonstrate the use of sound clinical judgment.	___/8

LEVEL OF PERFORMANCE (Criteria)	A (excellent) 100%-85%	B (good) 84%-70%	C+ (satisfactory) 69%-65%	C-F (poor-fail) 64%-0%	Score
Effective Communication	• Thoughts & ideas are expressed clearly, concisely and are *consistent* with topic and course material. • *Consistent* use of appropriate grammar, vocabulary, spelling and medical terminology. • *Consistently* appropriate use of Allen/McGill Nursing Model	• Thoughts & ideas are clear and concise but *not always consistent* with topic & course material. • Adequate use of appropriate grammar, vocabulary, spelling and medical terminology. • *Appropriate* use of Allen/McGill Nursing Model.	• Limited clarity and conciseness of thoughts and ideas and/or inconsistent with topic & course material. • Limited use of appropriate grammar, vocabulary, spelling and medical terminology. • *Limited* use of Allen/McGill Nursing Model.	• Thoughts & ideas are not clearly and concisely expressed or consistent with topic & course material. • Inappropriate use of grammar, vocabulary, spelling and medical terminology. • *Incorrect* use of Allen/McGill Nursing Model.	___/8
Organization	• Topic is clearly identifiable. • Content is logically organized, making written activity easy to follow. • *Consistent* correct use of APA format.	• Topic is identifiable. • Content is logically organized and easy to follow through *most* of written activity. • *Adequate* correct use of APA format.	• Topic is not clearly identifiable. • Content is not well organized, making it difficult to follow. • *Limited* correct use of APA format.	• Topic is not identifiable. • Content is disorganized making it impossible to follow. • *Incorrect* use of APA format.	___/4

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

Total out of 40: _____/40

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.	

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**	• 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.	
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: