

Western Washington University – Woodring College of Education
Human Services Program
HSP 301 - Human Services Professionals and Personal Systems
Fall Quarter 2008

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SCHEDULE

Tuesdays, September 30 – December 2, 2008 in Miller Hall 160 (MH 160), 4:00pm – 6:50pm plus one hour each week online. **Weeks 6, 9 & 10 will be until 7:50pm.** There will be no class on Tuesday, November 11th; however, class will meet online; discussion Wed – Monday. You will post 3 times over 2 days.

DESCRIPTION AND PREREQUISITES

Catalog Description: Explores personal systems in relation to other systems with an emphasis on motives, values, personal communication, and self-determination.

Prerequisites: Admission to the major, or permission of the Bellingham Human Services Program Director.

TEACHING AND LEARNING METHODS

This is a hybrid course with typically three hours face-to-face and one hour online each week; exceptions are noted in Schedule and reflected on the Calendar. Presentations, activities in class, dialogue, documentary, and weekly web-based conferencing over the Internet are among the teaching methods used.

CREDITS AND CREDIT LOAD

For this four-credit course, please spend at least eight hours each week outside class to complete the required reading and assignments in this course. In addition, one hour each week will be spent completing online activities, substituting for one hour in the classroom.

STUDENT FEEDBACK PROCESS

Feedback on how the class is proceeding is welcomed and encouraged throughout the quarter. On December 2, please plan on spending 15 minutes during class to complete Western's *Student Evaluation of Instruction* form to evaluate the instructor and the content of the course.

REASONABLE ACCOMMODATION POLICY

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU disAbility Resources for Students at 360-650-3844 or <http://www.wwu.edu/depts/drs>

ACADEMIC DISHONESTY POLICY

Western Washington University students are responsible for reading, understanding, and upholding the standards of academic dishonesty as set forth in the *WWU Academic Dishonesty Policy and Procedure* (see Appendix D of the University Catalog).

CORE – COMMON THREADS

Major Concepts and Focus Questions in HSP 301

The core sequence (six quarters) provides the conceptual framework for the Human Services curriculum. HSP 301 is the first course in the series on smaller systems. Students move to larger systems in their second year in the major. Core comprises Human Services Professionals and Personal System (HSP 301), Interpersonal Systems (HSP 303), Small Group Systems (HSP 305), Organizational Systems (HSP 402), Community Systems (HSP 404), and Global Systems (HSP 406). The same group of students and instructor stay together for the three quarters (fall, winter, and spring) of first year core.

The first three quarters of core deal with small systems and their relationship to smaller and larger systems. The second three quarters focus on organizational, community, and global systems. Common threads across the three quarter of core (HSP 301, HSP 303, and HSP 305) are self-determination, strengths-based perspectives, helping roles, personal dispositions and values, personal and professional ethics and boundaries, self-care, valuing diversity, communication styles, critical and creative thinking, systems and chaos theories, and change processes.

Major concepts in HSP 301 include introduction to systems and chaos theories, understanding the helping role and self as a system, how theories shape thinking, motivation for helping, impact of personal dispositions on professional development, responsibility for self-care, and belief in change. Below are questions to contemplate and create responses to as you move through the quarter. Make the connections to the specifications shown in the alignment tables in this syllabus.

- 1) What is the purpose of critical thinking?

- 2) What constitutes a system?
- 3) How does the function of a system influence ways you interact?
- 4) How is change initiated and maintained in personal systems? How is change initiated and maintained in a social system?
- 5) What constitutes a healthy individual? What is the relationship of health to larger systems?
- 6) In what ways can Human Services Professionals utilize the concepts of chaos theory?

LEARNING OUTCOMES

1. Analyze your reasons for becoming a human services professional.
2. Demonstrate awareness of your values, reaction patterns, strengths, and limitations in diverse contexts.
3. Recognize and describe yourself as a system that is interconnected with larger systems.
4. Assess how your personal dispositions impact the successful delivery of human services.

See pages 9 - 11 for Standards alignment with outcomes, activities and assessments

WRITTEN ASSIGNMENTS, PRESENTATIONS, AND PARTICIPATION

These are intended to provide you opportunities to develop awareness, knowledge, and patterns of thinking and creativity. See page 12 for grading criteria.

Written assignments (not including online postings) must be:

- Typed; double spaced
- Times or Times New Roman, 12 font
- Correct grammar, punctuation and spelling
- In text citations and references cited must be in APA format
- Save copies of your work
- Submitted in class on their due date (late work will jeopardize your grade for the course)
- No work will be accepted after December 2nd

COUNCIL FOR STANDARDS IN HUMAN SERVICE EDUCATION (CSHSE) NATIONAL STANDARDS

No.	Standard
12	The curriculum shall include knowledge and theory of human systems, including individual, interpersonal, group, family, organizational, community, and societal and their interactions.
13	The curriculum shall address the conditions that promote or limit human functioning.
17	Learning experiences shall be provided for the student to develop his or her interpersonal skills.
19	The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.
20	The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

See pages 9 - 11 for the alignment of standards, specifications, learning outcomes, learning activities, and assessments. For additional information, go to <http://www.cshse.org/standards.html>

REQUIRED TEXT

Title	Authors	Year	ISBN
<i>The Art of Helping Others: Being Around, Being There, Being Wise</i>	H. Smith and M. K. Smith (SS)	2008	978-1-84310-638-8
<i>The Art of Happiness at Work</i>	Dali Lama and H. C. Cutler (DL/C)	2003	1-59448-054-0
<i>Publication Manual of the American Psychological Association (5th edition)</i>	American Psychological Association (APA)	2001	1-55798-791-2
<i>Doing Good: Passion and Commitment for Helping Others</i>	J. A. Kottler (K)	2000	1-56032-887-8
<i>Seven Life Lessons of Chaos: Spiritual Wisdom from the Science of Change</i>	J. Briggs and F. D. Peat (B/P)	2000	0-06-093073-X

Note: the initials in parentheses following the authors' names in the Required Texts table (see above) are the abbreviations used in the alignment tables on pages 9 - 11 in this syllabus.

The text by Smith and Smith (2008) is used in 301, 303. Keep your **APA Manual** for reference in all Human Services courses. Week 2 there will be a review of APA and ways to use the Manual; be sure to bring your copy of the Manual and a printed copy of the addendum to class on Tuesday, October 7th. APA also is covered in HSP 304 and HSP 385. APA is the writing style of the discipline.

REQUIRED EXTERNAL LINKS IN BLACKBOARD

Below are the required URL websites for Blackboard and in-class discussions. Additional web sites and journal articles will be posted with each assignment and External Links.

TOPIC	Link
Critical Thinking	http://www.criticalthinking.org/aboutCT/definingCT.cfm
Whole Systems	http://www.worldtrans.org/whole.html
Council for Standards in Human Services Education	http://www.cshse.org/
National Organization for Human Services	http://www.nohse.com
APA Style	http://www.apa.org/

READING ASSIGNMENTS AND DUE DATES

Complete the required weekly reading prior to the date of each session.

Week	Read prior to	Author(s): Reading
2	Oct. 7	APA Manual: Peruse manual and addendum Student Learning - Online
3	Oct. 14	Kottler: Whole Book
4	Oct. 21	Smith and Smith: Chapter 1 - 3
5	Oct. 28	Dali Lama and Cutler: Whole book
6	Nov. 4	
7	Nov. 11 – no class	Briggs and Peat: Pages 1-98
8	Nov. 18	Briggs and Peat: Pages 99-175

Recommended Reading

By October 14, read Chapter 14 on burnout from the text used in HSP 302 by Mandell and Schram (2006).

CALENDAR

Date	Wk	Topic	Reading Due	Assessments Due
September 30	1	Welcome to Core		
October 7	2	Teaching and Learning	APA Manual: Peruse	In class activity
October 14	3	HS Professionals	Kottler: whole book	On Professionalism paper
October 21	4	Altruism/Service	Smith and Smith: Chapter 1 - 3	
October 28	5	Values/Identity	Dali Lama and Cutler: Whole book	Values Evaluation paper
November 4	6	Helping		“Why do I want to help?” presentations
November 11	7	No face to face online	Briggs and Peat: p. 1-98	Online activities
November 18	8	Systems	Briggs and Peat: p. 99-175	
November 25	9	“Learning” / “Who am I?”	No Assigned Reading	Presentation or paper
December 2	10	“Learning” / “Who am I?”	No Assigned Reading	Presentation or paper

Point Values and Due Dates for Assignments

Assignment	Point Value	Due Date
1. Professional Behavior	10 pts	Oct. 14
2. Values & Evaluation	10 pts	Oct. 28
3. Why do I want to help	15 pts	Nov. 4 – class until 8pm
4. Learning	30 pts	Nov. 25/Dec. 2 – class until 8pm
5. Who am I	25 pts	Nov. 25/Dec. 2 – class until 8pm
6. Participation	10 pts	In class and online weekly

ASSIGNMENTS

See page 12 for grading criteria

1) ON PROFESSIONALISM (10 points)

Description: In three pages describe your understanding of professional behavior, its importance, and how it generalizes to your interaction in core. Include at least two sources using appropriate APA in text citations and references.

Due: October 14, Week 3

2) VALUES EVALUATION (10 points)

Description: In three pages, identify and describe the values that influence your work in Human Services. How do they shape your interactions with others? If they have changed over time, what influenced the changes? Include at least two sources using appropriate APA in text citations and references.

Due: Submit in class October 28, Week 5

3) WHY DO I WANT TO HELP? (15 points)

Description: Critically examine your reasons for wanting to help people. Use course materials, which include reading, class and online discussion, additional exercises, resources, and uniform resource locators. Include a minimum of four sources in APA. This assignment also includes a 5-7 minute presentation with a handout for the class. **Choose a format that is meaningful to you and adds to your learning experience. Prepare and submit a creative handout, flyer, brochure, or schematic that complements your presentation, one that could be included in your portfolio.**

Due: Submit your work and present November 4, Week 6. Class is until 7:50pm!

4) LEARNING (30 points)

Description: In a format that you can retain for future reference and for possible inclusion in your portfolio, write a six to eight page paper on what you learned in this course, ways you met the CSHSE National Standards and respective Specifications shown in the alignment tables, and the contributions you made. Evaluate what you learned, not what you did, from web-based learning, the authors, URL, other students, documentary, learning outcomes, major concepts explored in this course, and focus questions. Weave the material together to demonstrate your comprehension showing ways you have met the course learning outcomes. Be specific. Cite using APA to support your discoveries. Add an additional page at the end of your paper for references.

Special instructions Critical reflection, integration of knowledge and concepts and demonstrating understanding are requisites for completing this assignment.

Due: November 25/December 2, Weeks 9/10, the day you are not presenting

5) WHO AM I? (25 points)

Show us what constitutes your personal system and how you are interconnected with larger systems. Use creativity and imagination to make a presentation that answers this question. Draw from personal experience, class interactions, course materials and research. The format is your design and you will explain how and why the presentation and visual materials (graphic, pamphlet, brochure, illustration, prop) best represents your interrelationships. **You will submit the visual representation in text citations and references in APA at the end of your 12-15 minute presentation.** The visual representation could be included in your portfolio.

Class will be 4 hours on weeks 9 and 10

Your final paper is due the week you are not presenting.

Due: Submit the visual representation and present November 25/December 2, Weeks 9/10, the day you are not submitting your final paper.

6) PARTICIPATION (10 points)

You will be evaluated for quality of your classroom participation. **See grading criteria, p. 12** for class participation which includes:

- 1) Reading all assignments and verbalizing connections among various readings and one's personal and profession experiences within class discussions
- 2) Consistently participating in a way that enhances learning for oneself and the group
- 3) Demonstrating with your behavior in class a concern for the cohort as a learning community

There will be additional assignments which are critical to the completion of required course hours: Discussion questions, website reviews and video clip reviews will be posted on Blackboard under assignments and discussion board

- 1) You will be evaluated for substantive discussion (not "I agree" or "good point.")
- 2) You will be divided into small groups. You are required to read all postings within your group, post your own thread, and respond to at least three students' posts. (see directions online)
- 3) Your expression of ideas and subsequent discussion should indicate increased awareness, connection to course content, sharing personal insights and/or experiences germane to course topics. **Please read and start to respond by Friday so there is time for meaningful discussion. Final Deadline-Sundays by 6:00pm.**

<p>Special thanks to Jane Verner for her wonderful contributions to this class syllabus.</p>
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HSP 301 – Fall 2008
CSHSE National Standards and Specifications
Aligned with
Learning Outcomes, Learning Activities, and Assessments

Standard #12			
The curriculum shall include knowledge and theory of human systems, including individual, interpersonal, group, family, organizational, community, and societal and their interactions.			
Specifications	Learning Outcomes	Learning Activities	Assessments
Context and role of diversity in determining and meeting human needs (e)	<ul style="list-style-type: none"> Analyze your reasons for becoming a human services professional. 	S/S Ch 1-3 D/C Ch 2, 5, 6 K Ch 2, 5 B/P Ch 1, 3	All Assignments including in-class activities
Capacities, limitations, and resiliency of human systems (i)	<ul style="list-style-type: none"> Demonstrate awareness of your values, reaction patterns, strengths, and limitations in diverse contexts. Recognize and describe yourself as a system that is interconnected with larger systems. 	S/S Ch 1-3 D/C Ch 1, 2 K Ch 2, 4 B/P Whole book	
Social change through advocacy work at all levels of society (j)	<ul style="list-style-type: none"> Assess how your personal dispositions impact the successful delivery of human services. 	D/C Whole book K Ch 3, 7, 8 B/P Ch 2, 3	

Standard #13			
The curriculum shall address the conditions that promote or limit human functioning.			
Specifications	Learning Outcomes	Learning Activities	Assessments
Knowledge, theory, and skills of the human services profession (a, f)	<ul style="list-style-type: none"> Analyze your reasons for becoming a human services professional. 	S/S Ch 1-3 K Whole book	All Assignments including in-class activities
Range of populations served and needs addressed by human services professionals (b, g) Conceptualize and integrate healthy functioning, prevention, maintenance, intervention, and rehabilitation (d, i)	<ul style="list-style-type: none"> Demonstrate awareness of your values, reaction patterns, strengths, and limitations in diverse contexts. Recognize and describe yourself as a system that is interconnected with larger systems. Assess how your personal dispositions impact the successful delivery of human services 	K Whole book S/S Ch 1-3 B/P Whole book S/S Ch 1-3	

Standard #17			
Learning experiences shall be provided for the student to develop his or her interpersonal skills.			
Specifications	Learning Outcomes	Learning Activities	Assessments
Clarifying expectations (a)	<ul style="list-style-type: none"> Analyze your reasons for becoming a human services professional. Demonstrate awareness of your values, reaction patterns, strengths, and limitations in diverse contexts. Recognize and describe yourself as a system that is interconnected with larger systems 	D/C Whole book K Whole book S/S Ch 1-3	Professional Behavior Why do I want to Help Learning Who Am I Participation including in-class activities
Dealing effectively with conflict (b)	<ul style="list-style-type: none"> Demonstrate awareness of your values, reaction patterns, strengths, and limitations in diverse contexts. Assess how your personal dispositions impact the successful delivery of human services 	D/C Ch 1, 2, 5, 6, 9 B/P Whole book	Learning Who am I Participation including in-class activities
Establishing rapport with clients (c)	<ul style="list-style-type: none"> Demonstrate awareness of your values, reaction patterns, strengths, and limitations in diverse contexts. Recognize and describe yourself as a system that is interconnected with larger systems 	D/C Whole book K Whole book S/S Ch 1-3	Professional Behavior Learning Who Am I In-class activities
Maintaining behavior that is congruent with expressed values (d)	<ul style="list-style-type: none"> Demonstrate awareness of your values, reaction patterns, strengths, and limitations in diverse contexts. Assess how your personal dispositions impact the successful delivery of human services 	D/C Ch 6 B/P Whole book S/S Ch 1-3	Professional Behavior Who am I Learning Participation including in-class activities
Critical thinking for analysis, problem solving, synthesis, decision making, and predicting outcomes (e)	<ul style="list-style-type: none"> Analyze your reasons for becoming a human services professional. Demonstrate awareness of your values, reaction patterns, strengths, and limitations in diverse contexts. Recognize and describe yourself as a system that is interconnected with larger systems Assess how your personal dispositions impact the successful delivery of human services 	D/C Whole book B/P Whole book S/S Ch 1-3	All assignments including in-class activities

Standard #19			
The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.			
Specifications	Learning Outcomes	Learning Activities	Assessments
Client self-determination (b) Confidentiality of information (c)	<ul style="list-style-type: none"> Analyze your reasons for becoming a human services professional. Demonstrate awareness of your values, reaction patterns, strengths, and limitations in diverse contexts. Recognize and describe yourself as a system that is interconnected with larger systems. Assess how your personal dispositions impact the successful delivery of human services. 	All books S/S Ch 1-3	All assignments including in-class activities
Recognition of the worth and uniqueness of the individual including culture, ethnicity, gender, religion, abilities, sexual orientation, and other expressions of diversity (d) Belief that individuals, services, systems and society can change (e)		K Whole book S/S Ch 1-3	
Personal commitment to appropriate professional boundaries (g) Integration of ethical standards (h)		K Whole book S/S Ch 1-3	

Standard #20			
The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.			
Conscious use of self (a) Reflection on professional self (b) Clarification of values (c) Awareness of diversity (d)	<ul style="list-style-type: none"> Analyze your reasons for becoming a human services professional. Demonstrate awareness of your values, reaction patterns, strengths, and limitations in diverse contexts. Recognize and describe yourself as a system that is interconnected with larger systems. Assess how your personal dispositions impact the successful delivery of human services. 	All books S/S Ch 1-3	All assignments including in-class activities
Strategies for self-care (e)	<ul style="list-style-type: none"> Demonstrate awareness of your values, reaction patterns, strengths, and limitations in diverse contexts. Assess how your personal dispositions impact the successful delivery of human services. 	S/S Ch 1-3	Professional Behavior Who am I Participation including an in-class activity

Grading System

Assignments are evaluated in equal proportions based on the following criteria.

1. Integration and Interpretation

Clearly and concisely express your comprehension of the key concepts and main ideas from the course materials. Reflect your understanding and provide evidence to support your views.

2. Critical thinking

Use core critical thinking skills to examine and challenge constructs, judgment, values and beliefs. Develop insight and generate new ideas and possibilities. Be curious. Base your reasoning on evidence. Demonstrate your involvement in this class by connecting an array of resources introduced in HSP 301, dialogue online and in class, and learners' presentations.

3. Content and Context

In your assignments, go beyond the information contained in the content of the course. Integrate course materials conveying how the content is interconnected. Demonstrate your study of multifaceted, dynamic interactions.

4. Organization and Mechanics

Organize your work. Demonstrate proficiency in academic writing and presentations. Use appropriate language, correct grammar and spelling. Use formatting explained in this syllabus and APA for in text citations and references. Incorporate feedback received from the instructor.

5. Timeliness

Meet due dates for assignments and specified length of time for presentations. All points are lost in this criterion for work that is submitted late.

Students are graded using the traditional A – F system.

A	95 – 100	<u>Superior</u>
A-	90 – 94	
B+	87 – 89	Strong
B	84 – 86	
B-	80 – 83	
C+	77 – 79	Developing
C	74 – 76	
C-	70 – 73	
D+	67 – 69	Underdeveloped Course must be repeated
D	64 – 66	
D-	60 – 63	
F	Failure	Failure Repeat Course
Z	Failure due to discontinued attendance w/out withdrawal	Failure Repeat Course
K	Incomplete	Incomplete

"The grade of K (incomplete)...is given only to a student...when extenuating circumstances...make it impossible to complete course requirements on schedule. (Extenuating circumstances do not include mere lateness in completing work.)" Please review the statement regarding the assignment of incomplete grades in the WWU catalog.